

Amended ABA Standard 303(b) and 303(c) Toolkit for Career Service Offices

**Developed by the National Association of Law Placement's (NALP)
ABA Standard 303 Professional Identity Formation Guidance Work Group**

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Introduction

Beginning in Fall 2023, the American Bar Association will require law schools to have a plan to comply with Amended ABA Standard 303(b) and 303(c) in their program of legal education. NALP has assembled a national work group to develop best practices and provide resources to law schools to implement Amended ABA Standard 303(b) and 303 (c).

This overview includes:

- a brief explanation of the amended standards;
- five steps to learn about the amended standards and how to implement them at your law school;
- a list of initial helpful resources on the amended standards; and
- the work group's next steps and a call to career service offices to share information.

A Brief Explanation of Amended ABA Standard 303

Standard 303(b) has been revised to add that “a law school shall provide substantial opportunities to students for ... (3) the development of a professional identity.” And a new subsection (c) has been added to Standard 303, providing that “[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.”

Professional identity focuses on the special obligations that lawyers have to their clients and society, and should involve an intentional exploration of the values, guiding principles, and well-being practices considered foundational to successful legal practice. See ABA Interpretation 303-5. Law students must also become familiar with values and responsibilities of the legal profession including the importance of cross-cultural competence to professionally responsible representation and the obligation of lawyers to promote a justice system that provides equal access and eliminates bias, discrimination, and racism in the law. See ABA Interpretation 303-6.

Implementing Amended ABA Standard 303(b) and (c) should entail a whole law school approach both in and outside of the curriculum. The development of a professional identity and education on bias, cross-cultural competence, and racism can be taught in the classroom as well as through institutional leadership, one-on-one coaching and mentoring, and legal work experiences. Career service offices have an especially important role to play in educating our law students in these areas.

Five Steps to Learn about Amended ABA Standard 303 and Implement It Within Your School

1. Educate yourself on Amended ABA Standard 303. Start by reading [ABA Standard 303 and the accompanying interpretations](#) available on the ABA website. Also, check out NALP's helpful primer [Revised ABA Standards 303 \(b\) and \(c\)](#) by Louis D. Billionis and Neil W. Hamilton in the November 2022 issue of *NALP Bulletin*+/*PDQ*.

2. Assess the work you already do that meets the requirements of Amended ABA Standard 303(b) and 303(c). Many law schools are already engaging in curricular and extra-curricular initiatives that meet the requirements of Amended ABA Standard 303(b) and 303(c).

For example, consider whether your pre-orientation or orientation programs, alumni mentoring or peer advising opportunities, mock interviews, career and practitioner panels, diversity, equity and inclusion programming, or one-on-one counseling and advising offer your law students opportunities for self-reflection, exploration of the values of the legal profession, identification of their individual values and goals, or assessment or development of key skills. These activities and many more are components of professional identity formation and a part of the work of a career service office.

3. Recognize that law student professional identity and education on bias, cross-cultural competence, and racism requires a whole law school approach. Share and collaborate.

- **Share.** Share with your administration, faculty, and students what your career service office is doing. You are already doing important work in this area and the career service office is instrumental to each law school's implementation of and compliance with the standards.
- **Collaborate.** Career service offices are differently resourced. If your time and resources allow, connect with your administration and faculty to see how you can further collaborate with others in the school on the implementation of Amended ABA Standard 303(b) and Standard 303(c). Faculty leading or teaching in clinical and externship programs, the faculty curriculum committee, or the law school's office of diversity, equity, and inclusion, may be great places to start.

Questions you might ask include:

- a. Is there anyone at the school leading the discussion or initiatives around the implementation of Amended ABA Standard 303(b) or 303(c)?
- b. How do you foresee the involvement of the career services office in the planning and implementation of Amended ABA Standard 303(b) and 303(c)?
- c. Do you know if the school is already doing things that comply with the Amended ABA Standard 303(b) or 303(c) by way of programming, clinics, resources, courses, etc.? Share what your career service office is already doing!
- d. What do you see as the immediate next steps and how can we help?

4. Connect with other law schools. Other career service leaders are also supporting the implementation of Amended ABA Standard 303(b) and Standard 303(c) in their law schools. Connect with others who are also doing this work. Engage with NALP sections like the Section on Law Student Professional Development or the Section on Diversity, Equity, and Inclusion. Ask questions and share ideas about the implementation of these standards on [NALPconnect](#).

5. Access recommended resources. There are many resources available to support career service professionals, law school administrators, faculty, and students in the development of law student professional identity and education of law students on bias, cross-cultural competence, and racism. The list below is a helpful start. Review these resources, share with others who might be interested, and send your resource recommendations to NALP's ABA Standard 303 Professional Identity Formation Guidance Work Group.

Introducing Amended ABA Standard 303(b) on Professional Identity

ABA Standard 303(b) reads:

“A law school shall provide substantial opportunities to students for . . . (3) the development of a professional identity.”

Interpretation 305-5 further provides: “Professional identity focuses on what it means to be a lawyer and the special obligations lawyers have to their clients and society. The development of professional identity should involve an intentional exploration of the values, guiding principles, and well-being practices considered foundational to successful legal practice. Because developing a professional identity requires reflection and growth over time, students should have frequent opportunities for such development during each year of law school and in a variety of courses and co-curricular and professional development activities.”

There is no agreed-upon “definition” of professional identity. The definition that works for your law school and students may be unique. Every school is encouraged to consider the ABA language and develop a definition of professional identity that aligns with their school’s unique program of law.

The following explanations are illustrative:

1. “The way a lawyer understands his or her role relative to all of the stakeholders in the legal system, including clients, courts, opposing parties and counsel, the firm, and even the legal system itself (or society as a whole).” – *University of Denver Law School*
<https://www.law.du.edu/documents/dean/TeachingProfessionalIdentity.pdf>
2. “Discern their own values, strengths, and motivating interests in relation to their individual practice, the legal profession, and society; Engage in a process of self-directed learning and professional development that includes opportunities for practice, feedback, and self-assessment; Attain critical interpersonal lawyering skills, including cultural self-awareness, attentiveness, responsiveness, and empathy; Prioritize attorney well-being as essential to professional excellence, ethical practice, and superior client service; and Recognize the professional obligation of lawyers to promote justice and equity, serve the public good, and dismantle racism and other forms of oppression, marginalization, and exclusion in the legal system.” - *University of Richmond Law School*
<https://law.richmond.edu/academics/centers/pif/index.html>

Introducing Amended ABA Standard 303(c) on Bias, Cross-Cultural Competency, and Racism

ABA Standard 303(c) reads:

“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.

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.”

The ABA also provides three related interpretations for Standard 303(c):

1. Interpretation 303-6 states that “[w]ith respect to 303(a)(1), the importance of cross-cultural competency to professionally responsible representation and the obligation of lawyers to promote a justice system that provides equal access and eliminates bias, discrimination, and racism in the law should be among the values and responsibilities of the legal profession to which students are introduced.”
2. Interpretation 303-7 states that “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.”
3. Interpretation 303-8 states that “Standard 303 does not prescribe the form or content of the education on bias, cross-cultural competency, and racism required by Standard 303(c).”

Each school should consider the ABA language and develop definitions of bias, cross-cultural competency, and racism that align with their school’s unique program of law. The following articles might be helpful for understanding and exploring the role of career services in addressing these topics:

[*Making Noise: Doing Our Part to Dismantle Racism and White Supremacy in the Legal Profession* \(NALP Bulletin, September 2020\)](#)

[*Truth and Reconciliation in the Legal Profession* \(NALP Bulletin, October 2020\)](#)

Law Student Skills and Characteristics Relevant to Amended ABA Standard 303(b) and 303(c)

There is overlap in the skills and characteristics implicated by Amended ABA Standard 303(b) and 303(c). In identifying programs, exercises, or activities that career service offices can offer, it is helpful to keep these skills and characteristics in mind.

One helpful resource for understanding the basic competencies required by these standards are the [26 Lawyering Effective Factors](#) identified in a study completed by Marjorie M. Schultz and Sheldon Zedeck.

A second helpful resource is the [Foundations for Practice report](#) completed by the Institute for the Advancement of the American Legal System (IAALS).

Some of the core skills and characteristics that are addressed in a law student's professional identity formation include:

- Integrity
- Honesty
- Trustworthiness
- Problem solving
- Analytical Skills
- Initiative or drive
- Strong work ethic
- Self-directed learning
- Communication skills
- Active listening,
- Self-awareness
- Responsive to constructive criticism
- Service-oriented mindset
- Emotional intelligence
- Commitment to the organization's goals and values

Sample Activities and Courses that May Support Amended ABA Standard 303(b) and 303(c)

The following is a non-exhaustive list of activities, programs, or courses that Career Service offices may consider offering individually or in partnership with another department that would support amended ABA Standard 303(b) and 303(c). Additional ideas are also shared later in this Toolkit.

1. TED Talk by Taiye Selasi - After watching the TED Talk together, students consider the rituals, relationships, and restrictions that impact their identities. The exercise is meant to help students consider how identity shapes our role as lawyers and how it informs, changes, and reifies the law.
https://www.ted.com/talks/taiye_selasi_don_t_ask_where_i_m_from_ask_where_i_m_a_local
2. Webinar: 1L Professional Identity Formation – Section on Balance & Well-Being in Legal Education (The Association of American Law Schools).
<https://www.youtube.com/watch?v=nMRZyOu6deo>
3. Mandatory credit-bearing (pass/fail) 1L leadership and professional development class.
4. Law school orientation workshop on cultural competence and professional identity.
5. Required symposium on professional identity formation.
6. Incorporate work on professional identity formation skills and characteristics into courses including legal writing, clinics, externships, or other experiential courses.
7. Incorporate work on the skill of cultural competence and an understanding of systemic structures of racism and bias into courses including doctrinal courses, legal writing courses, clinics, externships, or other experiential courses.
8. Monthly one-hour ('Lunch and Learn') workshops on professional identity formation (mandatory for upper-level students).
9. Workshop on bias, cultural competency, and racism and professional identity formation led by 2L and 3L students who are taking optional upper-level courses on these topics.
10. Introduce students to employment market statistics regarding diversity in the legal profession and efforts toward equity, inclusion, and belonging.
11. Develop an interactive client-counseling exercise that requires students to use communication skills and active listening across differences.

12. Ask students to participate in an identity wheel exercise as part of orientation small groups.
13. Ask faculty to assess their syllabi to understand the voices that are highlighted most frequently as experts, and to diversify those voices.
14. Be intentional about speakers represented on career panels; include a wide variety of backgrounds, practice areas, personal experiences, and perspectives.

Career Service Offices are Key Resources in Law Student Professional Identity Formation

Career service offices are instrumental in the implementation of Amended ABA Standard 303(b) and 303(c). In fact, your career service office may already be helping your school to meet the requirements of Standard 303 (b) and 303(c) with the programs, activities, and counseling that are a part of your daily interactions with law students. As you work to support your law school’s implementation of Standard 303(b) and 303(c), identify and reframe what you are already doing.

You already have programming, events, or exercises that develop law students' professional identity and/or contribute to your law school's educational opportunities on bias, cross-cultural competency, and racism.

For example, do you have programming or exercises that encourage students to investigate or discover their values and guiding principles in connection with career exploration? Do you provide tools for self-assessment and reflection? Do you host or sponsor events or programming focused on wellbeing?

Career Services Program Category	Examples	Possible Reframe for ABA 303(b) and 303(c)
Foundational	<ol style="list-style-type: none"> 1. Resume Drafting 2. Cover Letter Drafting 3. Interviewing Skills, Mock Interview Programs 4. Student Counseling Sessions 	<p>The development of a professional identity requires self-reflection and growth over time. Frequently, student counseling sessions will involve discussions on core values and guiding principles as students consider their career goals. Similarly, drafting cover letters and preparing for interviews will require students to reflect on their values, goals, and professional identity (what kind of lawyer they want to be and what being a lawyer means to them), and allow students to highlight the skills (beyond doctrinal knowledge) that lead to a successful career in the law. This process is continuous and evolves as students gain experience and knowledge.</p>

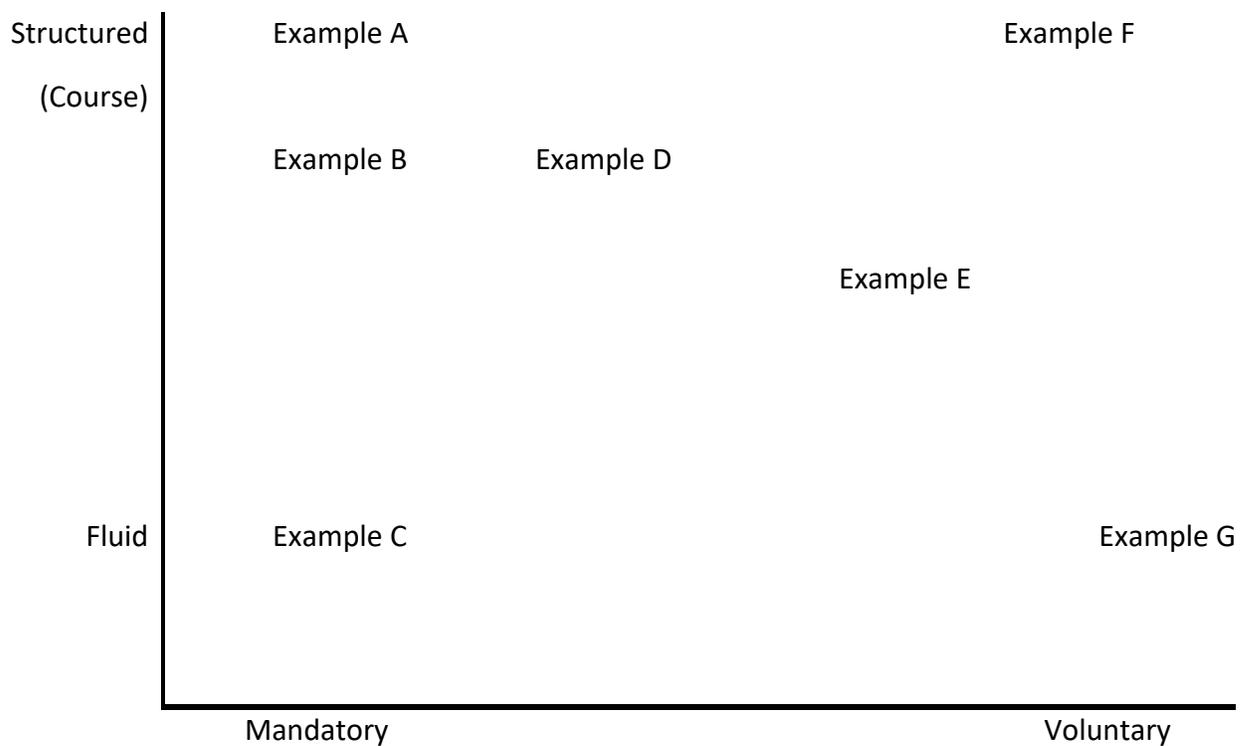
Exploration	<ol style="list-style-type: none"> 1. Career Panels 2. Personal Skills/Interests Inventory 3. Assessments like CliftonStrengths, Lawfit, or VIA Character Strengths 4. Informational Interview Skills/Education 5. Job Search Plans, Professional Development Plans 	<p>These activities require self-reflection and assessment by students. Self-reflection is a skill that must be learned and frequently practiced and assessed along the path to building a professional identity. In addition, many of your career and practice area related panels will include a discussion of a lawyer’s special responsibility to clients and society. These panels and events may also explore the importance of cross-cultural competency to professionally responsible representation and the obligation of lawyers to promote a justice system that provides equal access and eliminates bias, discrimination, and racism in the law.</p>
Execution	<ol style="list-style-type: none"> 1. “Making the Most of Your Summer” 	<p>Career services offices often provide programs and additional content to ensure students have the information and resources they need to stand out during their summer work experiences.</p> <p>This also advances many aspects of professional identity formation because it helps students understand the competencies that are foundational to a successful legal practice. This also encourages students to take ownership of, and commitment to, excelling at the foundational skills of a successful legal practice.</p>
Networking/ Interpersonal	<ol style="list-style-type: none"> 1. Employer “Meet and Greets” 2. Alumni/Student Events 3. Events With Bar Associations, the Judiciary, Inns of Court and Other Law-Related Organizations 4. Mentor Programs 	<p>Interpretation 303-5 emphasizes that professional identity focuses on the special obligations that lawyers have to their clients and society, and should involve an intentional exploration of the values, guiding principles, and well-being practices considered foundational to successful legal practice.</p> <p>An effective method to ensure students understand these obligations and practices is to spend time together with the goal to gain insights from members of the legal profession. Many of these interactions are made possible through career service office initiatives.</p>

<p>Other Programs and Events</p>	<ol style="list-style-type: none"> 1. Events related to Diversity, Equity, and Inclusion 2. Events related to Wellbeing 	<p>Many events, materials and other educational opportunities hosted by a career service office or sponsored by an employer through the career service office also contribute to the development of a professional identity. As set forth in the Standards, professional identity formation involves the intentional exploration of wellbeing practices. Sessions offered or sponsored by the career services office on wellbeing, stress management, financial management, and addiction and recovery all offer opportunity for the exploration of wellbeing practices.</p> <p>In addition, Standard 303(c) requires that law schools provide education to students on bias, cross-cultural competency, and racism. The interpretations state that the importance of cross-cultural competency to professionally responsible representation and the obligation of lawyers to promote a justice system that provides equal access and eliminates bias, discrimination, and racism in the law should be among the values and responsibilities of the legal profession to which students are introduced. Sessions and events that focus on the importance of diversity in the legal professional and/or provide educational opportunities on diversity, equity, and inclusion topics (for example, implicit bias training, client counseling, generational differences in the workplace, and incorporating pro bono, legal aid, and other career paths that serve underrepresented communities) introduce these values and responsibilities to students.</p>
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Approaches to Professional Identity Formation

If your school is considering new ways to implement Standard 303(b) and 303(c) it is important to understand that there is a broad spectrum of approaches to consider depending upon your available resources, student needs and interest, and partners for collaboration.

Professional development and professional identity formation programming takes a variety of forms and formats. There is no one size fits all approach. In thinking about just two of the variables, programming may be structured or flexible and mandatory or voluntary. The way you approach this work may reside anywhere along this spectrum and will depend on the circumstances at your institution. The following are some options you might consider:



Example A

Some schools have a mandatory, credit bearing, graded course that spans all or portion of a student's law school experience. These courses would be the most structured and mandatory in the spectrum. In addition to the formation of a professional identity, these courses likely also include the usual programming offered by the career service office, such as resume and cover letter education, practice area panels, networking resources, mentoring opportunities, and mock interviews, as well as programming on leadership, ethics, wellbeing, skills for practice, and diversity, equity, and inclusion topics.

Example B

Many schools have mandatory orientation-type days dedicated to professional development. Often this takes the form of one or two days required for 1Ls before classes begin in January. Topics include traditional career and job search programming (including interview preparation), professionalism, networking, professional identity, wellbeing, cultural competence.

Example C

An example of a fluid but mandatory program is one that resembles a CLE model where students are required as a condition of graduation to attend a certain number of sessions or attain a certain number of credits over the course of their law school career. In some cases, certain sessions are mandatory (perhaps those related to careers) and the remainder can be chosen from a menu of programs. Topics include traditional career and job search programming, ethics, wellbeing, and diversity, equity, and inclusion topics.

Example D

Like Example A, these programs consist of a one year or one semester mandatory course. An alternative is mandatory sessions embedded in an existing course such as 1L legal writing. These courses may carry credit and/or be graded.

Example E

An example of a program that is more fluid and not mandatory is a voluntary CLE type model where participation is incentivized by a certificate or transcript designation on completion. After attending a certain number of designated events or sessions or participating in a certain number of designated activities students would earn a Professional Development or Professional Identity Formation Certificate.

Example F

An example is an upper-level voluntary course on professional identity formation. These courses are open to 2L and 3L students and cover topics related to professional identity formation, as well as cultural competence. These courses are credit-bearing and graded.

Example G

This is where most of the programming and events offered by the typical, traditional career service office. Perhaps one or two introductory sessions are mandatory for 1L students; however, the remainder of the programming is not mandatory.

NALP resources, including conference recordings, *Bulletin+* articles, and Section work product, are excellent sources for specific examples of programming. In addition, the session titled “The One Where They Talk About PD Curriculum” at the 2023 Annual Education Conference features three law schools discussing their programs. The session [recording](#) and [slides](#) are available on the NALP website.

A Whole Law School Initiative: Partner with Other Law School Leaders

As you consider how to support your law school's efforts to implement ABA Amended Standard 303(b) and 303(c), one strategy is to build bridges with colleagues and departments in other parts of the law school. The formation of a law student's professional identity and education in bias, cross-cultural competency, and racism is a whole law school approach. Seek out others in your law school who are doing work around Standard 303(b) or 303(c) and who are interested in partnering with you.

Departments potentially working on Standard 303(b) and/or Standard 303(c):

Student Affairs
Externships Department
Clinical Programs
Pro Bono/Community Service Programs
Faculty or Faculty Committees (Curriculum Committee, for example)
Career Services
Mentorship programs
Student Bar Associations
Counseling and Psychological Services
Diversity, Equity, and Inclusion Department
Alumni Association
Law School Chaplain or Ministry
Advocacy Programs
Legal Writing Program (if distinct from traditional faculty)

This is a non-exhaustive list. Consider who else in your organization is engaging with students on the development of a professional identity and education on bias, cross-cultural competency, and racism and reach out to them.

Consider sending an email to colleagues at your law school who are also working with law students on the formation of a professional identity and education in bias, cross-cultural competency, and racism.

Below is a sample email you may customize and send to recipients at your law school. Include a survey so recipients can indicate their availability for a meeting and attach a copy of the Amended ABA Standard 303(b) and 303(c) as background information. Be sure to include staff and faculty from one or more of the above departments, as well as your law school's dean and/or vice dean(s).

Dear _____,

I am reaching out to this group regarding Amended ABA Standard 303(b) and 303(c), which, as you may know, were approved by the ABA in March 2022 and require law schools to have a plan in place by Fall 2023 to provide opportunities for law students to develop their professional identity and education for law students in the areas of bias, cross-cultural competency, and racism.

The departments represented by this group are already doing important and meaningful work in these areas, and your work should be included in our law school's Amended ABA Standard 303 Plan. As a group, I also expect that we can think creatively about new ways to bring this important programming to our students including identifying any gaps we may have. Please indicate your availability for a meeting to discuss how we might work together to support the implementation of Amended ABA Standard 303(b) and 303(c) in our school.

For your reference, I have attached a copy of Amended ABA Standard 303 (b) and 303(c). [This page on the NALP website](#) also provides some additional information about resources for implementation of Amended ABA Standard 303 (b) and 303(c).

I look forward to working together.

Contribute to Your Law School's Amended ABA Standard 303(b) and 303(c) Planning

In addition to collaborating with other colleagues and departments at your law school, reach out to your law school administration and leadership to let them know what your career service office is already doing or plans to do with respect to Amended ABA Standard 303(b) and 303(c). Ask to be included in your law school's Amended ABA Standard 303 Plan.

Below is a sample email you may customize and send to your law school's administration and leadership to begin a conversation about your department's important work in this area.

Dear _____,

As you know, in March 2022 the ABA amended Standard 303(b) and (c) to include additional requirements for law schools to provide opportunities for law students to develop a professional identity and education to law students in bias, cross-cultural competency, and racism.

I am happy to share that our Office of Career Services is already providing opportunities to our students in these areas through our professional development and career-related programming and our ongoing counseling with students. In the chart below, I have included a brief overview of the programs and opportunities that we already have in place.

We are also eager to explore how we might expand our programming and counseling to further meet the objectives of Amended ABA Standard 303(b) and 303(c). Please let me know if there is a convenient time for us to meet and discuss how our office can be included in our law school's Amended ABA Standard 303 Plan. I look forward to speaking with you about this.

CSO Activity	Description of Activity	Audience (class year)	Dates/Time of Year	Speakers (names, titles, contact info.)	Notes

Professional Identity Formation Resources

The following resources may be useful in providing your law students with opportunities for professional identity formation and education on bias, cross-cultural competency, and racism and supporting your law school's implementation of Amended ABA Standards 303(b) and 303(c).

If your school has additional resources that you would like to add to this list, please email the NALP ABA Standard 303 Professional Identity Formation Guidance Work Group Chair Leanne Fuith at leanne.fuith@mitchellhamline.edu

- [ABA Standard 303 and Interpretation](#) (American Bar Association)
- [Revised ABA Standards 303 \(b\) and \(c\)](#) (Louis D. Billionis and Neil W. Hamilton, *NALP Bulletin+*, November 2022)
- [Advancing Law Student Professional Identity Formation: A Whole-School Approach](#) (Laura Friedman, Leanne Fuith, *NALP Bulletin+*, January 2022)
- [Innovative Ideas for Students on Career-Building Strategies: How to Develop and Maintain Your Professional Identity in a Hybrid Environment](#) (*NALP Bulletin+*, May 2023)
- Stephen Wizner, [Is Learning to “Think Like a Lawyer” Enough?](#), 17 Yale L. & Pol’y Rev. 583, 589 (1998)
- Nelson P. Miller, [An Apprenticeship of Professional Identity: A Paradigm for Educating Lawyers](#), Mich. Bar J. (2011)
- Purvi Shah, [Rebuilding the Ethical Compass of Law](#), 47 Hofstra L. Rev. 11, 16 (2019)
- Video: [1L Professional Identity Formation](#) (AALS Section on Balance & Well-Being in Legal Education)
- Video: [Upper-Level Prof. Identity Formation](#) (AALS Section on Balance & Well-Being in Legal Education)
- [Holloran Center Professional Identity Implementation Blog](#) (University of St. Thomas School of Law)
- [ABA Standard 303: Curriculum\(c\)](#) (University of Buffalo Law School)
- [VIA Character Strengths Assessment](#)

Refer Interpretation and Implementation Questions to the American Bar Association

For specific guidance on interpreting the language of Amended ABA Standard 303(b) and 303(c) and understanding the requirements to implement and comply with the amended Standards, career service offices, and law school administrators and faculty more broadly, should contact the American Bar Association.

The guidance provided in this Toolkit produced by NALP is intended to help support career service offices in developing best practices, programming, and other collaborations to support their law school's work through the sharing of ideas on Amended ABA Standard 303(b) and 303(c). This Toolkit is not intended to be a statement or directive from NALP on how law schools can ensure compliance with Amended ABA Standard 303(b) and 303(c).

If you have questions or suggestions for tools and resources that might be useful for the Work Group to consider in its work on supporting career service offices in their implementation of Amended ABA Standard 303(b) and 303(c), please contact Work Group Chair Leanne Fuith (leanne.fuith@mitchellhamline.edu).

This Toolkit was developed by NALP's ABA Section 303 Professional Identity Formation Guidance Work Group. The members of the Work Group are Sarah Beznoska (CSU College of Law, Cleveland State University), Robert Birrenkott (University of North Carolina, School of Law), Kate Eklund (UCLA School of Law), Leanne Fuith (Work Group Chair, Mitchell Hamline School of Law), Jennifer Henfey (Villanova University Charles Widger School of Law), Tammy King (Board Representative to Work Group, Washburn University School of Law), Christopher Neal (Temple University Beasley School of Law), Erika Pont (George Washington University Law School), and Robin Thorner (St. Mary's University School of Law).