Managing Director’s Guidance Memo

Standards 303(a)(3), 303(b), and 304
March 2015

Standard 303. CURRICULUM

(a) A law school shall offer a curriculum that requires each student to satisfactorily complete at least the following: ....

(3) one or more experiential course(s) totaling at least six credit hours. An experiential course must be a simulation course, a law clinic, or a field placement. To satisfy this requirement, a course must be primarily experiential in nature and must:

(i) integrate doctrine, theory, skills, and legal ethics, and engage students in performance of one or more of the professional skills identified in Standard 302;
(ii) develop the concepts underlying the professional skills being taught;
(iii) provide multiple opportunities for performance; and
(iv) provide opportunities for self-evaluation.

(b) A law school shall provide substantial opportunities to students for:

(1) law clinics or field placement(s);....

Interpretation 303-1 A law school may not permit a student to use a course to satisfy more than one requirement under this Standard. For example, a course that includes a writing experience used to satisfy the upper-class writing requirement [see 303(a)(2)] cannot be counted as one of the experiential courses required in Standard 303(a)(3).

Standard 304. SIMULATION COURSES AND LAW CLINICS

(a) A simulation course provides substantial experience not involving an actual client, that (1) is reasonably similar to the experience of a lawyer advising or representing a client or engaging in other lawyering tasks in a set of facts and circumstances devised or adopted by a faculty member, and (2) includes the following:

(i) direct supervision of the student’s performance by the faculty member;
(ii) opportunities for performance, feedback from a faculty member, and self-evaluation; and
A law clinic provides substantial lawyering experience that (1) involves one or more actual clients, and (2) includes the following:

(i) advising or representing a client;
(ii) direct supervision of the student’s performance by a faculty member;
(iii) opportunities for performance, feedback from a faculty member, and self-evaluation; and
(iv) a classroom instructional component.

Background

This memorandum provides general guidance on the requirement in Standard 303(a)(3) that schools offer a curriculum that requires each student to complete “one or more experiential course(s) totaling at least six credit hours,” the requirement of 303(b)(1) that law schools “shall provide substantial opportunities to students for . . . law clinics or field placement(s),” and Standard 304(a) that defines “simulation course.”

New Standard 303(a)(3), which is discussed below, replaces the requirement in former Standard 302(a)(4) that “each student receive substantial instruction in . . . other professional skills generally regarded as necessary for effective and responsible participation in the legal profession.”

New Standard 303(a)(3) changed the “other professional skills requirement” of former Standard 302(a)(4) in three fundamental ways. First, Standard 303(a)(3) changes to focus from “substantial instruction” to a focus on number of credit hours; it makes express and increases the number of credit hours schools must require each student to satisfactorily complete. Second, the new Standard requires the proscribed number of credits to be earned in “experiential courses.” And finally, the new Standard specifies that the “experiential courses” must be a simulation course, a law clinic, or a field placement.

Although Standard 304(a) specifies that the experiential courses must be a simulation course, a law clinic, or a field placement, it does not mandate that the school offer all three types of courses. The Standards do not require that simulation courses be offered, nor do they mandate that a law school offer both field placement and clinics. Standard 303(b)(1) does, however, mandate that a law school “shall provide substantial opportunities to students for law clinics or field placement(s).”

This memorandum provides guidance on the most common questions relating to the application of Standards 303(a)(3), 303(b)(1), and 304(a):

- What portion of a course must provide “simulation” experience in order for the course to qualify as a “simulation course” under Standard 304(a)? What is necessary to meet the requirement of “substantial experience” in 304(a)?
- Can course components be utilized to satisfy the six credit requirement of 303(a)(3)?
- Can credits earned for mock trial, moot court, and similar activities qualify as a “simulation course”?
- Can a simulation course offered as part of the first-year curriculum count toward the
requirement of experiential courses totaling at least six credit hours?

- Can a course that requires a substantial, traditional scholarly paper qualify as a “simulation course”?
- For students who complete multiple semesters of clinic work, must each semester include a “classroom instructional component”?
- What is meant by “substantial opportunities” in Standard 303(b)’s requirement of “substantial opportunities . . . for law clinics or field placement(s)”?

What portion of a course must provide “simulation” experience in order for the course to qualify as a “simulation course” under Standard 304(a)? What is necessary to meet the requirement of “substantial experience” in 304(a)?

Standard 303(a) states the basic curricular requirement for experiential courses. It provides, in relevant part: “A law school shall offer a curriculum that requires each student to satisfactorily complete at least the following: . . . (3) one or more experiential course(s) totaling at least six credit hours.” Standard 303(a)(3) further requires that “An experiential course must be a simulation course, a law clinic, or a field placement,” and specifies that “To satisfy this requirement, a course must be primarily experiential in nature . . . .”

Standard 304(a), in relevant part, defines a simulation course as one that “provides substantial experience not involving an actual client, that (1) is reasonably similar to the experience of a lawyer advising or representing a client or engaging in other lawyering tasks in a set of facts and circumstances devised or adopted by a faculty member . . . .”

**GUIDANCE:**

Standard 303 uses the terms “experiential course(s)” and “simulation course,” rather than language such as “courses offering experiential or simulation opportunities or experiences.” The Standard also requires that to qualify as an experiential course, “a course must be primarily experiential in nature.” “Primarily” means essentially, mostly, chiefly. It suggests more than simply inserting an experiential component into an existing class, without regard to whether that component makes up a majority (51%) of the class minutes. “Primarily” is used to indicate the main purpose of something. The experiential nature of the course should, in this sense, be the organizing principle of the course, and the substantive law or doctrinal material that is part of the course should be incidental to it, not the other way around. Taken as a whole, the language used in the Standard suggests that to qualify as an experiential or simulation course, the course must be easily identifiable as such. It seems likely the Council and the Accreditation Committee will expect the character of courses that the school holds out as meeting the requirement to be clearly experiential and will not engage in “minute counting” in order to qualify a particular course.

By meeting the requirement that a course be primarily experiential in nature, the requirement that the course provide “substantial experience” likely is also met, as long as the course also includes “direct supervision of the student’s performance by the faculty member” and “opportunities for performance, feedback from a faculty member, and self-evaluation” as further required by the Standard.

Can course components be utilized to satisfy the six credit requirement of 303(a)(3)?
GUIDANCE:
Inserting skills components in otherwise doctrinal courses will not satisfy Standard 303(a)(3). First, it is unlikely that inserting some skills instruction or skills exercises in a substantive course can meet the express requirement of Standard 303(a)(3) that “a course must be primarily experiential in nature.” Also, utilizing skills components in otherwise doctrinal courses runs counter to the change of the new Standard from a focus on “substantial instruction” to a focus on a prescribed number of “experiential courses.” Former Interpretation 302-1 explained that schools could “satisfy the requirement for substantial instruction in professional skills in various ways, including, for example, requiring students to take one or more courses having substantial professional skills components.” That Interpretation is eliminated in the revised Standards; schools must offer “experiential courses.” Skills labs and other “mini-courses” attached to doctrinal courses may be utilized to satisfy the Standard, but it will be important that they have a separate course designation (title; course number, etc.) and a separate syllabus so that they can be appropriately reviewed and assessed.

Can credits earned for mock trial, moot court, and similar activities qualify as a “simulation course”?

Standard 304(a) defines a simulation course: “A simulation course provides substantial experience not involving an actual client, that (1) is reasonably similar to the experience of a lawyer advising or representing a client or engaging in other lawyering tasks in a set of facts and circumstances devised or adopted by a faculty member, and (2) includes the following:
(i) direct supervision of the student's performance by the faculty member;
(ii) opportunities for performance, feedback from a faculty member, and self-evaluation; and
(iii) a classroom instructional component.”

GUIDANCE:
The answer to the question posed is “it depends.” The Council and the Accreditation Committee are aware that many law schools grant academic credit to students based on participation in moot court, mock trial, and similar activities. Participation in such activities, in and of itself, does not qualify as completing a simulation course. While these activities often comply with subsection (1) by providing “substantial experience not involving an actual client that is reasonably similar to the experience of a lawyer advising or representing a client,” and include the direct supervision of the student's performance by the faculty member and feedback from a faculty member required by subsection (2)(i) and (ii), a “classroom instructional component is also required.” Such a component likely requires more than a series of required faculty-supervised practices. Schools that wish to have these student experiences count toward the six-credit experiential learning requirement will be required to show how these direct supervision, feedback, and classroom component requirements are met.

To qualify as an experiential course, a simulation course must meet the requirements of Standard 303 as well as Standard 304. While a series of required faculty-supervised practices may provide the “multiple opportunities for performance,” and “opportunities for self-evaluation” required by Standard 303(a)(3)(i) and (iv), subsections 303(a)(3)(i) and (ii) require that the course “integrate doctrine, theory, skills, and legal ethics” and “develop the concepts underlying the professional skills being taught.” That requires a fairly rigorous “classroom instructional component,” ideally including assignments, learning outcomes, and assessments as
with other classroom experiences. The classroom component need not, however, meet the requirement of “not less than one hour of classroom or direct faculty instruction . . . per week for fifteen weeks” for each credit granted for the experience. Standard 310(2) provides that “for other academic activities as established by the institution, including simulation,” the credits awarded are based on “at least an equivalent amount of work” as required by the definition of class hours in Standard 310(1). Thus, because some of the credit in these activities is earned by participating in the activity itself, the “classroom instructional component” need not make up a prescribed number of class hours, but must be sufficiently structured and rigorous as described above to meet the requirements of Standard 303(a)(3) in particular.

Can a simulation course offered as part of the first-year curriculum count toward the requirement of experiential courses totaling at least six credit hours?

GUIDANCE:
Standard 303 does not limit experiential courses to upper-level courses. Although Standard 305(e)(6) requires that participation in field placements be limited to students who have “successfully completed instruction equivalent to 28 credit hours toward the J.D. degree,” and first-year students are generally prohibited from participating in clinics by school academic rules and state student certification rules, a school is not prohibited from offering a simulation course as part of the first-year curriculum. Provided the course meets the requirements discussed in the other portions of this memo, a simulation course offered during the first year can count toward the requirement of experiential courses totaling at least six credit hours in Standard 303.

Can a course that requires a substantial, traditional scholarly paper qualify as a “simulation course”?

Standard 304’s definition of a simulation course is set out above.

Guidance:
A traditional writing or seminar course that requires a substantial, traditional scholarly paper does not seem to fit the definition of “experiential course” or “simulation course,” and a school desiring to count such courses in the required six credits of experiential learning courses will have the burden of showing how and why such a course should count. These courses do not “provide multiple opportunities for performance” or “provide opportunities for self-evaluation” as required to qualify as an “experiential course” under Standard 303(a)(3)(iii) and (iv). Opportunities for performance and self-evaluation are also required under the definition of a simulation course in Standard 304(a).

The language of the Standard suggests that the intent in including simulation courses within the experiential course definition is to ensure that a simulation course provides experiences similar to those that a student would be encountering in a clinic or field placement. Traditional seminar courses do not do that. Standard 304’s definition of a simulation course (the only way a paper course could qualify) says that it must provide “substantial experience . . . reasonably similar to the experience of a lawyer advising or representing a client or engaging in other lawyering tasks.” A scholarly paper is not “reasonably similar” to a typical experience of a lawyer advising or representing a client.
These sorts of scholarly papers should be distinguished from research and advocacy papers that lawyers may write in connection with work done by a lawyer involved in lobbying or representing or working for an advocacy group. Courses designed to simulate the work of these lawyers and groups may count as an experiential course, but then could not count as a legal writing experience; Interpretation 303-1 prohibits using a course to satisfy more than one requirement under Standard 303.

For students who complete multiple semesters of clinic work, must each semester include a “classroom instructional component”?  

In order to qualify as an “experiential course” and to count toward the requirement of six credit hours of experiential courses, Standard 304(b)(2)(iv) requires that a law clinic include “a classroom instructional component.”

**GUIDANCE:**
Some clinical programs permit students to participate in clinics in multiple semesters. Each semester typically is a separate course. In that case, Standard 304(b)(2)(iv) requires “a classroom instructional component” for each course. While meetings between the faculty member and individual students will not satisfy the classroom component requirement, a regular meeting of all students with the faculty member devoted largely to discussion of the cases the students are handling, including ethical and other practice issues arising from those cases, and to skills development likely will suffice to meet the classroom instructional component of the Standard.

What is meant by “substantial opportunities” in Standard 303(b)’s requirement of “substantial opportunities . . . for law clinics or field placement(s)”?

Standard 303(b) states, in relevant part: “(b) A law school shall provide substantial opportunities to students for: (1) law clinics or field placement(s).”

**GUIDANCE:**
The requirement of revised Standard 303(b) that a school offer substantial opportunities to students for law clinics and field placements carries forward with more specificity the requirement of previous Standard 302(b) that a school “offer substantial opportunities for . . . live-client or other real-life practice experiences . . . .” The requirement does not mean the school must guarantee each student both a field placement and a clinic opportunity, or even guarantee each student can enroll in one or the other. Instead, a school must offer sufficient opportunities so that a student desiring at least one of those experiences has a realistic chance of enrolling in such a course prior to graduation.

The Managing Director’s Office will issue Guidance memoranda from time-to-time when new Standards or Interpretations have been adopted or when, in the course of the Office’s dealings with schools about compliance with the Standards, a number of schools are asking for clarification or direction regarding a particular Standard, Interpretation or reporting requirement. The Office does its best to provide helpful guidance, but we remind schools that we do not have the authority to bind the Council or the Accreditation Committee. That said, the Council and the Accreditation Committee understand the necessity of providing guidance and will take that guidance into account in any determination about a school’s operating in compliance with the Standards.
CHAPTER 3
Program of Legal Education

Standard 301. OBJECTIVES OF PROGRAM OF LEGAL EDUCATION
(a) A law school shall maintain a rigorous program of legal education that prepares its students, upon graduation, for admission to the bar and for effective, ethical, and responsible participation as members of the legal profession.

(b) A law school shall establish and publish learning outcomes designed to achieve these objectives.

Standard 302. LEARNING OUTCOMES
A law school shall establish learning outcomes that shall, at a minimum, include competency in the following:

(a) Knowledge and understanding of substantive and procedural law;

(b) Legal analysis and reasoning, legal research, problem-solving, and written and oral communication in the legal context;

(c) Exercise of proper professional and ethical responsibilities to clients and the legal system; and

(d) Other professional skills needed for competent and ethical participation as a member of the legal profession.
Interpretation 302-1
For the purposes of Standard 302(d), other professional skills are determined by the law school and may include skills such as, interviewing, counseling, negotiation, fact development and analysis, trial practice, document drafting, conflict resolution, organization and management of legal work, collaboration, cultural competency, and self-evaluation.

Interpretation 302-2
A law school may also identify any additional learning outcomes pertinent to its program of legal education.

Standard 303. CURRICULUM
(a) A law school shall offer a curriculum that requires each student to satisfactorily complete at least the following:

(1) one course of at least two credit hours in professional responsibility that includes substantial instruction in the history, goals, structure, values, and responsibilities of the legal profession and its members;

(2) one writing experience in the first year and at least one additional writing experience after the first year, both of which are faculty supervised; and

(3) one or more experiential course(s) totaling at least six credit hours. An experiential course must be a simulation course, a law clinic, or a field placement. To satisfy this requirement, a course must be primarily experiential in nature and must:

(i) integrate doctrine, theory, skills, and legal ethics, and engage students in performance of one or more of the professional skills identified in Standard 302;

(ii) develop the concepts underlying the professional skills being taught;

(iii) provide multiple opportunities for performance; and

(iv) provide opportunities for self-evaluation.

(b) A law school shall provide substantial opportunities to students for:

(1) law clinics or field placement(s); and

(2) student participation in pro bono legal services, including law-related public service activities.

Interpretation 303-1
A law school may not permit a student to use a course to satisfy more than one requirement under this Standard. For example, a course that includes a writing experience used to satisfy the upper-class writing requirement [see 303(a)(2)] cannot be counted as one of the experiential courses required in Standard 303(a)(3).
Interpretation 303-2
Factors to be considered in evaluating the rigor of a writing experience include the number and nature of writing projects assigned to students, the form and extent of individualized assessment of a student's written products, and the number of drafts that a student must produce for any writing experience.

Interpretation 303-3
Rule 6.1 of the ABA Model Rules of Professional Conduct encourages lawyers to provide pro bono legal services primarily to persons of limited means or to organizations that serve such persons. In addition, lawyers are encouraged to provide pro bono law-related public service. In meeting the requirement of Standard 303(b)(2), law schools are encouraged to promote opportunities for law student pro bono service that incorporate the priorities established in Model Rule 6.1. In addition, law schools are encouraged to promote opportunities for law students to provide over their law school career at least 50 hours of pro bono service that complies with Standard 303(b)(2). Pro bono and public service opportunities need not be structured to accomplish any of the outcomes required by Standard 302. Standard 303(b)(2) does not preclude the inclusion of credit-granting activities within a law school's overall program of law-related pro bono opportunities so long as law-related non-credit bearing initiatives are also part of that program.

Interpretation 303-4
Law-related public service activities include (i) helping groups or organizations seeking to secure or protect civil rights, civil liberties, or public rights; (ii) helping charitable, religious, civic, community, governmental, and educational organizations not able to afford legal representation; (iii) participating in activities providing information about justice, the law or the legal system to those who might not otherwise have such information; and (iv) engaging in activities to enhance the capacity of the law and legal institutions to do justice.

Standard 304. SIMULATION COURSES AND LAW CLINICS
(a) A simulation course provides substantial experience not involving an actual client, that (1) is reasonably similar to the experience of a lawyer advising or representing a client or engaging in other lawyering tasks in a set of facts and circumstances devised or adopted by a faculty member, and (2) includes the following:
   (i) direct supervision of the student’s performance by the faculty member;
   (ii) opportunities for performance, feedback from a faculty member, and self-evaluation; and
   (iii) a classroom instructional component.
(b) A law clinic provides substantial lawyering experience that (1) involves advising or representing one or more actual clients or serving as a third-party neutral, and (2) includes the following:
   (i) direct supervision of the student’s performance by a faculty member;
   (ii) opportunities for performance, feedback from a faculty member, and self-evaluation; and
   (iii) a classroom instructional component.
Standard 305. FIELD PLACEMENTS AND OTHER STUDY OUTSIDE THE CLASSROOM

(a) A law school may grant credit toward the J.D. degree for courses that involve student participation in studies or activities in a format that does not involve attendance at regularly scheduled class sessions, including courses approved as part of a field placement program, moot court, law review, and directed research.

(b) Credit granted for such a course shall be commensurate with the time and effort required and the anticipated quality of the educational experience of the student.

(c) Each student’s educational achievement in such a course shall be evaluated by a faculty member. When appropriate a school may use faculty members from other law schools to supervise or assist in the supervision or review of a field placement program.

(d) The studies or activities shall be approved in advance and periodically reviewed following the school’s established procedures for approval of the curriculum.

(e) A field placement program shall include:

   (1) a clear statement of its goals and methods, and a demonstrated relationship between those goals and methods and the program in operation;

   (2) adequate instructional resources, including faculty teaching in and supervising the program who devote the requisite time and attention to satisfy program goals and are sufficiently available to students;

   (3) a clearly articulated method of evaluating each student’s academic performance involving both a faculty member and the site supervisor;

   (4) a method for selecting, training, evaluating, and communicating with site supervisors;

   (5) for field placements that award three or more credit hours, regular contact between the faculty supervisor or law school administrator and the site supervisor to assure the quality of the student educational experience, including the appropriateness of the supervision and the student work;

   (6) a requirement that each student has successfully completed sufficient prerequisites or contemporaneously receives sufficient training to assure the quality of the student educational experience in the field placement program; and

   (7) opportunities for student reflection on their field placement experience, through a seminar, regularly scheduled tutorials, or other means of guided reflection. Where a student may earn three or more credit hours in a field placement program, the opportunity for student reflection must be provided contemporaneously.

(f) A law school that has a field placement program shall develop, publish, and communicate to students and site supervisors a statement that describes the educational objectives of the program.
Interpretation 305-1
Regular contact may be achieved through in-person visits or other methods of communication that will assure the quality of the student educational experience.

Interpretation 305-2
A law school may not grant credit to a student for participation in a field placement program for which the student receives compensation. This Interpretation does not preclude reimbursement of reasonable out-of-pocket expenses related to the field placement.

Interpretation 305-3
To qualify as an experiential course under Standard 303, a field placement must also comply with the requirements set out in Standard 303(a)(3).

Standard 306. DISTANCE EDUCATION
(a) A distance education course is one in which students are separated from the faculty member or each other for more than one-third of the instruction and the instruction involves the use of technology to support regular and substantive interaction among students and between the students and the faculty member, either synchronously or asynchronously.

(b) Credit for a distance education course shall be awarded only if the academic content, the method of course delivery, and the method of evaluating student performance are approved as part of the school’s regular curriculum approval process.

(c) A law school shall have the technological capacity, staff, information resources, and facilities necessary to assure the educational quality of distance education.

(d) A law school may award credit for distance education and may count that credit toward the 64 credit hours of regularly scheduled classroom sessions or direct faculty instruction required by Standard 311(b) if:

(1) there is opportunity for regular and substantive interaction between faculty member and student and among students;

(2) there is regular monitoring of student effort by the faculty member and opportunity for communication about that effort; and

(3) the learning outcomes for the course are consistent with Standard 302.

(e) A law school shall not grant a student more than a total of 15 credit hours toward the J.D. degree for courses qualifying under this Standard.

(f) A law school shall not enroll a student in courses qualifying for credit under this Standard until that student has completed instruction equivalent to 28 credit hours toward the J.D. degree.

(g) A law school shall establish an effective process for verifying the identity of students taking distance education courses and that also protects student privacy. If any additional student charges are associated with verification of student identity, students must be notified at the time of registration or enrollment.
Interpretation 306-1
Technology used to support a distance education course may include, for example:
(a) The Internet;
(b) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
(c) Audio and video conferencing; or
(d) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (a) through (c).

Interpretation 306-2
Methods to verify student identity as required in Standard 306(g) include, but are not limited to (i) a secure login and pass code, (ii) proctored examinations, and (iii) other technologies and practices that are effective in verifying student identity. As part of the verification process, a law school shall verify that the student who registers for a class is the same student that participates and takes any examinations for the class.

Standard 307. STUDIES, ACTIVITIES, AND FIELD PLACEMENTS OUTSIDE THE UNITED STATES
(a) A law school may grant credit for (1) studies or activities outside the United States that are approved in accordance with the Rules of Procedure and Criteria as adopted by the Council and (2) field placements outside the United States that meet the requirements of Standard 305 and are not held in conjunction with studies or activities that are approved in accordance with the Rules of Procedure and Criteria as adopted by the Council.

(b) The total credits for student participation in such studies or activities may not exceed one-third of the credits required for the J.D. degree.

Interpretation 307-1
The three Criteria adopted by the Council are the Criteria for Approval of Foreign Summer and Intersession Programs Established by ABA-Approved Law Schools, the Criteria for Approval of Foreign Semester and Year-Long Study Abroad Programs Established by ABA-Approved Law Schools, and the Criteria for Accepting Credit for Student Study at a Foreign Institution.

Interpretation 307-2
For purposes of Standard 307, a brief visit to a country outside the United States that is part of a course offered and based primarily at the law school and approved through the school’s regular curriculum approval process is not considered to be studies outside the United States.

Standard 308. ACADEMIC STANDARDS
(a) A law school shall adopt, publish, and adhere to sound academic standards, including those for regular class attendance, good standing, academic integrity, graduation, and dismissal.

(b) A law school shall adopt, publish, and adhere to written due process policies with regard to taking any action that adversely affects the good standing or graduation of a student.
Standard 309. ACADEMIC ADVISING AND SUPPORT

(a) A law school shall provide academic advising for students that communicates effectively the school’s academic standards and graduation requirements, and that provides guidance on course selection.

(b) A law school shall provide academic support designed to afford students a reasonable opportunity to complete the program of legal education, graduate, and become members of the legal profession.

Standard 310. DETERMINATION OF CREDIT HOURS FOR COURSEWORK

(a) A law school shall adopt, publish, and adhere to written policies and procedures for determining the credit hours that it awards for coursework.

(b) A “credit hour” is an amount of work that reasonably approximates:

1. not less than one hour of classroom or direct faculty instruction and two hours of out-of-class student work per week for fifteen weeks, or the equivalent amount of work over a different amount of time; or

2. at least an equivalent amount of work as required in subparagraph (1) of this definition for other academic activities as established by the institution, including simulation, field placement, clinical, co-curricular, and other academic work leading to the award of credit hours.

Interpretation 310-1
For purposes of this Standard, fifty minutes suffices for one hour of classroom or direct faculty instruction. An “hour” for out-of-class student work is sixty minutes. The fifteen-week period may include one week for a final examination.

Interpretation 310-2
A school may award credit hours for coursework that extends over any period of time, if the coursework entails no less than the minimum total amounts of classroom or direct faculty instruction and of out-of-class student work specified in Standard 310(b).

Standard 311. ACADEMIC PROGRAM AND ACADEMIC CALENDAR

(a) A law school shall require, as a condition for graduation, successful completion of a course of study of not fewer than 83 credit hours. At least 64 of these credit hours shall be in courses that require attendance in regularly scheduled classroom sessions or direct faculty instruction.

(b) A law school shall require that the course of study for the J.D. degree be completed no earlier than 24 months and, except in extraordinary circumstances, no later than 84 months after a student has commenced law study at the law school or a law school from which the school has accepted transfer credit.

(c) A law school shall not permit a student to be enrolled at any time in coursework that exceeds 20 percent of the total credit hours required by that school for graduation.
(d) Credit for a J.D. degree shall only be given for course work taken after the student has matriculated in a law school. A law school may not grant credit toward the J.D. degree for work taken in a pre-admission program.

**Interpretation 311-1**

(a) In calculating the 64 credit hours of regularly scheduled classroom sessions or direct faculty instruction for the purpose of Standard 311(a), the credit hours may include:

1. Credit hours earned by attendance in regularly scheduled classroom sessions or direct faculty instruction;
2. Credit hours earned by participation in a simulation course or law clinic in compliance with Standard 304;
3. Credit hours earned through distance education in compliance with Standard 306; and
4. Credit hours earned by participation in law-related studies or activities in a country outside the United States in compliance with Standard 307.

(b) In calculating the 64 credit hours of regularly scheduled classroom sessions or direct faculty instruction for the purpose of Standard 311(a), the credit hours shall not include any other coursework, including, but not limited to:

1. Credit hours earned through field placements and other study outside of the classroom in compliance with Standard 305;
2. Credit hours earned in another department, school, or college of the university with which the law school is affiliated, or at another institution of higher learning;
3. Credit hours earned for participation in co-curricular activities such as law review, moot court, and trial competition; and
4. Credit hours earned by participation in studies or activities in a country outside the United States in compliance with Standard 307 for studies or activities that are not law-related.

**Interpretation 311-2**

Whenever a student is permitted on the basis of extraordinary circumstances to exceed the 84-month program limitation in Standard 311(b), the law school shall place in the student’s file a statement signed by an appropriate law school official explaining the extraordinary circumstances leading the law school to permit an exception to this limitation. Such extraordinary circumstances, for example, might include an interruption of a student’s legal education because of an illness, family exigency, or military service.

**Interpretation 311-3**

If a law school grants credit for prior law study at a law school outside the United States as permitted under Standard 505(c), only the time commensurate with the amount of credit given counts toward the length of study requirements of Standard 311(b). For example, if a student has studied for three years at a law school outside the United States and is granted one year of credit toward the J.D. degree, the amount of time that counts toward the 84 month requirement is one year. The student has 72 months in which to complete law school in the United States.
Standard 312. REASONABLY COMPARABLE OPPORTUNITIES

A law school providing more than one enrollment or scheduling option shall ensure that all students have reasonably comparable opportunities for access to the law school’s program of legal education, courses taught by full-time faculty, student services, co-curricular programs, and other educational benefits. Identical opportunities are not required.

Standard 313. DEGREE PROGRAMS IN ADDITION TO J.D.

A law school may not offer a degree program other than its J.D. degree program unless:

(a) the law school is fully approved;
(b) the Council has granted acquiescence in the program; and
(c) the degree program will not interfere with the ability of the law school to operate in compliance with the Standards and to carry out its program of legal education.

Interpretation 313-1
Acquiescence in a degree program other than the J.D. degree is not an approval of the program itself and, therefore, a school may not announce that the program is approved by the Council.

Standard 314. ASSESSMENT OF STUDENT LEARNING

A law school shall utilize both formative and summative assessment methods in its curriculum to measure and improve student learning and provide meaningful feedback to students.

Interpretation 314-1
Formative assessment methods are measurements at different points during a particular course or at different points over the span of a student’s education that provide meaningful feedback to improve student learning. Summative assessment methods are measurements at the culmination of a particular course or at the culmination of any part of a student’s legal education that measure the degree of student learning.

Interpretation 314-2
A law school need not apply multiple assessment methods in any particular course. Assessment methods are likely to be different from school to school. Law schools are not required by Standard 314 to use any particular assessment method.

Standard 315. EVALUATION OF PROGRAM OF LEGAL EDUCATION, LEARNING OUTCOMES, AND ASSESSMENT METHODS

The dean and the faculty of a law school shall conduct ongoing evaluation of the law school’s program of legal education, learning outcomes, and assessment methods; and shall use the results of this evaluation to determine the degree of student attainment of competency in the learning outcomes and to make appropriate changes to improve the curriculum.
Interpretation 315-1

Examples of methods that may be used to measure the degree to which students have attained competency in the school’s student learning outcomes include review of the records the law school maintains to measure individual student achievement pursuant to Standard 314; evaluation of student learning portfolios; student evaluation of the sufficiency of their education; student performance in capstone courses or other courses that appropriately assess a variety of skills and knowledge; bar exam passage rates; placement rates; surveys of attorneys, judges, and alumni; and assessment of student performance by judges, attorneys, or law professors from other schools. The methods used to measure the degree of student achievement of learning outcomes are likely to differ from school to school and law schools are not required by this standard to use any particular methods.

Standard 316. BAR PASSAGE [See “Instructions for Charts Required in Standard 316” on the Guidance Memos page of the Section’s website: www.americanbar.org/legaled]

(a) A law school’s bar passage rate shall be sufficient, for purposes of Standard 301(a), if the school demonstrates that it meets any one of the following tests:

(1) That for students who graduated from the law school within the five most recently completed calendar years:

   (i) 75 percent or more of these graduates who sat for the bar passed a bar examination; or

   (ii) in at least three of these calendar years, 75 percent of the students graduating in those years and sitting for the bar have passed a bar examination.

In demonstrating compliance under sections (1)(i) and (ii), the school must report bar passage results from as many jurisdictions as necessary to account for at least 70 percent of its graduates each year, starting with the jurisdiction in which the highest number of graduates took the bar exam and proceeding in descending order of frequency.

(2) That in three or more of the five most recently completed calendar years, the school’s annual first-time bar passage rate in the jurisdictions reported by the school is no more than 15 points below the average first-time bar passage rates for graduates of ABA-approved law schools taking the bar examination in these same jurisdictions.

In demonstrating compliance under section (2), the school must report first-time bar passage data from as many jurisdictions as necessary to account for at least 70 percent of its graduates each year, starting with the jurisdiction in which the highest number of graduates took the bar exam and proceeding in descending order of frequency. When more than one jurisdiction is reported, the weighted average of the results in each of the reported jurisdictions shall be used to determine compliance.

(b) A school shall be out of compliance with this Standard if it is unable to demonstrate that it meets the requirements of paragraph (a)(1) or (2).

(c) A school found out of compliance under paragraph (b) and that has not been able to come into compliance within the two-year period specified in Rule 13(b) of the Rules of Procedure for Approval of Law Schools, may seek to demonstrate good cause for extending the period the law school has to demonstrate compliance by submitting evidence of:
(1) The law school’s trend in bar passage rates for both first-time and subsequent takers: a clear trend of improvement will be considered in the school’s favor, a declining or flat trend against it.

(2) The length of time the law school’s bar passage rates have been below the first-time and ultimate rates established in paragraph A: a shorter time period will be considered in the school’s favor, a longer period against it.

(3) Actions by the law school to address bar passage, particularly the law school’s academic rigor and the demonstrated value and effectiveness of its academic support and bar preparation programs: value-added, effective, sustained and pervasive actions to address bar passage problems will be considered in the law school’s favor; ineffective or only marginally effective programs or limited action by the law school against it.

(4) Efforts by the law school to facilitate bar passage for its graduates who did not pass the bar on prior attempts: effective and sustained efforts by the law school will be considered in the school’s favor; ineffective or limited efforts by the law school against it.

(5) Efforts by the law school to provide broader access to legal education while maintaining academic rigor: sustained meaningful efforts will be viewed in the law school’s favor; intermittent or limited efforts by the law school against it.

(6) The demonstrated likelihood that the law school’s students who transfer to other ABA-approved schools will pass the bar examination: transfers by students with a strong likelihood of passing the bar will be considered in the school’s favor, providing the law school has undertaken counseling and other appropriate efforts to retain its well-performing students.

(7) Temporary circumstances beyond the control of the law school, but which the law school is addressing: for example, a natural disaster that disrupts operations or a significant increase in the standard for passing the relevant bar examination(s).

(8) Other factors, consistent with a law school’s demonstrated and sustained mission, which the school considers relevant in explaining its deficient bar passage results and in explaining the school’s efforts to improve them.
Boston College Law School
Guidelines for Creating Simulation/Experiential Courses

Thanks for your willingness to consider developing an experiential course for Boston College Law School. Experiential courses make up an important part of the first year curriculum. These courses provide first year students with their first opportunity to get exposure to the practice of law. By putting students in a simulated practice setting at an early part of their legal education, students can get exposure to a variety of practice settings and begin the process of thinking about what kind of lawyer they want to be when they graduate.

In order to qualify as an experiential course under ABA Standard 304(a), the course (known as a “simulation course” or an “experiential course”) must provide students substantial professional experience not involving an actual client, that: (1) is reasonably similar to the experience of a lawyer advising or representing a client or engaging in other lawyering tasks in a set of facts and circumstances devised or adopted by a faculty member, and (2) includes the following: (i) direct supervision of the student’s performance by the faculty member; (ii) opportunities for performance, feedback from a faculty member, and self-evaluation; and (iii) a classroom instructional component. During the course, students must also engage in some reflection about the ethical implications of the practice of law.

To be a “simulation” or “experiential” course under this standard, the course must, the “course must be primarily experiential in nature.” By “primarily” the ABA means more than simply inserting an experiential component into an existing doctrinal class. By “primarily” the ABA means that the experiential nature or skills component of the course should be the course’s organizing principle. Any substantive law or doctrinal material that is part of the course should be incidental to the course, not the other way around.

In order to qualify as an experiential or simulation course, the course must be easily identifiable as such. The ABA says that it does not want to engage in a minute counting exercise to qualify simulation course. That means that experiential courses must all “look, walk and quack like ducks”. If you look at the syllabus and have to be told that the course is experiential, then it probably isn’t one.

FAQ

My regular course includes a couple of simulations and/or drafting assignments. In the past, I was able to count this under the ABA’s old “lawyering skills” requirement. Can this course qualify as a simulation course?

- Likely no. If your course is a doctrinal course that previously qualified for lawyering skills credit, it is unlikely to now qualify under the new experiential/simulation course requirement. When the ABA adopted this new standard they envisioned that these kinds of courses would not count towards the experiential requirement. In order to qualify, the typical doctrinal course like the one described would have to undergo an complete revision of the sort that is not going to occur.
Can I add a few simulations to my regular doctrinal course and have it count as experiential?

- Likely no. The ABA has stated that it will not engage in minute counting exercises to determine whether a course is experiential. Doctrinal courses with simulations tacked on won’t likely be recognized as experiential in nature, notwithstanding the fact that the course has experiential components. A simulation course must be easily identifiable as such. If it isn’t easily identifiable as an experiential course, it likely isn’t.

Can I stand up and lecture on substantive law in my experiential class?

- Yes, but... Remember that the class must be primarily experiential in nature. To the extent you believe you need to introduce students to a substantive area of the law in order to facilitate their representation of a simulated client, then you should feel free to take the time to introduce a particular substantive area of the law. However, the primary organizing principle of the course must be the lawyering skills or simulation and not particular areas of doctrinal law.

Are there other ways for my students to learn doctrine or substantive law in my simulation class?

- Since legal research is a lawyering skill, it’s entirely appropriate to ask students to research new areas of the law – resulting in a legal memo or brief – in order to support the simulation. To the extent student research needs to be supplemented by a quick lecture that is totally acceptable.

Does my simulation course have to be a single simulation across the entire semester?

- No. You can design your simulation course to include a series of different client simulation exercises over the course of the semester. In many cases, having a series of different smaller simulations is more workable than having a single simulation that stretches across the entire semester.

What are some examples of experiences that might count for a simulation?

- Some examples of experiences that might count for a simulation course include representing a simulated client in a litigation setting, representing a simulated client in a transactional setting, or representing a simulated client in a negotiation, among others.

Does my simulation course have to do all these things in order to qualify as an experiential or simulation course?

- Your course need not require students to engage in all the lawyering skills commonly associated with law practice. You may focus on specific skill areas provided the means of instruction is primarily experiential in nature. So, for example, you course can focus on only one skill (e.g. writing, advocacy, or negotiation) and not focus on other skills.

Can students in my experiential course write a research paper?
- No. A scholarly paper is not “reasonably similar” to a typical experience of a lawyer advising or representing a client. You can have students engage in other kinds of writing that is of the type of writing lawyers in practice often engage in, including but not limited to drafting of complaints, briefs, legal memos, transactional or corporate documents, etc. Depending on the context of the class, students may also engage in the writing of policy or advocacy memos.

*Can I offer a final exam?*

- Yes. You may offer a final exam. However the final exam cannot be the sole or even primary means of student assessment for the course, unless the exam itself is a simulation. Other forms of assessment that you should consider are direct faculty feedback on student performance of the skills learned in the class as well as self-evaluation.