



LexScholars Post-Baccalaureate Program (LexPostBacc) 2024-25 Curricular Framework

LexPostBacc participants, called Scholars, are governed by an [Honor Code](#) that requires Scholars to exhibit high levels of intellectual effort and ethical behavior. Scholars must undertake and complete their own work. Scholars must also adhere to the terms of the Participation Agreement, including the binding nature of the LexPostBacc offer.

A. Structure

Below are the structural characteristics of the LexPostBacc curriculum:

- Spans roughly 9 months, August 2024 – May 2025 (see [calendar](#))
- Divided into six assessment periods lasting about 5 weeks each
 - Each period is akin to a micro-curriculum requiring Scholars to demonstrate specified levels of engagement and proficiency.
- Delivered principally via virtual asynchronous format, with periodic synchronous class sessions facilitated by Law School Prep Coaches
- Designed to require Scholars to spend an estimated 10 hours per week on curricular activities
 - Actual time spent will vary by module and by Scholar and may exceed the estimate. Scholars should seek to spend as much time as necessary to do their best work.

B. Materials, Assignments and Activities

The LexPostBacc curriculum will utilize the following materials, assignments and activities:

1. Materials

- *Expert Learning for Law Students* by Michael Hunter Schwartz
 - A copy of the book will be sent to each Scholar at the start of the first Skills Modules.
- The following CALI Law Books accessible with provided CALI account:
 - *Tort Law – A 21st Century Approach*, Zahr K. Said
 - *Criminal Law – An Integrated Approach*, Alice Ristorph
 - *Contract Doctrine – Theory and Practice*, J.H. Verkerke

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- *CALI Lessons*: interactive lessons accessible with provided CALI accounts
- *Core Grammar for Lawyers*: self-paced writing style and grammar lessons with pre- and post-test assessments to measure progress

2. Assignments

- **Assessment Questions**: open-response questions designed to check student understanding of assigned readings and CALI lessons

Case Briefs: summaries of case law categorizing components of the decision (parties, procedural posture, facts, issue, holding and analysis) and analyzing the court's legal reasoning

- **Hypotheticals**: drafted responses to novel fact patterns that require the application of law (Rules) to facts (Analysis) to posit a defensible legal outcome (Conclusion)

3. Activities

- **Content Introduction Sessions**: Synchronous class sessions at the beginning of each Assessment Period. Led by Law School Prep Coaches to preview the legal concepts of the forthcoming modules and provide opportunities to engage program skills and learn firsthand about the law student experience. Scholar attendance is mandatory.
- **Coaching meetings**: Scholars meetings with their assigned Law School Prep Coach, either individually or during weekly group office hours. Meeting are typically optional, but individual Scholars may be required to meet with their coach as a troubleshooting measure.

C. Scholar Evaluation, Assessment, Performance Standards and Reporting

Successful completion of the LexPostBacc curriculum requires: 1) demonstrated ongoing engagement in the program's materials, assignments, and activities and 2) increased proficiency over time on the three assignment types. This dual focus on engagement and proficiency is reflected in the reporting of Scholar performance to their referring law schools.

1. Program Engagement

Scholars are required to complete all assignments and participate in all mandatory activities. Referring law schools will receive an Engagement Report shortly after the conclusion of each Assessment Period. This report will list all mandatory materials, assignments and activities for the period and will indicate whether the Scholar completed each. Typical activities and assignments for a module may include completion of assigned reading, CALI Lessons, progress in the Core Grammar for Lawyers Lessons, assessment questions, case briefs, and hypotheticals as well as

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attendance at Content Introduction Sessions. **Scholars who fail to complete mandatory assignments and activities may have their deferred admission and scholarship offers rescinded by their referring law school.**

2. Core Grammar for Lawyers

Success in law school (and on all LexPostBacc assignments) requires Scholars to demonstrate effective grammar and writing skills. Scholars will find that points will not be awarded when ineffective writing makes their response unclear or illegible. To ensure successful writing skills development, all Scholars must achieve a score of 80% on the Core Grammar for Lawyers post-test prior to 5:00 pm November 24, 2024. **Scholars who do not achieve a score of 80% on the Core Grammar for Lawyers post-test may have their deferred admission and scholarship offers rescinded by their referring law school.**

3. Skills Proficiency

Scholars must demonstrate increased skills proficiency across the three assignment types over the course of the LexPostBacc program.

Each of the three assignment types is progressively challenging, requiring the demonstration of more sophisticated skills. Assessment questions require the ability to accurately understand assigned readings and CALI lessons. Case briefs require the more advanced skill of closely reading legal cases and correctly interpreting a court's legal reasoning. Hypotheticals test the ability to apply the foundational skills of understanding and interpreting the law for purposes of analyzing a set of novel facts and proposing a defensible legal outcome.

a. Reporting Periods

To highlight the development of Scholar performance across assignment types and over the course of the program, referring law schools will receive an *Early-Program Skills Proficiency Report* (covering Assessment Periods 1 and 2 and the Core Grammar for Lawyers post-test score), a *Mid-Program Skills Proficiency Report* (covering Assessment Periods 3 and 4), and a *Final Skills Proficiency Report* (covering Assessment Periods 5 and 6). Assignments completed during the initial four-week Skills Module, while scored, will count as Scholar engagement and not be included in the score calculations for Assessment Periods 1 and 2.

These reports will list Scholar performance on scored assignments. Schools will use these reports to assess the progression of Scholar skills development and the extent to which Scholars are meeting stipulated benchmark performance. **Scholars who do not earn stipulated benchmark performance may have their deferred admission and scholarship offers rescinded by their referring law school.**

b. Demonstration of Skills Proficiency

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Assessment Questions, case briefs and hypothetical responses are all scored using rubrics that are provided to Scholars in advance of completing the assignment. These rubrics provide descriptions of skills performance that demonstrate developing, competent, and exemplary skills in the response to the assessment question or on subcomponents of a case brief or hypothetical question response.

c. **Benchmark Performance**

For each Reporting Period, Scholars are expected to earn a benchmark percentage of points out of total points possible for each assignment type. The following table displays the mandatory percentage of points to be earned:

Assignment Type	Skills Proficiency Benchmark Performance		
	Early-Program: Torts Modules	Mid-Program: Criminal Law Modules	Final Program: Contracts Modules
Assessment Questions	60%	70%	80%
Case Briefs	50%	60%	70%
Hypotheticals	40%	50%	60%

At the start of each assessment period, Scholars will be informed of the *estimated* number of possible points for each assignment type included in the assessment period. The actual number of possible points may vary from the estimate. Scholars should do their best work on each assignment. This will ensure the best chance of meeting proficiency benchmarks.

Scholars who do not meet proficiency benchmark performance as noted above may have their deferred admission and scholarship offers rescinded by their referring law school.

D. Assignment Submission Policy

Responses to assignments must be submitted in a timely manner. Assignments become available on the Canvas learning management platform on Fridays around 9:00 a.m. ET each week. Responses are due nine days (two Sundays) later at 11:59 p.m. ET, with submission via Canvas.

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Any responses submitted after the Sunday due date are categorized as late. Late submissions may be submitted until 11:59 pm on Thursday following the Sunday deadline. These late submissions will receive a 10% deduction for each day that they are submitted past the Sunday submission deadline. Late submissions will not receive grader feedback. No submissions will be accepted after 11:59 p.m. ET the Thursday after the deadline (a total of 13 days from when the assignment became available). **Scholars should strive for timely submissions as penalized late submission scores will be calculated in proficiency benchmark performance percentages and, therefore, could impact program eligibility.**

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