VERMONT

LAW & GRADUATE SCHOOL

Learning Outcomes Assessment Plan

INTRODUCTION

Vermont Law & Graduate School's Learning Assessment Plan represents the culmination of several years of work designing our learning assessment process. To that end, this Plan sets out a process for the ongoing implementation of the process that began in the 2017-2018 academic year.

OVERVIEW OF LEARNING ASSESSMENT

The process of "assessment" includes: (1) defining student learning outcomes for a course, degree program, or certificate; (2) measuring whether students are achieving the identified learning outcomes; (3) analyzing the results of those measurements; and (4) using the results to make changes to pedagogy, and other aspects of the school's education, including the structure, contents and design of a particular course or set of courses, curriculum, program, or department. The process of assessment is ongoing and continuous, as it is designed to improve student learning and demonstrate the value of the education being provided. At the course level, faculty should use assessment information to analyze how they deliver education and the means by which they might improve. Once a school has identified a set of learning outcomes for a degree program and/or certificates, assessment typically proceeds in yearlong cycles.

At the beginning of an assessment cycle, a group designated by the school (typically an assessment team or committee[1]) identifies one or two learning outcomes to address during the cycle. The school then collects evidence of student learning for those outcomes from at least three sources. Once collected, the assessment committee will analyze the data and include any findings in a report. The school uses the report to recommend changes to improve outcomes and develop a baseline for subsequent assessment cycles. After a few years of assessment, the school likely will have conducted assessment activities on each of its learning outcomes and will begin the process anew to consistently improve the education it is providing.

REGULATORY OVERVIEW

In 2014, the ABA's Section on Legal Education and Admissions to the Bar – the national accrediting body for the Juris Doctor (J.D.) degree recognized by the Department of Education – adopted a set of sweeping changes to the Standards and Rules of Procedure for Approval of Law Schools. The changes were the result of a seven-year process led by a special committee charged with "determining whether and how

[1] At Vermont Law and Graduate School, the Assessment Committee replaced an Assessment Working Group, which was initially formed as the law school developed its assessment plan. Under the Vermont Law School Faculty Handbook, the Committee's purpose is: To organize, monitor, evaluate, and implement the Vermont Law School's efforts to assess learning outcomes. The Committee's membership consists of: Directors of academic programs, at least one experiential faculty member, at least one full-time faculty member, and the Vice Dean for Faculty (ex officio). The Committee's mission is to: provide Vermont Law School with the opportunity to identify its unique strengths and to provide students, faculty, alumni, accreditors and other stakeholders with outcomes-based evidence of achievement of those strengths. Under the direction of the Dean and faculty, the Committee will assist in and promote the iterative process of collection and interpretation of, and action upon, evidence to continuously improve programs, curriculum, and services to support strategic planning, budgeting, and allocation of resources.

output measures, other than bar passage and job placement," [2] might be used for accreditation. The Committee recommended adoption of an outcomes-based philosophy after review of relevant research on higher education and a study of regional and professional accrediting body practices. With the adoption of this approach, the ABA's new Standards and Rules use outcomes and assessment as the driving forces behind the accreditation process.

Additionally, because Vermont Law and Graduate School offers a number of Master's degrees, it is accredited by the New England Commission of Higher Education (NECHE) (formerly the New England Association of Schools and Colleges), which requires the following for accreditation: "The school engages in forms of programmatic assessment consistent with fulfilling its mission and core values. This data is used to inform decision-making and planning." [3]

GOALS OF VERMONT LAW AND GRADUATE SCHOOL'S ASSESSMENT PLAN

Vermont Law and Graduate School's assessment plan has the following goals: (1) to strengthen the school's academic programs by gathering data about student learning in relation to a set of programmatic learning outcomes for each of the school's degrees and professional certificates, analyzing the data to determine whether students are achieving the identified learning outcomes, prepare a report with the results and recommendations, and adopt necessary changes in response to identified problem areas to improve the overall quality of the programs; (2) to articulate an effective, workable, faculty-driven, and efficient process to assess student learning outcomes at an institutional level; (3) to identify the roles of faculty and relevant administrators in conducting institutional assessment; (4) to demonstrate compliance with the ABA's requirement that every accredited Law School has a publicly available assessment plan; (5) to ensure that Vermont Law and Graduate School students acquire the requisite knowledge, skills, and values expressed in the law school's Mission Statement; and (6) to demonstrate compliance with NECHE accreditation requirements.

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[2] ABA Managing Director's Guidance Memo: Standards 301, 302, 314 and 315, June 2015, available at http://www.americanbar.org/content/dam/aba/administrative/legal_education_and_admissions_to_the_bar/governancedocuments/2015_learning_outcomes_guidance.authcheckda m.pdf.

[3] NECHE lists the following as suggested indicators for programmatic assessment: (1)The school conducts annual program review and revision based on assessment of student performance; (2) The school uses some form of longitudinal assessment of student performance (such as portfolio assessment); (3) The school conducts exit interviews of students and faculty and uses the data to inform admissions and program planning; (4) The school has procedures to follow-up on the experiences of alumni/ae and uses the data to inform admissions and program planning; (5) The school brings in consultants and/or visitors from other schools to participate in the periodic evaluation of programs; (6)The vitality/influence of the mission in the life of the school is assessed; (6) The school participates in state sponsored learning results activities, as appropriate; (7) The school carries out programs for supervision and evaluation of all personnel that are understood by all concerned; (8) Those responsible for leadership engage in periodic self-evaluation of their performance; (9) The school develops and publishes a policy and plan on diversity and difference, derived from its mission and core values that it uses to evaluate the status of the school in this regard and to guide planning to achieve goals; and (10) If applicable, the school's plans for developing, sustaining, and expanding online courses are integrated into the overall planning and evaluation procedures of the school. New England Commission on Institutes of Higher Education, Standards, available at: https://cis.neasc.org/sites/cis.neasc.org/files/Standards_Indicators/Standards_and_Indicators%20-%20new%20website%20link.pdf

CURRICULUM MAPPING

In the 2014-2015 academic year, the Curriculum Mapping Working Group distributed a set of questions to all faculty asking them to identify which of the learning outcomes they covered in their courses and whether they employed any assessment tools to measure student competency as to those outcomes. Once the faculty responded to the surveys, the members of the working group met individually with each member of the faculty.

The Curriculum Map identifies where each of the learning outcomes is covered in the required, core, and elective curricula. It helped to inform the development of the learning outcomes for each of Vermont Law and Graduate School's degrees and professional certifications. The Assessment Committee will use this information in our assessment process to inform faculty in their teaching and create a consistent educational experience for students at the school.

Vermont Law and Graduate School is firmly committed to the principle that learning outcomes assessment is the responsibility of the faculty as a whole. However, recognizing that assessment needs focused and consistent attention, this Plan envisions that the Assessment Committee takes a lead role in coordinating the school's assessment activities. During each year of this Plan, the Committee will: (1) develop a plan for the following year's assessment activities; (2) monitor progress by implementing the previous year's recommendations; and (3) regularly report on assessment activities and results to the faculty and seek their input on recommendations.

Each year, the Assessment Committee will assess a learning outcome, report the findings and results to the faculty, seek input from the faculty on recommendations, develop a set of recommendations, and create a plan for implementation. The Vice Dean for Faculty will select the Assessment Committee taking into account the expertise of the faculty and their responsibility with regard to the school's degree programs and certificates. It is anticipated that every full-time faculty member will serve on the Committee at some point.

LEARNING OUTCOMES FOR VERMONT LAW AND GRADUATE SCHOOL'S JD PROGRAM AND MASTER'S PROGRAMS

In 2017, Vermont Law School adopted learning outcomes for its JD, Masters, and LLM Degrees. In 2018, Vermont Law School adopted learning outcomes for its new Masters in Restorative Justice and Certificate in Restorative Justice.

Learning outcomes for the JD, Masters, LLM Programs, and Professional Certificate in Restorative Justice are included as Appendix A.

ANNUAL CYCLE

May: The Assessment Committee begins refining the assessment plan developed the prior year to finish the year with a plan for the upcoming academic year. Faculty members report on course level outcomes in their annual reviews to discuss with the Dean and Vice Dean for Faculty.

August: The Vice Dean for Faculty reviews the membership of the Assessment Committee and appoints new members to adopt/implement a plan for studying the learning outcomes to assess during the following academic year in accordance with the schedule set forth within this Plan.

September: The Assessment Committee identifies the direct and indirect measures it will use to collect data and develop rubrics, surveys, focus groups, or other instruments. The Committee welcomes and orients new members. Reports on progress will be presented to the faculty.

October/November: The Assessment Committee begins the process of data collection. At the end of each collection cycle, the Committee reports on its findings to the faculty.

December/January/February: The Assessment Committee evaluates data collected during the fall semester and begins collecting data for the spring semester.

March: The Assessment Committee develops a set of recommendations based on input from the faculty and students. These recommendations may be directed to administrative departments, faculty committees, the faculty, or the Dean.

April: The Assessment Committee presents an annual update to the full faculty, encourages faculty engagement, and works with members of the faculty to propose modifications if necessary.

ASSESSMENT TIMELINE

This document is attached as Appendix B.

ASSESSMENT PROCESS

Prior to each annual cycle, the Assessment Committee will develop a working plan to assess the learning outcome identified for the following year. The working plan is intended to serve as a guide for the Assessment Committee to gather and analyze data. The Assessment Committee should identify potential data and the manner in which it may be collected and analyzed. The Assessment Committee should change the working plan, as needed, based on its own assessment.

For each learning outcome assessed, the Committee will consider both direct and indirect measures. A direct assessment measure is based on students' actual work; typically, a sample of student work is evaluated against a rubric. The advantage of direct measures is their consideration of work students have actually produced, which tend to be the strongest evidence of learning. In contrast, indirect measurements are based on reports of perceived learning.

It is preferable to examine work product that is already being created as part of the course level assessment included in individual faculty syllabi, rather than creating a new exam or project to be administered solely for the purpose of programmatic assessment.

The Assessment Committee will analyze and report data in an aggregated fashion. Identifiable student information will be redacted. Since the purpose of assessment is not to evaluate individual faculty members, assessment data should also, to the extent feasible, not identify the faculty members who taught the students whose data is being analyzed.

RESULTS AND REPORTS

The Assessment Committee meets monthly and will keep minutes, as well as document its findings with regard to the data. To the extent practicable, the school will make reports public on the assessment webpage. The Assessment Committee is responsible for following up on recommendations made from year to year and implementing the recommendations.

EVALUATING THE ASSESSMENT PROCESS

In accordance with ABA Standard 315, the Assessment Committee will conduct an ongoing evaluation of the assessment process at the law school, including whether to accelerate the timetable such that two or more learning outcomes are assessed per year. The Committee will report, on at least an annual basis, progress under this plan, recommending changes to the learning outcomes or assessment process when it considers such changes necessary.

AMENDMENTS TO THE LEARNING ASSESSMENT PLAN

The faculty defers to the Assessment Committee to amend this plan, as necessary, without a faculty vote.

(Plan last updated 11/20/23)

Learning Outcomes Assessment Plan
APPENDIX A

LEARNING OUTCOMES FOR VERMONT LAW & GRADUATE SCHOOL'S DEGREE PROGRAMS

JURIS DOCTOR (JD)

Bar Exam Preparedness and Skills: Graduates will possess the skills needed to successfully perform on the bar examination taken.

Professional Responsibility and Ethics: Graduates will be able to work respectfully, ethically, and productively with diverse clients and legal professionals. They should possess the skills needed to recognize and resolve dilemmas in an ethical manner.

Foundational and Substantive Legal Knowledge: Graduates will demonstrate knowledge and understanding of substantive and procedural law, and the role of law in society.

Foundational Legal and Advocacy Skills: Graduates will be able to independently and collaboratively engage in legal research, legal analysis and reasoning, and problem solving and communicate effectively and persuasively.

Service to Society: Graduates will understand an attorney's obligation to engage in community and public service.

MASTER OF PUBLIC POLICY (MPP)

Value Statement: Graduates will appreciate the importance of serving all communities and stakeholders in policymaking. They will do their best to listen while withholding judgment about the new or unfamiliar; reassess their personal perspective when appropriate; and seek points of connection and interact substantively with those who are different from themselves. Graduates will seek to find policy solutions that consider these diverse perspectives and pursue inclusive solutions to support communities.

Program Learning Outcomes

Foundational Policy Skills: Graduates will be able to engage in policy design, analysis, and evaluation including determining if a policy is a success or a failure.

Strategic Communication and Advocacy Skills: Graduates will be able to use written, oral and graphic skills to communicate effectively and persuasively through a variety of mediums including speech, social media, and written documents.

Inclusive Policy Making Skills: Graduates will be able to analyze the impact of current and proposed policies on individuals and communities historically marginalized and underserved by political systems.

Graduates will be able to consider and assess diverse perspectives and navigate the complexity that comes with multiple perspectives.

Professionalism: Graduates will demonstrate an understanding of professionalism that involves working effectively inclusively and co-creating an environment where each perspective is considered for the cooperative purpose of making progress toward common goals. Graduates will interact respectfully and appropriately in a variety of cultural contexts.

Foundational and Substantive Policy and Knowledge: Graduates will demonstrate knowledge and understanding of a substantive policy field (e.g. animal protection policy, food and agriculture policy, community resilience, energy regulation, justice reform) and its role in society.

MASTER OF ENVIRONMENTAL LAW & POLICY (MELP)[4]

Legal Literacy: Graduates will be able to evaluate environmental law and policy.

Legal Institutions: Graduates will be able to effectively engage the institutions and individuals that influence environmental law and policy.

Ecological Literacy: Graduates will be able to assess the social and ecological impacts of environmental law and policy.

Problem Solving: Graduates will be able to formulate solutions to environmental law and policy problems.

Professionalism: Graduates will be able to work effectively in a professional work environment within and across diverse groups of people with varying backgrounds and perspectives.

Communications, Advocacy, and Leadership: Graduates will be able to communicate effectively as advocates, leaders, and problem-solvers.

MASTER OF CLIMATE AND ENVIRONMENTAL POLICY (MCEP)

Foundational and Substantive Policy and Knowledge: Graduates will demonstrate knowledge and understanding of substantive environmental and climate policy and its role in society.

Foundational Policy and Advocacy Skills: Graduates will be able to independently and collaboratively engage in policy research (both qualitative and quantitative), analysis, and problem solving and communicate effectively and persuasively orally and in writing.

[4] New students are no longer being enrolled in the Master of Environmental Law & Policy (MELP) degree. The Academic Regulations provide currently enrolled students with up to five years to complete this degree, after that time these learning outcomes will sunset. New degree options include the Master of Climate and Environmental Policy (MCEP) and the Master of Public Policy.

Commitment to Equity and Service: Graduates will analyze the impact of current and proposed policies on individuals and communities historically marginalized and underserved by political systems. Graduates will consider diverse perspectives and navigate the complexity that comes with multiple perspectives; listen while withholding judgement about the new or unfamiliar; reassess their personal perspective when appropriate; and seek points of connection and interact substantively with those who are different from themselves. Graduates will appreciate the importance of serving all communities and stakeholders in policymaking.

Professionalism: Graduates will demonstrate an understanding of professionalism that involves working effectively inclusively and co-creating an environment where each perspective is considered for the cooperative purpose of making progress toward common goals. Graduates will interact respectfully and appropriately in a variety of cultural contexts.

MASTER OF ENERGY REGULATION & LAW (MERL)

Foundational and Substantive Policy and Knowledge: Graduates will demonstrate knowledge and understanding of substantive and procedural energy and environmental policy and its role in society.

Foundational Policy and Advocacy Skills: Graduates will be able to independently and collaboratively engage in energy policy research, analysis, and problem solving and communicate effectively and persuasively orally and in writing.

Social, Economic, and Ecological Influences: Graduates will be able to analyze the social, economic, and ecological impacts of energy law and policy.

Professionalism**:** Graduates will demonstrate an understanding of professionalism that involves working effectively inclusively and co-creating an environment where each perspective is considered for the cooperative purpose of making progress toward common goals. Graduates will interact respectfully and appropriately in a variety of cultural contexts.

MASTER OF FOOD AND AGRICULTURE LAW & POLICY (MFALP)[5]

Foundational and Substantive Policy and Knowledge: Graduates will demonstrate knowledge and understanding of substantive food system policy and its role in society.

Foundational Policy and Advocacy Skills: Graduates will be able to independently and collaboratively engage in policy research (both qualitative and quantitative), analysis, and problem solving and communicate effectively and persuasively orally and in writing.

Commitment to Equity and Service: Graduates will analyze the impact of current and proposed policies on individuals and communities historically marginalized and underserved by political systems. Graduates will consider diverse perspectives and navigate the complexity that comes with multiple perspectives;

[5] New students are no longer being enrolled in the Master of Food and Agriculture Law & Policy (MFALP) degree. The Academic Regulations provide currently enrolled students with up to five years to complete this degree, after that time these learning outcomes will sunset. A Master of Public Policy (MPP) degree with the option of a track in Food and Agriculture Law & Policy is now an option.

listen while withholding judgement about the new or unfamiliar; reassess their personal perspective when appropriate; and seek points of connection and interact substantively with those who are different from themselves. Graduates will appreciate the importance of serving all communities and stakeholders in policymaking.

Professionalism: Graduates will demonstrate an understanding of professionalism that involves working effectively inclusively and co-creating an environment where each perspective is considered for the cooperative purpose of making progress toward common goals. Graduates will interact respectfully and appropriately in a variety of cultural contexts.

MASTER OF ANIMAL PROTECTION POLICY (MAPP)[6]

Foundational and Substantive Policy and Knowledge: Graduates will demonstrate knowledge and understanding of substantive and procedural animal protection policy and its role in society.

Foundational Policy and Advocacy Skills: Graduates will be able to independently and collaboratively engage in policy research, analysis, and problem solving and communicate effectively and persuasively orally and in writing.

Commitment to Equity and Service: Graduates will understand the importance of serving and analyze the impact of longstanding policies on historically marginalized and underserved individuals and communities. Graduates will evaluate diverse perspectives and navigate the ambiguity and complexity that comes with multiple perspectives; reassess their personal perspective when appropriate; listen while withholding judgement about the new or unfamiliar; and seek points of connection and interact substantively with those who are different from themselves.

Professionalism: Graduates will demonstrate an understanding of professionalism that involves working inclusively and co-creating an environment where each perspective is considered for the cooperative purpose of making progress toward common goals and interact respectfully and appropriately in a variety of cultural contexts.

MASTER OF ARTS IN RESTORATIVE JUSTICE (MARJ)

For each of the following Program Learning Outcomes and their listed Proficiencies, and upon completion of the Master of Arts in Restorative Justice (MARJ), graduates will be able to:

1. Restorative Justice Literacy: History and Foundations:
   - 1.1 Identify and describe the core principles, philosophy, and theory of restorative justice.
   - 1.2 Explain the history of restorative justice, particularly its global indigenous roots.
   - 1.3 Recognize the problem of cultural appropriation and various strategies for RJ practitioners to avoid or ameliorate it.
   - 1.4 Critique restorative justice to identify its limitations, barriers, and failings.
   - 1.5 Devise solutions and approaches to infuse restorative values and practices into existing systems and institutions.

[6] New students are no longer being enrolled in the Master of Animal Protection Policy (MAPP) degree. The Academic Regulations provide currently enrolled students with up to five years to complete this degree, after that time these learning outcomes will sunset. A Master of Public Policy (MPP) degree with the option of a track in Animal Protection Policy is now an option.

1.6 Formulate new restorative systems, policies, programs, or processes across contexts.

2. Restorative Justice at Different Levels: Internal, Interpersonal, Institutional, Systemic:
   2.1 Differentiate between restorative justice applications at micro and macro levels: internally, interpersonally, institutionally, and systemically; and be able to evaluate and assess situations and relationships across those dimensions and express the potential of restorative justice to address each meaningfully.
   2.2 Identify what it means to "live restoratively" and reflect on its relevance to one's own thinking patterns, values, biases, assumptions, and behaviors. Develop relational policies for institutions.
   2.3 Create opportunities for institutions to connect and collaborate on implementing restorative approaches.
   2.4 Evaluate the relationship between interpersonal and systemic harm (especially structural racism) and the potential of restorative justice to meaningful address each.
   2.5 Critique where restorative justice has fallen short in addressing broader structural inequities, where it has contributed to structural harms, and propose new approaches to address these harms.
   2.6 Identify the breadth and depth of trauma individually and systemically in society by recognizing behaviors and impacts of trauma; assess those behaviors and systems with a trauma-informed lens.

3. Legal Foundation and Literacy:
   3.1 Compare and contrast restorative justice laws and policies with prevailing legal and regulatory systems.
   3.2 Assess harms caused by the current legal and regulatory systems in the United States and consider how change is possible. Evaluate and develop restorative approaches to replace or integrate into the legal and regulatory systems where possible, creating systemic change and growth.
   3.3 Identify institutional and systemic policies and practices that exacerbate trauma and maintain discriminatory application.

4. Restorative Justice Practice and Facilitation:
   4.1 Evaluate conflicts, issues, and harms through a restorative approach across contexts, and determine appropriate restorative responses.
   4.2 Formulate and facilitate a variety of restorative processes demonstrating a set of skills-based competencies.
   4.3 Adapt practices based on an identification and understanding of trauma and adverse childhood experiences to support participants in a restorative process.

5. Restorative Justice Research and Evaluation:
   5.1 Assess how restorative justice works and how to ensure successful processes with fidelity to restorative values while considering limitations and barriers to implementation.
   5.2 Evaluate the evidence-base for restorative justice, identify gaps, conduct and/or review research, and propose new restorative applications.
   5.3 Define measurable outcomes across restorative practices and evaluate those outcomes to inform future practice.

6. Communication, Advocacy, and Leadership:

6.1 Develop ways to deconstruct power imbalances, creating systems and situations that invite all voices and interests equally.
6.2 Persuade orally, visually, and in writing as advocates, problem solvers, and catalysts for change.

MASTER OF LEGAL STUDIES (MLS)

Foundational and Substantive Policy and Knowledge: Graduates will demonstrate understanding of both general and specific knowledge of the U.S. legal system and other legal systems in their area of interest.

Foundational Policy and Advocacy Skills: Graduates will learn the process of legal analysis and develop practical skills to evaluate and understand legal systems in practice, cases, statutes, and public policy in the U.S. and in other countries from a comparative perspective. Graduates will be able to communicate effectively and persuasively orally and in writing.

Commitment to Equity and Service: Graduates will analyze the impact of current and proposed policies on individuals and communities historically marginalized and underserved by political systems and design means to address them. Graduates will consider diverse perspectives and navigate the complexity that comes with multiple perspectives; listen while withholding judgement about the new or unfamiliar; reassess their personal perspective when appropriate; and seek points of connection and interact substantively with those who are different from themselves. Graduates will appreciate the importance of serving all communities and stakeholders in policymaking.

Professionalism: Graduates will master critical professional skills used in a wide range of professions, including negotiation, critical thinking, research, client advocacy, and written communication. Graduates will demonstrate an understanding of professionalism that involves working effectively inclusively and co-creating an environment where each perspective is considered for the cooperative purpose of making progress toward common goals. Graduates will interact respectfully and appropriately in a variety of cultural contexts.

MASTER OF LAWS (LLM) IN AMERICAN LEGAL STUDIES

Bar Exam Preparedness and Skills: Graduates will possess the skills needed to successfully perform on the bar examination taken.

Professional Responsibility and Ethics: Graduates will be able to work respectfully, ethically, and productively with diverse clients and legal professionals. They should possess the skills needed to recognize and resolve dilemmas in an ethical manner.

Foundational and Substantive Legal Knowledge: Graduates will demonstrate knowledge and understanding of substantive and procedural law, and the role of law in society.

Foundational Legal and Advocacy Skills: Graduates will be able to independently and collaboratively engage in legal research, legal analysis and reasoning, and problem solving and communicate effectively and persuasively.

MASTER OF LAWS (LLM) IN ENVIRONMENTAL LAW

Foundational and Substantive Policy and Knowledge: Graduates will demonstrate mastery of substantive environmental and climate law and policy and its role in society.

Foundational Policy and Advocacy Skills: Graduates will independently and collaboratively produce in policy research (both qualitative and quantitative), analysis, and problem solving and communicate effectively and persuasively orally and in writing.

Commitment to Equity and Service: Graduates will analyze the impact of current and proposed policies on individuals and communities historically marginalized and underserved by political systems and design means to address them. Graduates will consider diverse perspectives and navigate the complexity that comes with multiple perspectives; listen while withholding judgment about the new or unfamiliar; reassess their personal perspective when appropriate; and seek points of connection and interact substantively with those who are different from themselves. Graduates will engage in practices that account for all communities and stakeholders in policymaking.

Professionalism: Graduates will work inclusively and co-create an environment where each perspective is considered for the cooperative purpose of making progress toward common goals. Graduates will interact respectfully and appropriately in a variety of cultural contexts.

MASTER OF LAWS (LLM) IN ENERGY LAW

Foundational and Substantive Policy and Knowledge: Graduates will demonstrate mastery of substantive energy and environmental law policy and its role in society.

Foundational Policy and Advocacy Skills: Graduates will independently and collaboratively produce in policy research (both qualitative and quantitative), analysis, and problem solving and communicate effectively and persuasively orally and in writing.

Commitment to Equity and Service: Graduates will analyze the impact of current and proposed policies on individuals and communities historically marginalized and underserved by political systems and design means to address them. Graduates will consider diverse perspectives and navigate the complexity that comes with multiple perspectives; listen while withholding judgment about the new or unfamiliar; reassess their personal perspective when appropriate; and seek points of connection and interact substantively with those who are different from themselves. Graduates will engage in practices that account for all communities and stakeholders in policymaking.

Professionalism: Graduates will work inclusively and co-create an environment where each perspective is considered for the cooperative purpose of making progress toward common goals. Graduates will interact respectfully and appropriately in a variety of cultural contexts.

MASTER OF LAWS (LLM) IN FOOD AND AGRICULTURE LAW

Foundational and Substantive Policy and Knowledge: Graduates will demonstrate mastery of substantive food system law and policy and its role in society.

Foundational Policy and Advocacy Skills: Graduates will independently and collaboratively produce in policy research (both qualitative and quantitative), analysis, and problem solving and communicate effectively and persuasively orally and in writing.

Commitment to Equity and Service: Graduates will analyze the impact of current and proposed policies on individuals and communities historically marginalized and underserved by political systems and design means to address them. Graduates will consider diverse perspectives and navigate the complexity that comes with multiple perspectives; listen while withholding judgment about the new or unfamiliar; reassess their personal perspective when appropriate; and seek points of connection and interact substantively with those who are different from themselves. Graduates will engage in practices that account for all communities and stakeholders in policymaking.

Professionalism: Graduates will work inclusively and co-create an environment where each perspective is considered for the cooperative purpose of making progress toward common goals. Graduates will interact respectfully and appropriately in a variety of cultural contexts.

MASTER OF LAWS (LLM) IN ANIMAL LAW

Foundational and Substantive Policy and Knowledge: Graduates will demonstrate mastery of substantive and procedural animal law and protection policy and its role in society.

Foundational Policy and Advocacy Skills: Graduates will independently and collaboratively engage in policy research, analysis, and problem solving, and communicate effectively and persuasively orally and in writing.

Commitment to Equity and Service: Graduates will understand the importance of serving and formulate means to address the impact of longstanding policies on historically marginalized and underserved individuals and communities. Graduates will evaluate diverse perspectives and navigate the ambiguity and complexity that comes with multiple perspectives; reassess their personal perspective when appropriate; listen while withholding judgment about the new or unfamiliar; and seek points of connection and interact substantively with those who are different from themselves.

Professionalism: Graduates will work inclusively and co-create an environment where each perspective is considered for the cooperative purpose of making progress toward common goals and interact respectfully and appropriately in a variety of cultural contexts.

LEARNING OUTCOMES FOR VERMONT LAW & GRADUATE SCHOOL'S NON-DEGREE CERTIFICATE

PROFESSIONAL CERTIFICATE IN RESTORATIVE JUSTICE

Upon satisfactory completion of the Professional Certificate in Restorative Justice, Certificate recipients should be able to:

Restorative Justice Theory: Assess restorative justice laws and policy.

Legal Literacy: Evaluate restorative justice historical and original principles and how they might be modified to address contemporary problems.

Legal Institutions: Engage institutions and individuals that influence or could influence restorative practices.

Problem Solving: Analyze opportunities to infuse restorative values and practices into existing systems and institutions.

Professionalism: Collaborate in a professional work environment within and across divers groups.

Values: Promote inclusivity, tolerance, empathy, patience, and respect.

Communication, Advocacy, and Leadership: Demonstrate an ability to communicate orally and in writing as advocates, problem solvers, and catalyst for change.

(Appendix A last updated May 2024)

VLGS Assessment Plan Timeline (Appendix B)

Core Competency	Program	2023-2024[1]	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Bar Exam Preparedness and Skills	JD/LLM(ALS)	Continuous	Continuous	Continuous	Continuous	Continuous	Continuous	Continuous
Professional Responsibility and Ethics	JD/LLM(ALS)	On-going Data Collection	On-going Data Collection Analyze Data & Identify Follow-up Plan	On-going Data Collection Implement Plan	On-going Data Collection	On-going Data Collection	On-going Data Collection Analyze Data & Identify Follow-up Plan	On-going Data Collection Implement Plan
Foundational and Substantive Legal Knowledge	JD/LLM(ALS)	Planning Collect & Analyze Data	Identify and Implement Follow-up Plan					
Foundational Legal and Advocacy Skills	JD/LLM(ALS)	Planning	Collect & Analyze Data					
Service to Society	JD			Planning	Collect & Analyze Data			
Foundational Policy Skills	MPP							
Strategic Communication and Advocacy Skills	MPP							
Inclusive Policy Making Skills	MPP							
Professionalism	MPP/MCEP/MERL/MLS/ LLM(Env)/LLM(Eng)/LLM(F&A)/LLM(Ani)	On-going Data Collection	On-going Data Collection Analyze Data & Identify Follow-up Plan	On-going Data Collection Implement Plan	On-going Data Collection	On-going Data Collection	On-going Data Collection Analyze Data & Identify Follow-up Plan	On-going Data Collection Implement Plan
Foundational and Substantive Policy and Knowledge	MPP/MCEP/MERL/MLS/ LLM(Env)/LLM(Eng)/LLM(F&A)/LLM(Ani)	Planning						
Foundational Policy and Advocacy Skills	MCEP/MERL/MLS/ LLM(Env)/LLM(Eng)/LLM(F&A)/LLM(Ani)							
Commitment to Equity and Service	MCEP/MERL/MLS/ LLM(Env)/LLM(Eng)/LLM(F&A)/LLM(Ani)							
Social, Economic, and Ecological Influences	MERL							
Restorative Justice Literacy: History and Foundations	MARJ							
Restorative Justice at Different Levels: Internal, Interpersonal, Institutional, Systemic	MARJ							
Legal Foundation and Literacy	MARJ							
Restorative Justice Practice and Facilitation	MARJ							
Restorative Justice Research and Evaluation	MARJ							
Communication, Advocacy, and Leadership	MARJ							

[1] During the 24-25AY, the Assessment Committee reset our Learning Outcome Assessment Plan (LOAP) timeline after creation of the graduate school, establishment of new degrees, and revision of old degrees, and analysis of data and process. The original VLGS LOAP timeline began in 2018-2019 and can be provided upon request.