



The State Bar *of California*

**OPEN SESSION
AGENDA ITEM
JANUARY 2020
COMMITTEE OF BAR EXAMINERS ITEM O-409**

DATE: January 31, 2020

TO: Members, Committee of Bar Examiners

FROM: Natalie Leonard, Principal Program Analyst

SUBJECT: Action on Application to Affirm Accreditation – University of La Verne College of Law Transition to State Bar Accreditation

BACKGROUND

University of La Verne College of Law (La Verne COL) is currently approved by the American Bar Association (ABA), but the school has filed this application to voluntarily transition exclusively to California State Bar accreditation. (Attachment A) The school will file a teach out plan with the ABA seeking to allow its students currently enrolled to graduate under ABA approval, but new students to enroll under State Bar approval starting in Fall 2020.

Under Business and Professions Code section 6060(e), to be found eligible to take the California Bar Examination, applicants must be graduates of law schools approved by the American Bar Association or registered or accredited by the Committee of Bar Examiners (Committee). Therefore, La Verne COL is proactively scheduling this motion to ensure that it maintains a proper accreditation at all times to ensure students' eligibility to take the California Bar Examination so long as they meet all other eligibility requirements in addition to earning a J.D. degree.

As provided by Rules 4.120 through Rule 4.126 of the *Accredited Law School Rules*, accreditation normally takes several years, as a school advances from registered status to provisionally accredited status and then full accreditation. The Committee (as noted in Rule 4.122) normally grants two years of provisional accreditation prior to accepting an application for full accreditation, in order to give the school time needed to adopt fully compliant practices.

Here, however, La Verne COL seeks a waiver of time to directly establish full compliance with the Accredited Law School Rules ("Rules") and Guidelines for Unaccredited Law School Rules ("Guidelines"). The Committee can grant a waiver of a rule for good cause shown and "allow a

law school a reasonable time to comply with the rule for which it has been granted a waiver.” (Rule 4.109) Here, the school has provided good cause by submitting a detailed self-study documenting its compliance and it has agreed to undergo and inspection by the Committee to verify its compliance on the schedule indicated by the Committee.

DISCUSSION

The University of La Verne College of Law is part of the University of La Verne, a private not-for-profit fixed facility institution approved by the ABA since 2006 and accredited by the Western Association of Schools and Colleges (WASC).

La Verne COL plans to voluntarily resign its ABA approval, teach out its current students in the ABA approved program, and enroll new students in a California Accredited program starting in Fall 2020. This transition “better aligns the mission of the College of Law with the entire University of La Verne, namely to provide students from throughout the state, region and local communities access to an affordable and high[] quality education and with meaningful professional opportunities.”

The school is currently deemed accredited as a California Accredited Law School by virtue of its status as an ABA accredited law school.¹ It will maintain the ABA status as long as the Committee requires.

The school has also provided a comprehensive self-study report that addresses all aspects of full accreditation, including the key aspects related to course content, verification of academic engagement, the opportunity to learn practical skills, and compliance with the minimum, cumulative [five-year] bar passage requirement. Accredited J.D. programs must contain at least eighty credits or 1200 hours of verified academic engagement, and the La Verne program exceed this requirement by requiring eighty-eight credit hours or 1320 hours of verified academic engagement in a classroom setting. These hours include the required opportunity to opportunity to take at least fifteen hours of practical skills training including nine required experiential credits. Finally, the school’s 2019 MPR calculation of 67.1 percent exceeds the forty percent minimum MPR required for compliance.

Additional detail as to all other Rules and Guidelines is included in the self-study establishing the school’s continued compliance with the Rules and Guidelines. If the Committee agrees, then it would be appropriate to confirm the schools status as a “deemed accredited school”, continuing during the teach out period, and to order an inspection within the next twelve months to confirm the law school’s compliance with the Rules and Guidelines as a State Bar Accredited Law School even after it resigns from ABA approval. The inspection can be scheduled within sixty days, as is normally required of schools, but it is recommended that the actual inspection take place in the fall when the school has enrolled students under the State Bar accredited program.

¹ Rule 4.102 of the *Accredited Law School Rules* provides that a “law school provisionally or fully approved by the American Bar Association is deemed accredited by the Committee and exempt from these rules, unless the American Bar Association withdraws its approval.

RECOMMENDATION

It is recommended that the Committee affirm that The University of La Verne College of Law is deemed accredited via its ABA approval, and that the Committee further waive the timeline required to establish independent State Bar accreditation, finding that the school has made a showing that it complies with the Rules and Guidelines, and that this showing may be verified through an inspection conducted as soon as practical within twelve months of the Committee's action. During this time, the Committee has the further assurance that the school will also be complying with the standards for ABA approval as it teaches out its current students.

This recommended action would strike a reasonable balance between protecting the students at La Verne COL and holding the school responsible for continuous compliance with the Accredited Law Rules and Guidelines for Accredited Law School Rules.

PROPOSED MOTION

If the Committee agrees with this recommendation, the following motion is suggested:

Move that the Committee affirm La Verne University College of Law's deemed accredited status; waive the timelines associated with independent State Bar Accreditation and Rules 4.121 through 4.145 of the Accredited Law School Rules; find that the school has demonstrated its compliance with the Rules for Accredited Law Schools and Guidelines for Accredited Law Schools; that the Committee confirm that the school is currently deemed accredited as a California Accredited Law School; that the application for accreditation be granted, effective as the date of this action or the date of this action; and, that the school's name be included on the list of law schools accredited by the Committee effective immediately; the school is directed to undergo a full inspection within twelve months of this action, submit an Annual Report using the 2019 Form and Fee, and agree to pay all inspection fees assessed by the State Bar of California under the Schedule of Charges and Deadlines and otherwise remain in continuous compliance with the Accredited Law School Rules and Guidelines for Accredited Law School Rules.

Attachment A: University of La Verne College of Law Application to Affirm Accreditation

SELF-STUDY REPORT FOR LAW SCHOOLS SEEKING PROVISIONAL CALIFORNIA ACCREDITATION BY THE STATE BAR CALIFORNIA

GENERAL INSTRUCTIONS AND SELF-STUDY REPORT TEMPLATE

The Self-Study Report provides the law school with an opportunity to demonstrate its compliance with the Accredited Law School Rules (Rules) and Guidelines for Accredited Law School Rules (Guidelines). The information also helps The State Bar of California to prepare for an accreditation inspection and to make that inspection more efficient and cost effective. This Self-Study Report will be considered in conjunction with past periodic inspection reports and annual reports from the school.

When responding to the questions, please indicate whether the response represents current operations at the school, or what would be implemented if accreditation is granted.

In some cases, the questions in this Self-Study Report may have some similarity to questions asked of the school as part of its current compliance with the Unaccredited Law School Rules and Guidelines. The school is asked to answer all questions in this Self-Study Report to provide a complete, current picture of the school's intended methods and practices, discussing any changes that are expected from current practices if the school is approved to operate as a California Accredited school, and the school's intent and ability to achieve and maintain its compliance with the Rules and Guidelines for Accredited Law Schools.

Format (Self-Study Report Template and Attachments)

Please submit information using this template. In response to each section, provide a narrative that refers specifically to each Rule or Guideline cited, and addresses each specific topic listed. Each section provides directions on the required scope of the requested narrative, suggested page limits and, where applicable, a list of all required attachments as well as web links to the posting locations of relevant electronic materials. Discuss, in detail, whether the law school is compliant with all relevant portions of the Rules and Guidelines for Accredited Law Schools, including the following rules and their interpretive guidelines: Rule 4.160(B) Integrity; Rule 4.160(C) Governance; Rule 4.160(D) Dean and Faculty; Rule 4.160(E), Educational Program; Rule 4.160(F), Competency Training; Rule 4.160(G); Scholastic Standards; and Rule 4.160(H), Admissions.

Please include all "required" attachments listed. If the requested information is included in another document, such as the catalog, please clearly indicate the document and location, and copy the relevant text into the answer. If including additional attachments beyond those required, clearly mark the relevant portion of the document and reference the Rule or Guideline that it satisfies. (See instructions for citing and labeling each attachment as discussed

in “Attachment Requirements,” below.) If a document is required, but available only in a format that would be used by the school in its registered status at this time, that document can be used as a base and the school can indicate the changes that would be necessary in an accredited status.

Template Requirements

Please use this form to record your responses. Be concise but complete. Follow the requirements for attachments noted below. If converting the completed document to a PDF, please make sure that text in the new document is still fully searchable.

Attachment Requirements

Please submit all required attachments and those cited in each narrative response either as bookmarked sections clearly named in the main document, or as additional documents, clearly named, and with a list of attachments in the main document. Provide only those additional attachments, beyond those required, which the law school believes necessary to support the narrative.

If a document is attached in support of a particular Rule or Guideline, please be sure to guide the reader to the correct portion of the document and state the reason that the identified portion is relevant to the rule or guideline cited.

Filing Requirements

If a school has already received a community user ID to access the Admissions Information Management System (AIMS), Self-Study Reports should be submitted through AIMS, with payment sent under separate cover. If the school has not yet received such an ID, the Self-Study Report may be saved to a thumb drive and mailed to the State Bar along with the payment.

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I. SECTION 1: PRIOR REQUIREMENTS AND RECOMMENDATIONS

If the law school is still working to address any mandatory or suggested actions identified in the school's most recent inspection, please identify the status and how compliance will be achieved under the Rules and Guidelines for Accredited Law Schools.

A. Required Attachments:

1. The College of Law's Catalog is attached hereto as Exhibit 1.
2. The College of Law Student Handbook is attached hereto as Exhibit 2.
3. The College of Law Faculty Handbook is attached hereto as Exhibit 3.
4. The College of Law Faculty Governance Rules and Procedures are attached hereto as Exhibit 4.

II. SECTION 2: GUIDELINE WAIVERS

The College of Law is not operating pursuant to any granted waivers.

III. SECTION 3: RULE 4.163 SELF-STUDY REPORT OVERVIEW

Please discuss how the law school currently operates to achieve its stated academic mission, objectives and goals. Describe the reasons that it seeks accreditation. Further summarize the school's J.D. program(s) and any changes expected under accreditation. Please note whether the school anticipates that student enrollment numbers would change and whether tuition would be expected to change. Further detail on these matters will be requested in other sections of this Self-Study Report.

A. Required Attachments

1. Mission statement (Attached hereto as Exhibit 5)
2. Current statement of academic objectives and goals (Attached hereto as Exhibit 6)

B. The College of Law Seeks Expedited Accreditation and Approval from California State Bar:

The University of La Verne submits this Self-Study to the Committee of Bar Examiners of the State Bar of California. The College of Law respectfully requests the Committee on Bar Examiners consider its request for accreditation at its January meeting. As noted in the cover letter under which this Self-Study and the accompanying application are submitted, The College of Law requests that the Committee of Bar Examiners waive the requirement of an initial application for provisional accreditation and allow La Verne to move directly to consideration of this application for full accreditation on an expedited basis, granting accreditation now subject to a satisfactory site visit in the fall 2020.

La Verne does not present a typical application for California accreditation, as it has been operating as an accredited law school for approximately 40 years, first with California accreditation, and more recently as a fully approved American Bar Association (ABA) law school. The College of Law received accreditation from the State Bar of California Committee of Bar Examiners at its first opportunity in May 1972. The law school was accredited by the Committee of Bar Examiners for over thirty years. During that time, it was extremely proud of its accomplishments in preparing students to take the California State Bar Exam and preparing them for the legal profession.

C. The College of Law is Currently ABA Fully Approved and Accredited:

The ABA granted The College of Law provisional approval on February 13, 2006. At its June 2010 meeting, the Accreditation Committee recommended granting full approval, but the Council delayed action for one year to be convinced of full compliance. At its April 2011 meeting, the Committee again recommended full approval, but in June 2011 the Council denied the application. In 2011, The College of Law immediately obtained state accreditation again, and the ABA granted La Verne's request to expedite La Verne's application for provisional approval on March 16, 2012. And finally, in 2016, the ABA granted the College of Law full accreditation.

D. The Reason The College of Law Seeks to be Approved and Accredited by the State Bar of California:

On November 18, 2019, the Board of Trustees of the University of La Verne decided that the University of La Verne's College of Law shall discontinue its ABA-accredited program of legal education and instructed administration to transition to a high-quality new program of legal education approved and accredited by the State Bar of California with the expectation of admitting new students for a JD degree as a California State Bar approved law school in the fall of 2020.

The Board further instructed administration and faculty to continue its current ABA-accredited program in accordance with ABA accreditation rules and standards for the purpose of ensuring all currently enrolled students the opportunity to experience and graduate from an ABA-accredited program. Pursuant to Rule 29 of the ABA Standards and Rules of Procedure for Approval of Law Schools 2019-2020, the College of Law will submit a teach out plan to the ABA's Council for its Section of Legal Education and Admission to the Bar (the ABA's accrediting body) for approval on January 15, 2020 with the expectation of receiving approval its Council meetings scheduled for February 20-22, 2020.

The University of La Verne's current ABA-accredited program of legal education remains ABA accredited and in operation. It will continue to provide the opportunity for all currently enrolled students at the College of Law to complete their legal education at the College of Law in a timely manner. The College of Law is committed to ensuring that its current students will graduate with an ABA-degree pursuant to an ABA-approved teach-out plan.

E. The College of Law Seeks to Remain a Fully-Approved ABA Program of Legal Education during Teach-Out Phase and while The College of Law Transitions to a California Approved Program of Legal Education:

After considering the recommendations submitted by the University of La Verne's administration and faculty, and after thoughtful and extensive deliberations, the Board of Trustees instructed administration and faculty to transition out of its ABA-accredited program and move forward with a high-quality program accredited by the State Bar of California. Such a transition better aligns the mission of the College of Law with the entire University of La Verne, namely to provide students from throughout the state, region and local communities access to an affordable and highly quality education and with meaningful professional opportunities.

F. The decision to transition to California State Bar approved and accredited program was a decision of choice:

The decision of the Board of Trustees to transition from an ABA-accredited program of legal education to a California State Bar accredited program of legal education was a voluntary and proactive institutional choice and was not prescribed or otherwise required by the American Bar Association's Section of Legal Education and Admissions. At the time of the decision, the College of Law was, and currently remains, in compliance with ABA rules and standards of accreditation.

G. The College of Law seeks Expedited Accreditation with the Intention of Enrolling Students in Fall 2020:

Given The College of Law's past and current accredited statuses, it seeks expedited approval from the Committee of Bar Examiners of the State Bar of California. As stated above, The College of Law is fully approved by the American Bar Association. The College of Law is in the process of compiling and submitting to the ABA a teach-out plan that will assure that the students currently enrolled will graduate from an ABA accredited approved school.

Although The College of Law will likely adjust some of its programming with regard to delivering a California approved program of legal education, during the transitionary period its current program and infrastructure will remain intact. And any adjustments will be reported to the Committee for input and approval.

As stated above, the ABA granted the College of Law full accreditation in 2016. In January 2019, in preparation for the ABA's three-year sabbatical site visit scheduled for March 17-19 of 2019, La Verne La submitted its a Self-Study consisting of 1) its answers to the ABA's Site Evaluation Questionnaire which is attached hereto as Exhibit 7 and 2) its Self-Assessment (which is attached hereto as Exhibit 8). In July of 2019, The College of Law received the site-report of the ABA site inspection team which is attached hereto as Exhibit 9.

H. Anticipated Changes re: Enrollments, Tuition, Programming:

The College of Law anticipates and expects that student enrollment numbers will decrease as it transitions to a California approved program of legal education. In this regard, it anticipates recruiting an incoming class for the fall of 2020 ranging from 30-40 students. These students will matriculate into a California approved and accredited program of legal education.

Tuition is expected to remain approximately the same because The College of Law already charges an affordable tuition that rivals other California approved and accredited schools.

2020 fall programming will remain largely intact as The College of Law transitions through the ABA teach-out and into a California approved and accredited program. Accordingly, The College of Law anticipates that there will be few and only minor changes with respect

curriculum, staffing and support resources as it transitions to a California approved and accredited program. However, The College of Law anticipates that the transition will ultimately result in adjustments with regard to total full-time faculty, full-time administrators and full-time staff. Nonetheless, The College of Law will maintain sufficient faculty, administrative support and staff to enable it to comply with California Guidelines and provide its students a quality education that will lead and guide them to success on the CBX.

With respect to curricular programming, The College of Law anticipates that its current ABA programming will continue for the fall of 2020 with the possibility that it might adjust its 1L writing program. Currently, The College of Law delivers its 1L writing programming in conjunction with Torts (Torts-ILS) in the fall and Criminal Law (Crim-ILS) in the spring. The College of Law is considering separating these courses and making Legal Writing a stand-alone course. These considerations will be made during the upcoming semester and prior to the enrollment of a fall 2020 class. Any adjustments will be in compliance with the California Guidelines.

I. How the Law School Currently Operates to Achieve its Stated Academic Mission:

The Dean and the faculty share primary responsibility for planning, implementing, and administering the law school's program of legal education, including curriculum; methods of instruction and evaluation; admissions policies and procedures; and academic standards. The law school operates with a traditional committee structure. The Dean presides over regular meetings of the faculty. Faculty Governance Rules and Procedures, §II.C. attached hereto as Exhibit 10

Annually, the Dean appoints faculty to the various standing committees after considering individual faculty member's interests and experience. College of Law Faculty Handbook, §II.D. Members of individual standing committees choose the chair for that committee. Faculty Governance Rules and Procedures, §VII.D.

The Dean and the faculty may provide committees with specific charges regarding the law school's program of legal education.

Committees of the faculty make recommendations to the faculty or the Dean. Committee recommendations made to the faculty are considered by that body which makes recommendations to the Dean.

The Dean devotes full professional time to the law school. The Dean has the necessary authority and support to discharge his responsibility as the chief administrator of the law school. The Dean sits on the appropriate University administrative boards, councils and committees and promotes the interests of the law school on and through those bodies.

Internally, the Associate Dean for Academic Affairs support the Dean with regard to developing and implementing the law school's program of legal education. The newly formed Office of Program Review has begun work assessing the law school's learning outcomes.

Evelyn DeAnda, the Interim Registrar and Academic Affairs Coordinator, and Melinda Davenport, the Assistant Director of Administrative Service, provide administrative support to the Dean and other administrators.

The Dean of the College of Law develops the budget for the College utilizing the University's multi-year budget process. Within that process, the University increases the operating budgeted expenditures of the College of Law by a fixed percentage if warranted. The College of Law projects enrollment and proposes tuition rates. With the projected revenue and expenses in hand, the Dean has the authority to allocate expenses, provided the total expenditures remain within the total budgeted revenue.

IV. SECTION 4: RULE 4.105(C)-(D) GENERAL PROVISIONS. Program Transition Plan (Guideline 1.1(D))

1. CALENDARING. What would be the changes to the school's calendar, if any?

At this time, The College of Law will not be making any changes to its calendar.

2. TERM STRUCTURE. What are the differences, if any, in the term structure for the school year or for completion of the degree. Briefly discuss the current term structure, and then fully discuss any changes.

At this time, The College of Law will not be making any changes to its term structure for the school year or for completion of the degree.

3. CREDITS. What are the differences, if any, in credits offered for the degree, including how they may be obtained? Briefly discuss the current credits, and then fully discuss any changes.

At this time, The College of Law will not be making any changes to the credits offered for the degree or how they may be obtained.

4. COURSE SCHEDULING. What are the differences, if any, in the course scheduling, in terms of actual time requirements and time required for completion of the course. Briefly discuss the current time requirements, and then fully discuss any changes.

At this time, The College of Law will not be making any changes to course scheduling in terms of actual time requirements or time required for completion of the course.

5. ATTENDANCE REQUIREMENTS. Regular and punctual attendance in academic engagement is required under Guideline 6.5(C). Briefly discuss the school's current methods for measuring attendance or engagement and fully discuss how this requirement will be met under accreditation. For courses offered online, explain how attendance in engagement will be measured. If various methods are used, discuss all methods and the courses to which they apply.

The College of Law has a firm and rigidly enforced attendance policy articulated in its Manual of Academic Policies and Procedures that complies with Guideline 6.5(c) (see narrative below). The College of Law will not be making any changes to its policies regarding regular and punctual attendance in academic engagement. The College of Law does not offer any online programming.

6. CURRICULAR REQUIREMENTS. Please discuss any changes that will be made in the curricular requirements. Please be as specific as possible about any new requirements, or different means of fulfilling old requirements, and how grading will be determined.

The College of Law will not be making any major changes to curricular requirements for the fall of 2020. The College of Law is compiling a teach-out plan with the ABA and as such The College of Law intends on maintaining its current curriculum for the students currently enrolled. At this time, The College of Law intends on offering the same curriculum to students who might enroll fall 2020.

7. TEACH-OUT PROGRAMS OR PROGRAMS NO LONGER TO BE OFFERED. Please discuss any teach-out for programs that will be discontinued after the transition, addressing the requirements of *Guidelines, Division 1, Section (2)*. Will all students be eligible to transition to the planned newly accredited program?

The College of Law is currently compiling its teach-out plan to submit to the ABA regarding the eventual relinquishment of its ABA accreditation and approval. The teach-out plan will address currently full- and part-time enrolled students over the course of the next three academic years. Once currently enrolled students have matriculated through the program, La Verne will operate as a stand-alone California approved school.

8. OTHER MATTERS. Please discuss any other changes that will be implemented as a result of the transition, including any matters necessary for students to transition to the accredited program of the law school.

V. SECTION 5: RULE 4.160(A) - LAWFUL OPERATION. The law school must operate in compliance with all applicable federal, state, and local laws and regulations. (Guideline 1.6)

The University of La Verne College of Law is part of the University of La Verne. The University is a private not-for-profit institution accredited by the WASC Senior College and University Commission (“WSUC”). The University of La Verne and its College of Law operates in compliance with all federal, state and local laws and regulations.

A. Required Attachments--Compliance with all relevant state or local business licensing requirements:

1. Attached as Exhibit 11 is the University of La Verne’s Certificate of Good Standing as a Domestic Non-Profit Corporation issued by the Secretary of State for the State of California.
2. Attached as Exhibit 12 is the most recent IRS 501(c)(3) exemption letter for the University of La Verne.
3. Attached as Exhibit 13 is the most recent City of La Verne Business License for the University of La Verne.
4. Attached as Exhibit 14 is the most recent City of Ontario Business License for the University of La Verne.
5. Attached hereto as Exhibit 15 is the University's latest official cohort default rate notification from the Federal Government. The U.S. Dept. of Ed. does not dis-aggregate its default rate information at the student or program level. Attached as Exhibit 4.4 is the University of La Verne’s Certificate of Good Standing as a Domestic Non-Profit Corporation issued by the Secretary of State for the State of California.

B. Americans with Disabilities Act (ADA) Compliance:

Attached hereto as Exhibit 16 is a copy of the University of La Verne’s policies for students with disabilities. It is the policy and practice of the University of La Verne College of Law to comply with the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act, and state and local requirements regarding students and applicants with disabilities. No qualified individual with a disability shall be denied access to or participation in services, programs and activities of the University of La Verne College of Law. Copies of the complete policy regarding students and applicants with disabilities may be obtained from the Office of Student Affairs and may also be found online at <https://laverne.edu/dss/>.

The College of Law General Policy Regarding Compliance with the ADA:

The College of Law's policy and practice is to comply with the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act, and state and local requirements regarding students and applicants with disabilities. No qualified individual with a disability is denied access to or participation in services, programs and activities of the College of Law.

During 1L and Transfer Student Orientation, the Office of Student Affairs (OSA) informs students about the College of Law's policies and procedures for applying for accessibility services and accommodations. The College of Law's policies and procedures are also set forth on its website and in its Manual of Academic Policies and Procedures. Moreover, the Associate Dean for Academic Affairs insures that faculty include the College of Law's policies and procedures regarding accessibility services and accommodations in their syllabi.

The Office of Student Affairs maintains an internal, department checklist that specifies step-by-step instructions for how it and the University manages the process for accessibility services and accommodations. That process is as follows:

The applicant can obtain a [University of La Verne Accessibility Services Information and Accommodations Packet](#) from the College of Law Director of Student Affairs or by accessing the application from the College of Law website.

The applicant must complete the forms in their entirety (incomplete forms will not be processed and will delay the onset of receiving accommodations) and return the completed Information and Accommodations Packet to the Director of Student Affairs. The applicant will be notified in writing within one week if their packet is complete, or if they need to provide additional information.

When the packet is complete, it is forwarded to the Chair of the Accommodations Review Team for consideration at the next scheduled meeting; the team meets monthly during the academic year. If accommodations are necessary before the next scheduled meeting of the Review Team, the Director of Accessibility Services makes a temporary decision regarding the accommodation(s) requested and will call the Accommodations Review Team for an unscheduled meeting within three (3) weeks.

Once the team has reviewed the accommodations packet, the applicant is notified in writing within one week of the team's decision.

The Office of Student Affairs oversees assessing and handling requests for accommodations. The Office of Student Affairs coordinates with the appropriate University person(s) and office(s) assuring compliance with the process and procedures. If the accommodations are academic in

nature, for example testing accommodations, the Office of Student Affairs coordinates with the Associate Dean for Academic Affairs and the Registrar to ensure the student receives the appropriate accommodations.

During fall 2018, 24 law students with disabilities received accommodations. During the 2017-18 academic year, 23 law students received accommodations. This number was an increase from the previous two years. During 2016-17, 10 students received accommodations; during 2015-16, 7 students received accommodations.

C. Family Educational Rights and Privacy Act (FERPA) Compliance:

Attached hereto as Exhibit 18 is a copy of the University's policies evidencing its adherence to the Family Educational Rights and Privacy Act. The University of La Verne and its College of Law abides by the Family Educational Rights and Privacy Act of 1974, as amended. Students have the right to inspect and review information contained in their education records, to challenge the contents of their education records, to have a hearing if they consider the outcome of the challenge to be unsatisfactory, and to submit explanatory statements for inclusion in their files if they feel the decisions of the hearing panels are unacceptable. The Registrar coordinates the inspection and review procedures for student education records, which include admissions, personal, academic, financial, cooperative education, and placement records.

<https://laverne.edu/registrar/ferpa/>

D. Alcohol or Substance Abuse Policy or Program Applicable to Students:

Attached as Exhibit 18 is a copy of the University's Substance Abuse Prevention Policies and Program for Students. A copy of these policies may be found at: <https://laverne.edu/student-affairs/substance-abuse-prevention-policies-and-program-for-student/>. The University of La Verne's policy over the illicit use of drugs and the abuse of alcohol results from the serious health hazards associated with substance abuse and from the potential legal penalties for those convicted of unlawful use, possession or distribution of these substances. The University's primary approach in preventing substance abuse by students is to educate them regarding its medical and psychological hazards and to increase student sensitivity to the ways in which it interferes with the growth of a community where substance abuse is not condoned, and where those with related problems are provided with assistance. The University of La Verne is committed to providing a healthy and safe environment for all students. As part of the University's commitment to the well-being of our individual students and the larger La Verne community, and to be in compliance with Federal Law and the Campus SaVE Act, all first year students are required to complete the mandated alcohol, other drugs and sexual violence prevention training course on-line, through the University sponsored, "Think About It" program <https://www.campusclarity.com/>.

E. WASC Accreditation Status:

The University is accredited by the WASC Senior College and University Commission (“WSCUC”). The University last re-accredited in 2012. By letter on April 30, 2015, WASC accepted the University’s Interim Report. The institutional review for reaffirmation of accreditation is currently underway and culminates June 2020. Attached hereto as Exhibit 19 (a) is a copy of WASC letter dated July 10, 2012 to the University of La Verne reaffirming compliance with WASC standards. Attached hereto as Exhibit 20 (b) is WASC letter dated April 30, 2015 accepting the University’s Interim Report.

VI. SECTION 6: RULE 4.160 (B) - INTEGRITY. The law school must demonstrate integrity in all of its programs, operations, and other affairs. (Guidelines 2.1-2.10; Bus. & Prof. Code Section 6061.7, subdivisions (a) and (c); Guidelines 13.1-13.5)

Discuss how the law school operates in an honest and forthright manner, specifically noting all of the policies, procedures and disclosures noted in Guidelines 2.1-2.10, Bus. & Prof. Code section 6061.7(c), and, if the school offers any professional degree in addition to the Juris Doctor degree, Guidelines 13.1-13.5.

A. Required Attachments

1. Attached hereto as Exhibit 21 are the University of La Verne's corporate by-laws.
2. Attached hereto as Exhibit 22 are copies of advertisement, brochure, or webpage used to recruit students. The College of Law's webpage can be found at: <https://law.laverne.edu/>
3. Attached hereto as Exhibit 23 are the College of Law's ABA 509 Disclosures (Annual Questionnaire) which can be found on College of Law's website at: <https://law.laverne.edu/accreditation/disclosures/> and at <https://law.laverne.edu/wp-content/uploads/2018/12/509-2018.pdf>.
4. Attached hereto as Exhibit 24 are the College of Law estimated tuition and fees which can also be found on the College of Law's website at: <https://law.laverne.edu/accreditation/disclosures/> and at: <https://law.laverne.edu/admission/costs/>
5. Attached hereto as Exhibit 25 are the College of Law's public disclosures as required to be reported by the ABA and which can be found on the College of Law's webpage at: <https://law.laverne.edu/accreditation/disclosures/> and at: <https://law.laverne.edu/wp-content/uploads/2019/04/BarPassage-2019.pdf>
6. Attached hereto as Exhibit 26 are the College of Law's Employment Summary for 2018 Graduates and which can be found on the College of Law's webpage at: <https://law.laverne.edu/accreditation/disclosures/> and at: <https://law.laverne.edu/wp-content/uploads/2019/04/Employment-Summary-for-2018-Graduates.pdf>
7. Attached hereto as Exhibit 27 (which can also be found at: <https://law.laverne.edu/accreditation/disclosures/>) is the College of Law's webpage disclosing:

Links to all ABA 509 Disclosures
State Bar of California Registration Requirement
College of Law's Admission Policy
Admissions and Enrollment Data
Tuition, Fees, and Living Costs
Financial Aid
Tuition Refund/Credit Policy

Faculty and Administration
Curricular Offerings
Library Resources
Physical Facilities
Links to Bar Passage Data
University of La Verne Nondiscrimination Policy
Career Development Office Nondiscrimination Policy
Accessibility Services Policy

8. Attached hereto as Exhibit 28 is the College of Law's Transfer Policy which can also be found on the College of Law webpage at: <https://law.laverne.edu/transfer/>.
9. Attached hereto as Exhibit 29 is the College of Law's Manual of Academic Policies and Procedures ("MAPP") which can also be found on the College of Law's webpage at: <https://law.laverne.edu/students/> and at: <https://law.laverne.edu/students/files/2019/08/Manual-of-Academic-Policies-and-Procedures.pdf> which provides for and discloses:
 - Imposition of non-academic student discipline
 - Academic standards
 - Examinations and Grading, including grading basis and authenticity of work
 - Course repetition policy
 - Student confidentiality and privacy
10. Attached hereto as Exhibit 30 is a copy of the University's policies evidencing its adherence to the Family Educational Rights and Privacy Act. <https://laverne.edu/registrar/ferpa/> addressing student confidentiality and privacy.

B. Honesty and Integrity from the perspective of the public, prospective students, applicants and enrolled students (Guideline 2.1(A)):

The College of Law is honest and forthright in all of its activities. It has and maintains procedures and practices that demonstrate an on-going commitment to ensuring every law school activity is conducted honestly and forthrightly. Evidence of such policies and practices is documented in copies of the following:

- College of Law Faculty Handbook attached hereto as Exhibit 3 which is distributed to and reviewed with all faculty at the time of hire, as well as when updated or revised.
- Faculty Governance Rules and Procedures attached hereto as Exhibit 4 which is distributed to and reviewed with all faculty at the time of hire, as well as when updated or revised.

- College of Law Promotion and Tenure Policy attached hereto as Exhibit 31.
- The University Principles and Organization of University Faculty Governance which can be found at <https://myportal.laverne.edu/web/facgov>. The University Faculty Handbook which is attached hereto as Exhibit 32 is the primary governing document for faculty, and it contains policies for promotion, tenure, and other faculty privileges and responsibilities.
- College of Law Student Handbook attached hereto as Exhibit 2 which is distributed to and reviewed with all students at orientation and is accessible at: <https://law.laverne.edu/students/>.
- COL Manual of Academic Policies and Procedures (“MAPP”) attached hereto as Exhibit 29 which is distributed and reviewed with all students at orientation and is accessible at: <https://law.laverne.edu/students/>
- College of Law Adjunct Faculty Handbook attached hereto as Exhibit 33 which is distributed to and reviewed with all part-time faculty.

As a fully-accredited ABA law school, ABA Accreditation Standard requires The College of Law to disclose pertinent and relevant data pertaining to admissions, tuition and fees, living costs, financial aid, conditional scholarships, enrollments, class profiles, attrition, transfers, numbers of full and part-time faculty, professional librarians, and administrators, class sizes, number of seminar, clinical and co-curricular offerings, employment outcomes and bar passage. The College of Law is compliance with standard 509 with respect to reporting such data to the ABA as well as with respect to disclosing it publicly for all prospective and current students to access and review. The College of Law’s 509 disclosures may be found on its website at: <https://law.laverne.edu/accreditation/disclosures/>.

The College of Law understands and acknowledges its continued responsibility to publicly post all mandatory disclosures required by the California State Bar.

The College of Law is in the process of revising its website, advertising and marketing materials, catalogue and other relevant materials to appropriately reflect and disclose that it is resigning its ABA accreditation with the intention of proceeding to operate as a law school accredited by the California State Bar.

C. Conducting Financial Affairs in an Honest and Forthright Manner & Tuition Refund Policies:

The College of Law’s financial and financial aid policies are determined by the University Finance Department and Financial Aid in collaboration with the The College of Law’s Dean. The University undergoes an annual independent financial audit, which, among other things, examines the appropriateness and efficacy of the University’s financial policies. A copy of the

most recent audited financial statements are attached hereto as Exhibit 34. The University's Financial Aid Office fully complies with all federal policies and regulations relating to the disbursement of student financial aid. The practices are also subject to annual audit and findings of the most recent audit are attached hereto as Exhibit 35.

According to a credit opinion issued by Moody's Investors Service on November 20, 2018: "University of La Verne's (A3 stable) very good credit profile is based on the university's stable market position as a large private university favorably located in La Verne, California with growing revenue. This revenue growth, combined with fiscal discipline, has led to consistently positive operating performance and growth in flexible reserves."

University refund policies fully comply with federal financial aid requirements. College of Law policies regarding withdraw and refunds are set forth on the College of Law Web-page under its ABA 509 disclosures (and may be found at: <https://law.laverne.edu/accreditation/disclosures/>) and provide in pertinent part:

"Tuition Refund/Credit Policy

The University of La Verne refund/credit policy is as follows: withdrawal during the first week of classes, 100% refund/credit; withdrawal during the second week of classes, 75% refund/credit; withdrawal during the third week of classes, 50% refund/credit; withdrawal after the third week of classes, no refund/credit."

D. Communicating honestly, including specific references to where it posts all mandatory disclosures (Guidelines 2.3 (A) – 2.3(E), Business & Professions Code section 6061.7):

As a fully-accredited ABA law school, ABA Accreditation Standard requires The College of Law to disclose pertinent and relevant data pertaining to admissions, tuition and fees, living costs, financial aid, conditional scholarships, enrollments, class profiles, attrition, transfers, numbers of full and part-time faculty, professional librarians, and administrators, class sizes, number of seminar, clinical and co-curricular offerings, employment outcomes and bar passage. The College of Law is compliance with standard 509 with respect to reporting such data to the ABA as well as with respect to disclosing it publicly for all prospective and current students to access and review. The College of Law's 509 disclosures may be found on its website at: <https://law.laverne.edu/accreditation/disclosures/>.

During the various phases of La Verne's accreditation, first as a California accredited law school, and then as a provisionally and fully ABA approved law school, The College of Law has carefully monitored all its publications to assure that its current accreditation status was properly stated in all publications. Should The College of Law successfully obtain California accreditation, it will take immediate steps to assure that all publications contain the proper accreditation disclosures as mandated under the Guidelines including the required disclosure:

"Study at, or graduation from, this law school may not qualify a student to take the bar examination or be admitted to practice law in jurisdictions other than

California. A student who intends to seek admission to practice law outside of California should contact the admitting authority in that jurisdiction for information regarding its education and admission requirements.”

In addition, The College of Law will provide appropriate links to the California State Bar website for information relating to its bar pass rates as well as publish and post all mandatory disclosures as required under section 6061.7 of the California Business & Professions Code.

E. Name and nature of any entity that owns or controls the law school and whether any compensation is paid to recruit or enroll students (Guidelines 2.4, 2.5):

The University of La Verne College of Law is part of the University of La Verne. The University is a private not-for-profit institution. The University is accredited by the WASC Senior College and University Commission (“WSCUC”). The University last re-accredited in 2012. By letter on April 30, 2015, WASC accepted the University’s Interim Report. The institutional review for reaffirmation of accreditation is currently underway and culminates June 2020. The College of Law is one of four university colleges - the College of Law, the College of Arts & Sciences, the College of Business & Public Management, and the College of Education & Organizational Leadership.

The College of Law does not base the compensation paid any person for services to the law school on the number of persons enrolled or in any class or on the number of persons applying for admission to or registering to enroll in the law school.

F. All policies and procedures governing student discipline (Guideline 2.6(B)):

All policies and procedures governing student discipline are articulated in the College of Law’s Manual of Academic Policies and Procedures which are attached hereto as Exhibit 36.

G. All policies and procedures governing the College of Law’s grading system (Guideline 2.7(A)-2.7(G)):

All policies and procedures governing the College of Law’s grading system are articulated College of Law’s Manual of Academic Policies and Procedures which are attached hereto as Exhibit 37. The policies and procedures include articulations as to the type grading system used; when pass/fail grades are used; when students are required or may repeat a class; the definition or requirements for academic good standing; the use of anonymous grading; whether and how students are informed of all factors used to issue final grades; the standards and circumstances governing academic probation and disqualification, whether students may remain enrolled while on probation and how they may be taken off probation; the methods used to confirm the authenticity of student work; how students obtain a review of grades received; how all such requests are handled and resolved (Guideline 2.7(A) – 2.7(G))

H. Maintaining privacy and confidentiality of student records(Guidelin 2.8) and appropriate security and backup for its records (Guideline 2.9):

1. Appropriate Security and Backup of Records:

The College of Law has established and maintains reasonable security and backup procedures to protect its computer systems, communications systems, and written and electronic records. The University's shared enterprise student information system (Banner) and critical database and enterprise applications are redundantly backed up to both local storage and secure cloud-based solutions. All faculty and staff computers are on the University of La Verne network so that critical electronic files can be stored in secure network storage locations that are backed up hourly.

Technological support is provided by a Manager of Information Services employed by The College of Law, the University's Center for Teaching and Learning, and from the Office of Information Technology (OIT). In addition, financial support for upgrading equipment comes from the University's technology fee. The University has an extensive, multi-million dollar information technology and infrastructure system that benefits The College of Law.

2. Maintaining Privacy and Confidentiality of Student Records:

The College of Law maintains strict adherence to the Family Educational Rights and Privacy Act of 1974 (FERPA). All staff and faculty with access to records in Banner (the university's academic records management system) must have completed FERPA training prior to gaining access to the system. The College of Law Registrar works with the University Registrar to maintain confidentiality and privacy of student records. Attached hereto as Exhibit 38 is a copy of the University's policies evidencing its adherence to the Family Educational Rights and Privacy Act. The University's and College of Law's policy regarding its adherence to FERPA can also be found at: <https://laverne.edu/registrar/ferpa/>

The University of La Verne and The College of Law have adopted an academic record retention policy ensuring appropriate use, storage , retention and destruction of student records in accordance with established records practices consistent with its retention policy. The documentation and archiving of student data is critical to ensure the accuracy, privacy and integrity of student records. Each administrative office or division has responsibility for ensuring appropriate use, storage, retention and destruction of university student records in accordance with established records management practices consistent with this policy. The list of documents and data included in a student record with the time period of retention is viewable at the end of this statement. This list will be periodically reviewed and updated as necessary. The University of La Verne is committed to record management and retention of student educational records in accordance with applicable laws and regulations as well as established best practices, reasonable best judgment, and common sense. Management and retention of records must meet legal standards, preserve university history, and ensure that redundant, outdated and useless records are destroyed using secured protocols (Red Flag shredding and purging of digital files). Attached hereto as Exhibit 39 is a copy of the

University's Academic Records Retention Policy which can also be found on the University website at: <https://laverne.edu/registrar/academic-records-retention-policy/>

J. How the law school publicly states and informs students of the services, experiences, activities and academic counseling, as offered at each campus (Guidelines 2.10(A) – 2.10(B)):

The College of Law publicly states and informs students through the use of a variety of mediums of the services, experiences, activities and academic counseling offered at its campus. First, the College of Law webpage provides a number of portals to the services and resources available to students including building hours, library hours, availability of library services, availability and breadth of student services, availability and breadth of career development services, counseling, externships and internships, admissions services and counseling, registrar services, counseling and support, technology support, and academic counseling. Second, the College of Law Student Handbook reiterates the availability of student service support services, including the availability to participate in a variety of student organizations. Third, the College of Law's Manual of Academic Policies and Procedures identifies and summarizes additional services pertaining to the provision of academic programming grounded on integrity and honesty. Additionally, each department responsible for supporting students communicates regularly via email of available services, as well as by posting such services on several electronic messaging boards located throughout the law school's physical facilities.

K. The nature of any review and preparation curriculum offered by the law school, either in-house or commercial, to help prepare students to take the First-Year Law Students Examination (FYLSX) if applicable and the California Bar Examination (CBX):

The College of Law provides a robust, integrated program of academic support and bar readiness. The Center for Academic and Bar Readiness (CABR) is a model program that provides students with the support necessary for meaningful progress in law school and successful passage of the bar exam.

Vision, Mission, Values, and Goals:

Vision:

A bar card for every student we admit, the first time they take the bar!

Mission:

To be a dynamic and constantly evolving program that employs sound educational principles, faculty/student collaboration, and a student outcome centered approach in order to help our students maximize their learning experience through skill development and enhancement, leading to first time success on the bar exam.

Goals:

The Center for Academic & Bar Readiness at La Verne College of Law is meeting its goal of being a model academic support program for legal education. The Program has evolved significantly from its inception in the fall 2012, and continues to be a leading innovator of academic skill development and bar preparedness for our students.

From a mindset for continuous improvement, we continue to forge new roads into legal education, creating opportunities for students to be successful in law school and on the bar exam. The following strategic plan illuminates the path for continued growth and development for the Center for Academic & Bar Readiness.

Program Content and Structure

Academic Advising: Beginning fall 2013, the Center for Academic and Bar Readiness professors were assigned as academic advisors to approximately 20% of the new students; most of these students had entering credentials that indicated they may benefit from more intense support.

Academic Counseling: CABR faculty provide academic counseling to all students placed on academic warning. Additionally, CABR faculty are available to all students by appointment and walk-in Monday through Friday from 9 a.m. to 5 p.m.; at least one faculty member is available each evening until 6:30 pm.

From July 2017 through June 2018, CABR conducted over 625 academic counseling appointments (not including bar exam related appointments) with students, both by appointment and walk-in. Counseling appointments cover a wide range of issues, including study strategies, substantive law questions, exam taking, and time management. CABR faculty frequently discuss other issues relating to student performance, including personal and emotional problems that can interfere with a student's ability to be successful. Many students will meet with CABR faculty on a regular basis.

Academic Warning Students: All academic warning students are assigned a CABR faculty member as their Academic Warning advisor. The student is required to meet with her advisor before the start of the semester to discuss why the student is on academic warning, study habits, time and stress management, lifestyle, and personal issues that may impact academic performance.

CABR faculty also monitor students through the Strategic Legal Methods and Capstone courses, observing students' class participation, preparedness, classroom exercises and homework assignments. Faculty will require additional meetings as necessary.

Skills Development

Legal Academic Preparation (LAP): CABR faculty and staff develop and plan the Legal Academic Preparation program (LAP). Legal Academic Preparation (LAP) 1 is the law

school's week-long academic orientation for entering 1L students. The program begins the week before the start of regular classes and is mandatory for all entering students. CABR and doctrinal faculty teach in the program. The program is designed to introduce students to the academic skills necessary to becoming a successful law student. LAP also introduces first-year students to the substantive courses they will take in their first semester.

1L Doctrine, Value, and Skills: In Fall 2013, the law school embedded academic skill-building into Contracts/DVS, Civil Procedure/DVS, Property/DVS, and Constitutional Law/DVS. In these courses, faculty devote one hour per week teaching academic skills. Depending on the course and the faculty involved, CABR faculty's role may include providing support for the professor teaching the course, developing materials for the skills portion of the course, or teaching the skills portion of the course.

Strategic Legal Methods I and II (1 unit each): Strategic Legal Methods (SLM) is a mandatory year-long course for second-year law students with a GPA of 2.7 or lower; beginning fall 2019, the course will be mandatory for students with a GPA of 2.5 or below. The course is also available as an elective.

SLM is unique; it is the only course that offers both remedial and advanced instruction and practice in academic and exam-taking skills. Students taking SLM are graded on a pass/fail basis. Students must not only satisfactorily complete in-class exercises and homework assignments, but they must also participate in one-on-one meetings with the instructor where the instructor reviews students' work and also offers additional instruction and counseling specific to each student's needs.

The first semester's course is focused primarily on remedial skills, while the second semester continues practice in those skills and incorporates more advanced skills that will be relevant to the bar exam and foundational for their practice as attorneys. SLM may include practice exercises based on any first-year doctrinal course subject or required second year subject. Skills are introduced in the context of a first-year subject such as Torts or Criminal Law so that students can focus on developing the skill, rather than the substance. So, students may start with an exercise in Torts or Criminal Law. Once the students have developed sufficient competency in the skill, they are then assigned an exercise to practice that skill in the context of a second-year courses they are taking.

Another unique aspect of SLM is to teach students to be self-regulated learners. To that end, through SLM, the law school teaches students (1) how to self-monitor and self-evaluate their skills; (2) how to manage their time; (3) how to properly create and utilize study aids; and (4) how to learn and retain content from their doctrinal courses so that they can continue to progress independently after the completion of the SLM course.

3L Comprehensive Legal Education Capstone: Although La Verne College of Law prepares students for the bar exam from the first day of law school orientation, the

Capstone course begins to emphasize the transition to bar preparation and the skills necessary to pass the bar exam. The Capstone course was developed in fall 2017, combining two courses, Multi-State Bar Strategies (3 units) and California Performance Test (2 units) into the current five-unit course.

The CAPSTONE course serves two primary purposes: (1) assessing particular program learning outcomes for La Verne College of Law, and (2) providing early review and preparation for the bar exam. The Capstone provides a substantive review of the doctrine tested on the Multistate portion of the bar exam and helps students reach mastery level for skills associated with passing the bar exam. During the five hours of classroom time each week students will have the opportunity to simulate time and exam management under bar exam-like conditions. While the Capstone is intended to close the knowledge and skills gap between law school and the bar exam, it is not a substitute for the bar review program that occurs after graduation.

CAPSTONE is a hybrid course with five hours of in-class time and approximately 15-20 hours of weekly online work completing a variety of assignments. The classroom-based portion of the class is taught in one 5-hour session with a 30-minute lunch break in order to simulate the 3- to 3.5-hour examination sessions and the long study periods required for bar preparation. The online portion of the course is taught in Blackboard.

The course is divided into fourteen weekly learning units, beginning with an MBE and essay diagnostic. The mid-term and final exam are conducted in a combined class setting in order to simulate the crowded environment of the bar exam. Both exams are a total of 7.5 hours in length, with a 100 question MBE exam in the morning, a one-hour lunch break, and a 3.5-hour session in the afternoon, which includes two, 1-hour essays and one 90-minute performance test.

Students spend the first 8 weeks of the course reviewing the law for Federal Civil Procedure, Constitutional Law, Contracts-Sales, Criminal Law, Criminal Procedure, Evidence, Property, and Torts. Additionally, student review multiple choice, essay, and performance testing skills, as well as study, self-assessment, and exam management skills. The course incorporates Barbri Bar Review materials including subject matter outlines, videos, and practice questions. The second half of the class incorporates substantial practice and self and group assessments. Throughout the course, students receive graded feedback on numerous written assignments.

In addition to the early bar preparation mission of the Capstone, the course also serves as a last point to assess whether our students have met relevant institutional learning outcomes established by the faculty.

Post Graduate BEST Program: The BEST program is the law school's enhanced bar review package. The program begins with a review of the previous year's program. At the end of each bar cycle, CABR faculty meet, debrief the program, and assess its strengths and weaknesses. Using Survey Monkey, the Center sends a Bar Review Survey

to all bar takers and then analyzes the data. Over the course of the next few months, CABR faculty plan and implement revisions to the BEST program for the next cycle.

Barbri Partnership: As part of an overall plan to create greater continuity between studying for the typical law school class and preparing for the bar exam, the law school has an agreement with Barbri to provide services and learning materials for our students beginning in their 1L year. Fees for those learning materials are integrated into a student's overall tuition each semester. At the end of the third year Barbri provides a complimentary bar review course for each student. Students are free to select another commercial bar review provider, but are generally encouraged to select Barbri.

Besides providing learning materials and services, Barbri works closely with the law school to develop a comprehensive bar review program that provides flexibility to meet the needs of our students and integrates additional content that is not present in the standard bar review course offered by Barbri. Dean Saada works with Barbri to create a schedule specifically tailored to our students. For example, in the July 2018 bar cycle, the law school's program started one week earlier than the regular California Barbri schedule. Additionally, Dean Saada arranges the schedule so that the program begins with the subjects with which students traditionally struggle. The added flexibility permitted the law school to offer substantive law and skills workshops conducted by doctrinal and CABR faculty as well as an early-start MBE review.

The BEST program has evolved to provide a myriad of support services for La Verne graduates sitting for the California Bar Exam. The following is a list of areas in which we have provided support and provides some insight into the quantity and quality of the program.

Bar Lecture Times and Locations: Typically, the BEST program begins at 9 a.m. every day. On days when a substantive lecture was scheduled, the videos begin at approximately 2:00 p.m. This allowed students to participate in active learning practice (through practice essays, performance exams, and multiple-choice questions) during the morning, reserving the afternoons for more passive learning activities. On days when no substantive lectures were scheduled, students would work through the list of the days' activities and watch any associated videos accordingly. For example, students would complete an essay and immediately watch a video reviewing the essay.

The in-class lecture attendance has increased significantly over the past several years, indicating that the students are more engaged in bar prep.

Dorm Rooms: For several years, the University Housing Office and the law school have partnered to provide a short-term residence for students who would benefit in their bar study from a change in living situation or locale. During summer 2018, about twenty students stayed in the Vista dorms on the university campus while they prepared for the bar exam. Some of these students avoided a 2 to 3 hour round trip commute. Further, the dorms provided a quiet place for students to immerse themselves in their studies.

Building Hours: The COL extended the building and library hours during the entire period of bar review, including holidays, in order to give our bar sitters a quiet place to study for long hours. Typically, the building and library were open to bar sitters from 8:00 a.m. until 9 p.m.

Supplemental Workshops and Faculty Support: During the 2018 summer bar review, in addition to the regular commercial bar review lectures and workshops, the Center for Academic & Bar Readiness, in collaboration with law school faculty conducted supplemental subject matter workshops based on student feedback. Professors were available during and after the Barbri lectures to answer students' substantive questions. The professors also discussed essay approaches, substantive law, and multiple-choice techniques relative to specific subject area. CABR faculty also presented workshops on a variety of topics, including essay approaches on challenging substantive topics, substantive essay reviews, and skills workshops. In an effort to support students through the bar review period, many faculty and staff members "adopted" students with whom they had developed close relationships over the years.

Practice Under Test-Like Conditions:

Students sat for three simulated exams, all under timed, proctored test conditions, including assigning students seats by numbers, allowing them to bring in only what the state bar permits on testing days, and starting the exam promptly at 9 a.m. These included: a one-day simulated MBE exam (6 hours, 200 questions); a 'half-day' simulated exam (three essays in the morning and 100 MBE questions in the afternoon); and a two-day simulated bar exam (five essays and a performance test on the first day and 200 MBE questions the second day).

In order to help students further acclimate to the exam conditions, CABR created a practice Exemplify shell with three question tabs that students could open up to 50 times. Students familiarized themselves with the test software and conventions and were able to adapt to them.

Essay and Performance Test Feedback: Throughout the summer 2018 bar review period, students submitted numerous essays and performance tests for grading and feedback. Barbri Bar Review assigns approximately seven essays and two performance tests for graded feedback. In addition to Barbri's grading efforts, the Center for Academic and Bar Readiness provided feedback for an additional eight essays and one performance test. Further, Professor Ronnie Gipson, a former California bar grader, hosted a five-week essay workshop. Typically, Professor Gipson assigned an essay on Monday, graded it, held an essay review on the following Wednesday to discuss the substantive issues and how to approach them on the essay. Students then rewrote the essay; Professor Gipson then would grade the rewrite and host a second rewrite for students on Friday. This workshop series gave our students a valuable opportunity for feedback regarding writing strong essay responses.

One on One Student Meetings/Counseling: During bar review students can access CABR staff and faculty staff via email, cellphone, work phone, Skype, or in person. CABR faculty made themselves available every day during traditional office hours. Additionally, at least one CABR faculty member was in the suite most weekdays from 8 a.m. – 7 p.m., and weekends from 9 a. m. - 12 p.m. CABR faculty also went to the dorms three afternoons each week to provide those students with access to faculty and support.

Postponement Assistance: Despite a student’s best intentions and efforts, life can sometimes get in the way of bar prep. Some of our students experienced the death of a close relative, pregnancy and childbirth, and other stressors that negatively impacted their ability to focus on their studies. Approximately 3 weeks before the bar exam, the Center for Academic & Bar Readiness sends an email to students, encouraging them to assess their readiness for the bar exam if they suffered unexpected obstacles during the summer. For students who are not ready to take the bar exam, the law school offers to pay for their reapplication fee if they choose to postpone the exam until the next administration of the exam. Additionally, Barbri will allow the postponing student to retake the course for no extra charge.

CABR provides refreshments, morning and evening, during the bar lecture period; coffee, snacks and fruit are always available. Each Monday of the summer 2018 bar review, a different local law firm hosted “Motivational Monday;” the law firm provided coffee and breakfast from 8 a.m. – 9 a.m. to encourage students to arrive early and start the week on a strong note. Every week during the summer 2018 bar review, a different campus group provided at least one lunch to all bar students. CABR also provided lunch for all students the days of simulated exams and simulated exam reviews.

Bar Exam Lunch: Traditionally, the law school will provide lunch to the La Verne bar sitters during the two days of the bar exam. Recently the lunch was at the Ontario Gateway Hotel, directly across the street from the Ontario Convention Center. The bar lunch helps reduce stress during the exam by providing a relaxing, healthy lunch during the brief period between the first and second half of each exam session.

L. Professional degrees in addition to the Juris Doctor degree (Guidelines 13.3-13.4):

The College of Law does not offer any degrees other than the Juris Doctor degree. The College of Law does offer a Certification in Legal Research to its Juris Doctor candidates. The College of Law will consider offering a Master in Law in the future.

VII. SECTION 7: RULE 4.160 (C) - GOVERNANCE. The law school must be governed, organized, and administered so as to provide a sound educational program. (Guidelines 3.1-3.3; 4.1-4.2)

Describe the law school's governance and organization; identify all members of any board governing the law school; identify and provide the credentials of everyone responsible for its administration and generally describe their respective responsibilities by referring to each requirement of Guidelines 3.1-3.3; Guidelines 4.1(A)-4.1(C); and Guideline 4.2.

A. Required Attachments:

Attached hereto as Exhibit 41 is the College of Law's Organizational Chart. The College of Law anticipates that this leadership structure will be reduced as the College of Law teaches out its ABA approved and accredited program of legal education and transitions to a California accredited program of legal education. All individuals are currently employed on a full-time basis and it is anticipated that this organizational structure will remain intact during that 2020-2021 academic year as the College of Law teaches out its ABA program.

Attached as Exhibit 42 are the resumes and job descriptions of each of the persons identified in the organizational chart:

Interim Dean Kevin S. Marshall
Associate Dean of Academic Affairs Placido Gomez
Interim Register & Coordinator of Academic Affairs & Faculty Development Evelyn De Anda
Director of Program Review Associate Professor Ezra Goldschlager
Director of Admissions Rick Garcia
Assistant Dean for the Center for Bar and Academic Readiness Jendayi Saada
Director of Budget and Operations, External Relations and Interim Director of Career Services Kyrstal Lyons
Director for Office of Library and Technological Services Professor Ken Rudolf
Associate Director of Admissions Evette Yousef
Associate Director of Admissions Kelly Fragiacomio
Director of Student Affairs Akita Mungaray.

B. The College of Law's Governing Board and Board of Advisors:

The College of Law is one of four colleges at the University of La Verne. The College of Law does not have its own governing board, rather its governing board is that of the University's Board of Trustees. The identity of the University of La Verne's Board of Trustees may be found on the University's website at: <https://laverne.edu/president/trustees/>. Attached hereto as Exhibit 42 is a list of the current members of the University of La Verne's Board of Trustees.

The College of Law does actively engage with its own Board of Advisors. The roster of members are as follows):

Last Name, First Name	Phone	E-mail		
Bennett, Teresa		Phone and email redacted	JD	Judge
Rizio, Gregory		.	JD	Private Practice
Girardi, Thomas		.	JD	Private Practice
Hafif, Greg		.	JD	Private Practice
Haynes, Crista			JD	Private Practice
Panelli, Edward			JD	Private Practice
Azizi, Soheila		.	JD	Private Practice
Kendall-Gkikas, Kristina		.	JD	Private Practice
Lau, Wendy		.	JD	Corporate Risk Management
Bristol Warner, Taylor		.	JD	Private Practice
Bell, Karen		.	JD	Retired
Kennedy, Michael		.	JD	Private Practice
Lizarraga, Frank			JD	Private Practice
Crittenden, Danica		.	JD	Private Practice

C. The Relationship between the College of Law and the University of La Verne with respect to governance and decision- and policy-making regarding the College of Law:

1. Background History:

The law school’s accreditation history reflects the school’s commitment to expand its prominent role in the region’s legal community. In 1970 Paul Egly, then a Los Angeles County Superior Court Judge, and Dean of California College of Law, an unaccredited law school in Covina, approached Armen Sarafian, the President of the La Verne College, suggesting that the University develop a law school. Egly was frustrated that the owners of the school he then led refused to apply for state accreditation.

President Sarafian agreed to provide space and sponsorship for a law school; Egly and several of his former students initiated the La Verne College Law Center. The first class was held in fall 1970 in a building on the college’s campus. Initially, classes were exclusively in the evening.

The law school earned state accreditation in 1972. The law school began a day program in 1974. In 1977 La Verne College became the University of La Verne.

In 1998 the University initiated efforts to have the law school obtain ABA accreditation. An outside commission made a detailed study and recommended that the University proceed with the effort.

The University realized that an ABA accredited law school would require additional space. The University solicited cities in the area for suitable property. The City of Ontario offered surplus redevelopment property, a 60,000 square foot office building with seven acres of land, and \$1.3 million for rehabilitation of the structure. A fundraising campaign provided approximately \$5

million to complete the renovation. Classes began in the law school's current location in January 2001.

The law school earned provisional approval in 2006. Site teams visited the law school in 2006, 2008, 2009 and 2010. During this time period Dean Donald Dunn contracted lung cancer, and Associate Dean Randy Rubin became Acting Dean, then Interim Dean. Dunn died in 2008. Allen K. Easley became Dean in July 2008.

At its June 2010 meeting, the Accreditation Committee recommended granting full approval, but the Council delayed action for one year to be convinced of full compliance. At its April 2011 meeting, the Committee again recommended full approval, but in June 2011 the Council denied the application.

The College of Law immediately obtained state accreditation again, and the Council granted La Verne's request to expedite La Verne's application for provisional approval. Dean Easley stepped down, and University Executive Vice President Phil Hawkey became Interim Dean.

The request for provisional approval was granted by the ABA on March 16, 2012.

In March 2014, after a national search, the University named Gilbert Holmes, formerly dean of the University of Baltimore Law School, Dean of the law school. In 2016, the Council granted the College of Law full accreditation.

In October 2017, the University named Kevin Marshall Interim Dean of the College of Law.

2. Relationship with University of La Verne with respect to governance and decision- and policy-making:

The University of La Verne College of Law is part of the University of La Verne. The University is a private not-for-profit institution accredited by the WASC Senior College and University Commission ("WSUC"). The University of La Verne and its College of Law operates in compliance with all federal, state and local laws and regulations.

The College of Law is one of four university colleges - the College of Law, the College of Arts & Sciences, the College of Business & Public Management, and the College of Education & Organizational Leadership. The University operates with traditional administrative reporting lines. The law school Dean reports to the University Provost; the Provost reports to the University President.

The Dean and the faculty share primary responsibility for planning, implementing, and administering the law school's program of legal education, including curriculum; methods of instruction and evaluation; admissions policies and procedures; and academic standards.

The law school operates with a traditional committee structure. The Dean presides over regular meetings of the faculty. Faculty Governance Rules and Procedures, §II.C. Annually, the Dean appoints faculty to the various standing committees after considering individual faculty

member's interests and experience. College of Law Faculty Handbook, §II.D. Members of individual standing committees choose the chair for that committee. Faculty Governance Rules and Procedures, §VII.D. The Dean and the faculty may provide committees with specific charges regarding the law school's program of legal education.

Committees of the faculty make recommendations to the faculty or the Dean. Committee recommendations made to the faculty are considered by that body which makes recommendations to the Dean.

The Dean devotes full professional time to the law school. The Dean of the College of Law has the necessary authority and support to discharge his responsibility as the chief administrator of the law school. Interim Dean Marshall was appointed by the Provost after discussions with the faculty, University administration, and other stakeholders. Interim Dean Marshall sits on the appropriate University administrative boards, councils and committees and promotes the interests of the law school on and through those bodies.

Internally, both the Associate Dean for Academic Affairs (Professor Placido Gomez) and the Interim Registrar and Academic Affairs Coordinator Ms. Evelyn De Anda support Interim Dean Marshall developing and implementing the law school's program of legal education. The Dean, Associate Dean and Registrar are full-time employees and are supported by full-time administrative assistants.

The Dean sits on several administrative committees including the Provost Council, the University Management Council, the Budget Information Group, and the Dean's Council. Through this committee structure, and through traditional informal structures, the Dean has direct access to the President, the Chief Financial Officer and other administrators.

3. Budgeting:

The Dean of the College of Law develops the budget for the College utilizing the University's multi-year budget process. Within that process, the University increases the operating budgeted expenditures of the College of Law by a fixed percentage if warranted. The College of Law projects enrollment and proposes tuition rates. With the projected revenue and expenses in hand, the Dean has the authority to allocate expenses, provided the total expenditures remain within the total budgeted revenue.

The College of Law builds its budget based on the actual expenditures necessary to deliver its program of legal education with modest increases. The current financial resources are sufficient for the College of law to operate the program of legal education. The long term planning for the deficits for the College of Law are integrated into the multi-year budgeting process for the University. The University has committed to support the College of Law.

There are no special financial agreements, support agreements, or incentives between the law school and the University.

The College of Law has ample opportunity to participate in significant and meaningful ways during the University-wide budget development process prior to the adoption of the law school budget and university-wide budget by the Board of Trustees. The Dean of the College of Law collaborates with law school budget directors to determine the funding needs of the various units. The Dean considers the possibility of reallocating resources within the College of Law and then recommends any reallocations and new funding priorities to the Provost.

The Provost is a member of the President's Executive Council ("PEC") and brings the College of Law's budget requests to the PEC. Hence, the Provost will communicate closely with the Dean to ensure a thorough understanding of the funding requests. The Dean is in regular contact with the Chief Financial Officer and the Assistant Vice President for Treasury and Budget of the University of La Verne during the budget development process. Additional details regarding the development of the law school's budget and projections are described in detail in the next section of this Questionnaire under "Law School Budget and Resources".

VIII. SECTION 8: RULE 4.160 (D) – DEAN AND FACULTY. The law school must have a competent dean and a competent faculty that devotes adequate time to administration, instruction, and student counseling. (Guidelines 4.1-4.9)

A. Required Attachments:

1. Attached hereto as Exhibit 3 is the College of Law’s Faculty Handbook which provides, in pertinent part, course loads, faculty evaluation policies and procedures, as well as responsibilities regarding student counseling and grading.
2. Attached hereto as Exhibit 4 is the College of Law’s Faculty Governance Rules and Procedures which provides, in pertinent part, faculty policies and procedures with regard to promotion and tenure. It also provides a list of faculty committees with description by function and membership qualifications.
3. Attached hereto as Exhibit 31 is the College of Law’s Promotion and Tenure Policy.
4. Attached hereto as Exhibit 43 is the University’s Faculty Handbook which provides, in pertinent part, University’s commitment to academic freedom, University faculty retention and promotion policies, including policies and procedures for termination.
5. Attached hereto as Exhibit 33 is the Adjunct Faculty Handbook which provides, in pertinent part, policies and procedures for evaluating classroom performance.
6. Attached hereto as Exhibit 44 is the College of Law’s Annual Faculty Evaluation and Growth Report use by faculty to self-assess their performance and reflect on goals and growth for the upcoming academic year.
7. Attached hereto as Exhibit 45 is a College of Law’s Classroom Visit Evaluation For that is used to evaluate classroom rigor and performance.

B. Faculty devotion of adequate time to provide student both sound instruction and adequate counseling:

1. Advising Responsibilities—Generally:

The College of Law faculty members are collectively and individually committed to the success of each enrolled student. At the beginning of each academic year after working in conjunction with the Associate Dean for Faculty Development, the Registrar shall assign specific students to full-time faculty members to serve as a faculty advisor. A certain percentage of students with low admissions predictors may be assigned to staff at the Center for Academic & Bar Readiness rather than to tenure or tenure-track faculty.

Part of a faculty member's duties is to meet with students who need or want additional help with the material, who need advice with curricular choices, or may need advice regarding personal matters. "Help" may include reviewing a student's briefs, outlines, or answers prepared in response to past exams. It may involve suggesting ways students can improve their study habits. It may involve discussing the content of electives. It also may involve matters of a more personal nature, especially when a family matter is infringing on a student's ability to study and prepare for classes and other aspects of law school education. If after meeting with a student, he or she is still having trouble grasping the academic material, the faculty advisor should refer the student to the Assistant Dean, Center for Academic & Bar Readiness. If personal matters require expert advice especially of an urgent nature, faculty should refer students to the Counseling Center at the La Verne Campus. Pursuant to MAPP requirements, a faculty member may be provided with additional information during the course of an academic year as to whether he or she needs to advise students who are academically at-risk.

During fall 2018, the faculty agreed to institute and develop an aggressive, proactive faculty advising scheme. The law school administration rolled out the program in January providing each faculty member with an advising worksheet.

2. Proactive/Intrusive Advising:

The College of Law has recently adopted a policy of "pro-active advising" to assist the faculty in creating an atmosphere in which students and faculty may voice opinions and exchange ideas, and properly assess student learning. The pro-active advising policy is detailed below:

"Proactive advising initiatives are aimed at all students, with the objective of demonstrating concern and care for students, strategically providing them information, and helping them to avoid problems." <https://evollution.com/attracting-students/retention/the-role-of-proactive-advising-in-student-success-and-retention/>

There are three primary opportunities for faculty proactively advise students, 1) based on professor's observations of or interactions with students in the classroom, 2) as the assigned academic advisor of students, and 3) tracking and following up.

1. In-class Observations and Interactions

While engaged in the classrooms, professors may observe behaviors ripe for proactive advising including, absence from class, unusual change in behavior, lack of preparedness for class, poor class performance, and non-participation in class discussions.

Below is a list of suggested interventions that faculty can use to pull students back on track to success:

Initiate contact with student within 24 hours of observed behavior or sooner if the behavior warrants it;

Inquire as to the reasons the students' behavior has changed,

Identify and work on students' weaknesses;

Offer guidance and help directly or through a referral to a more appropriate office;

Follow-up with the student within a reasonable amount of time to see if the problem has been resolved.

2. Assigned Faculty Advising

Faculty members are assigned students upon their matriculation into law school and continue to advise them throughout their program of legal education. These advising contacts should include discussions on topics such as the previous semester's grades, registration for the new semester, recommended classes, career opportunities, and special interest topics.

During these advising sessions, the Advisor should print out the advisee's transcripts, review the next semester's registration schedule, review MAPP provisions, discuss which classes to take, the JD/MBA/MPA, the CLE Capstone, and the post-graduation bar prep program. Advising contact with the students should include:

Minimum of two meetings each semester;

The first meeting must be in person;

The subsequent meeting may be by phone or email for students with a GPA above 2.5. For students whose GPA is 2.5 or below, the second meeting must also be in person.

3. Tracking and Follow-up

As a way of measuring achievement of our goals of proactive advising, faculty should employ a tracking and reporting system that includes for example:

Student's name

Date

Purpose of contact (essay writing, study strategies, substantive law explanations, non-academic, etc.)

Whether the meeting was initiated by the student or the professor

Whether a follow-up contact was scheduled.

Finally, all faculty should undergo training on how to advise students, including but not limited to recognizing students in distress who are in need of specialized attention and

students who may have personal issues that are negatively impacting academic performance. Additionally, faculty members should be made aware of referral offices who can be of further assistance.

3. Academic Support Program:

The College of Law's Academic Support Program is discussed above in Section 6 of the Self-Study.

C. Role of Faculty or Faculty Committees in Student Discipline, Grade Review, and an Academic and Non-Academic policy-making (Guideline 4.2):

The College of Law Faculty Handbook (attached hereto as Exhibit 3) provides in relevant part that "faculty is actively involved in curriculum development" and also highlights that faculty are to have "regular and substantial presence on campus" and be physically on campus at last four days per week during the academic year. In addition, there are occasional faculty workshops in which faculty members meet and discuss best practices in teaching, including but not limited the use of new technologies, testing procedures, and formative assessments. The goal of these sessions has been to help faculty members develop a variety of best practices in teaching and testing pedagogy. (See ABA Inspection Report on University of La Verne College of Law, March 17-20, 2019 (attached hereto as Exhibit 46), Item 48(b)(1), p. 46).

The work of the Faculty Committees is an essential element of law school governance and accountability. The College of Law's Faculty Governance Rules and Procedures (attached hereto as Exhibit 4) provides for a standing Academic Standards and Exam & Grading Committee charged with the responsibility to:

- Review, upon request by the faculty membership, petitions for readmission and probation.
- Review student petitions requesting any exceptions to the College of Law rules, policies, and procedures relating to academic standing.
- Review the Manual of Academic Policies and Procedures (MAPP) and make recommendation regarding academic policy to the Dean and Faculty Membership.
- Review all petitions relating to examinations and grading, including objections to the content or administration of an examination, objections to the grading of an examination, variances with regard to time and place of examination, and correcting grades in the event of clerical errors.
- Review all allegations of computational errors on an examination and approve a requested grade change, if appropriate.
- Make recommendations regarding grading policies and procedures to ensure the grades are awarded fairly and represent a realistic evaluation of each student's performance.

Additionally, the MAPP (attached hereto as Exhibit 29) provides, in pertinent part, a student code of conduct that provides for the appointment of faculty to serve in the provision of due process and as a fact-finding body.

Finally, the College of Law’s Faculty Governance Rules and Procedures (attached hereto as Exhibit 4) provide for the following standing committees, all of which play a role in academic and non-academic policy-making:

- Academic Standards and Exams & Grading Committee
- Admissions, Scholarship, and Financial Aid Committee
- Curriculum Committee
- Diversity Committee
- Faculty Personnel Committee
- Faculty Recruitment Committee
- Technology and Library Committee
- Special Ad Hoc Committees as needed

D. Current Student-Faculty Ratios (Guideline 4.3):

The College of Law has sufficient faculty to maintain a sound program of legal education, ensure timely response to, and evaluation of each student, and the prompt evaluation of assignments.

In the ABA’s Inspection Report submitted as a result of its sabbatical site-visit on March 17-20, 2019, the inspecting team reported “[b]oth students and faculty overwhelmingly report that there is substantial time to fulfill faculty members’ teaching responsibilities, including time actually spent in the classroom teaching and time spent outside the classroom meeting and nurturing students, consistent with the culture of the Law School. Faculty members similarly report that they are highly engaged in service, on both law school and university committees, and in the profession.” See ABA Inspection Report on University of La Verne College of Law, March 17-20, 2019 (attached hereto as Exhibit 46), Item 45(b), p. 42). Although as the College of Law anticipates smaller enrollments and as a consequence anticipates a reduction in full-time faculty and staff, the College of Law will nonetheless adhere to Guideline 4.2 and provide sufficient resources to support and achieve student success.

Current Faculty Course Loads (Guideline 4.4):

The College of Law’s Faculty Handbook (attached hereto as Exhibit 3) provides that “the normal course load for faculty is members is six units per semester, twelve units over the academic year. As a general rule, full-time faculty members will be assigned to teach two subjects requiring only two preparations, unless a faculty member volunteers to teach a subject requiring a third preparation. In some instances, a full-time faculty member may teach more than six units in a semester depending on the institutional need taking into account whether the particular faculty member is pursuing a scholarly agenda.” As the College of Law transition to a California approved school, the College of Law is committed to aligning and complying with Guideline 4.4.

E. Policies and practices to ensure reasonable office hours are provided (Guideline 4.4):

The College of Law Faculty Handbook (attached hereto as Exhibit 3) provides that “faculty responsibilities include . . . being available for student consultation, participating in academic advising and creating an atmosphere in which students and faculty may voice an opinion and exchange of ideas. . . . In order to meet all [faculty] responsibilities, regular and substantial presence on campus is necessary, giving due regard for professionally related absences.” In this regard, all faculty are required and expected to provide for and post regular and consistent office hours for the purpose of being available to students in support of their academic success.

F. Current faculty credentials (Guideline 4.5):

At least eighty percent of the faculty teaching in any academic term are either admitted to practice of law in a jurisdiction in the United States, is a judge of a United States court or a court of record in any jurisdiction of the United States, or is a graduate of a law school approved by the American Bar Association or accredited by the Committee.

In the ABA’s Inspection Report submitted as a result of its sabbatical site-visit on March 17-20, 2019, the inspecting team reported “[b]y virtue of the faculty’s academic credentials, practice experience, and engagement in practice and the legal academia, the faculty is able to carry out the Law School’s program of legal education.” See ABA Inspection Report on University of La Verne College of Law, March 17-20, 2019 (attached hereto as Exhibit 46), Item 44(b), p. 40-41).

G. Recruitment and hiring of faculty members (Guideline 4.6):

The College of Law is committed to developing and maintaining a full-time faculty that is diverse with respect to gender, race, and ethnicity. To that end, the law school has taken concrete actions, including the following:

1. Members of the Faculty Appointments Committee have attended University-wide training sponsored by the Office of Diversity and Inclusivity regarding best practices for diversity recruitment, including compliance with state and federal employment laws. The University requires this training for all members of faculty search committees. In addition to comprehensive training, each member received a handbook with suggested tools to increase diversity recruitment.
2. The Faculty Appointments Committee has developed uniform interview questions and candidate evaluation forms to assure equal treatment of all job applicants. This includes an initial interview question to identify each candidate’s familiarity with teaching a diverse student population and to allow candidates to discuss their own diversity experiences.
3. The law school has used a variety of methods to advertise open positions in order to reach a wider audience: AALS Faculty Recruitment Services, local bar associations (e.g., San Bernardino, Riverside, Orange County and Los Angeles County),

law school listservs (e.g., Career Services, Legal Writing, and Academic Support), and diverse bar associations (e.g., Asian Pacific American Bar Association, Hispanic Bar Association of Orange County, Mexican Bar Association Los Angeles, Black Women Lawyers Association of Los Angeles, Latina Lawyers Law Association).

4. Faculty Appointments Committee has developed a policy that requires candidates to complete a statement regarding the candidate's contribution to diversity during the job application process. The Associate Dean of Academic Affairs is currently working with the university to complete this initiative.

H. What the law school does to promote and offer means for faculty to improve their teaching skills (4.6) and the process, timing and procedures used to evaluate faculty (Guidelines 4.7 and Guideline 4.8):

Emphasis on quality instruction has been an integral part of the academic mission at La Verne COL. Faculty members have been hired for their expertise and command of the subject matter that they teach and their ability to teach creatively to stimulate students' learning processes.

The College of Law demonstrates its commitment to teaching excellence in its the position of Associate Dean for Academic Affairs and the charge to and workings of the Personnel Committee to evaluate faculty performance, coordinate training workshops to promote and enhance teaching effectiveness and student advising, promote and showcase scholarship, and work on administrative matters relating to faculty. (See the College of Law's Faculty Governance Rules and Procedures attached hereto as Exhibit 4).

The Faculty Personnel Committee is specifically charged with the following responsibilities:

- Evaluate the teaching effectiveness, scholarship, community service, and University service of each tenure-track Faculty member.
- Oversee peer review and mentoring process.
- Make recommendations to the Dean regarding the retention and promotion of members of the faculty membership.
- Help facilitate Faculty member growth and development in the area of teaching effectiveness and scholarship by sponsoring appropriate workshops on the teaching, grading, and scholarship.
- Make recommendations regarding the summer grant program to support Faculty members.

Faculty Presentations & Workshops:

Through a semi-regular series of presentations, faculty members meet and discuss best practices in teaching, including but not limited to the use of new technologies, testing procedures and formative assessments. The goal of these sessions has been to help faculty members develop a variety of best practices in teaching and testing pedagogy.

Methods to Measure Teaching Effectiveness:

Various methods are used to measure and ensure the teaching effectiveness of faculty members. For example, as faculty prepare for classes, they develop their syllabi and submit them to the Associate Dean for Academic Affairs, who reviews and approves of them. All faculty members continue to be required to include learning objectives in their syllabi.

All faculty, whether tenured or not, are encouraged to visit the classrooms of their peers to observe a variety of teaching pedagogies that may help to improve teaching skills. Each academic year every teaching professor, whether full-time or adjunct, is analyzed. The Dean, the Chair of the Personnel Committee, and the Dean of Academic Affairs use combinations of student evaluations, classroom observations and faculty-authored faculty growth and development plans (hereafter growth reports) to assess faculty performance. Each full-time faculty member meets yearly with the Dean, the Chair of the Personnel Committee, and the Associate Dean of Academic Affairs for an in-person assessment of the faculty member's performance during the past year, and identifiable goals and expectations for the coming year.

The College of Law uses a faculty mentoring system to assist tenure-track professors as part of the promotion and tenure process. To encourage informal mentoring in a collegial environment, the faculty removed the progress panels from the formal promotion and tenure process. The COL has relied extensively on the assignment of faculty mentors (two per junior faculty member). Faculty mentors offer coaching and counseling to help junior faculty reach their full potential.

Each year, every full-time faculty member prepares a Faculty Growth and Development Plan and submits the Plan to the Dean, the Chair of the Faculty Personnel Committee and the Associate Dean of Academic Affairs. The Plans cover three main categories—teaching, scholarship, and service. The Plan summarizes what each faculty member accomplished in each category during the past academic year and discusses anticipated plans for the upcoming academic year. The Dean then schedules a one-on-one meeting with each professor to discuss the faculty member's performance and anticipated performance.

Students submit evaluation forms for each course, evaluating the professor's performance and the course as a whole. The deans with the Chair of the Faculty Personnel Committee review the evaluation forms at the conclusion of each semester and discuss whether they raise any challenges that they need to address with any professor.

The law school ensures the teaching effectiveness of non-full-time faculty through a variety of means. The College of Law is currently instituting an adjunct faculty orientation. Adjunct faculty are made aware of the resources available to them, including administrative assistance and the opportunity to make use of teaching assistants. Teaching assistants may be approved by the Associate Dean of Academic Affairs to ensure both the quality of the teaching assistant and the appropriate use of that assistant. All syllabi must be approved by the Associate Dean of Academic Affairs. The Associate Dean of Academic Affairs visits the classes of adjunct faculty and provides feedback to each adjunct faculty visited. Adjunct faculty members are required to

submit their exams to another professor for feedback and then to the Assoc. Dean of Academic Affairs for approval.

The law school's policy regarding academic freedom (Guideline 4.9):

The University maintains a Faculty Handbook that applies to faculty in all four colleges of the University. Chapter 2 of the Faculty Handbook is devoted to "Academic Freedom, Faculty Governance, and Professional Ethics." Chapter 2 relates to the rights and responsibilities of the faculty and specifically highlights academic freedom as a professional right of the faculty. That policy is reproduced below:

"2.1.1 THE RIGHT TO ACADEMIC FREEDOM This includes the right to free inquiry, the free exchange of ideas and the right to present controversial material relevant to a course of study or research. The right to academic freedom is subject to the right of students to learn, and the right of the University to expect professional conduct."

Part II(6) of the College of Law's Promotion and Tenure policy also discusses academic freedom and states that faculty members will enjoy full academic freedom in their research, freedom from censorship in classroom teaching of their subjects and from institutional censorship and discipline when exercising their rights as citizens. (See the College of Law's Promotion and Tenure Policies attached hereto as Exhibit 31)

IX. SECTION 9: RULE 4.160 - (E) EDUCATIONAL PROGRAM. The law school must maintain a sound program of legal education. (Guidelines 1.8, 6.1-6.14)

Demonstrate how the law school maintains a sound academic program that is qualitatively and quantitatively compliant, with reference to all subsections of Guidelines 6.1-6.10, with specific reference to each subsection of Guidelines 6.2. and 6.5, and a thorough discussion of all the ways that “academic engagement” as defined in Guideline 6.5(B) will be achieved and measured in the law school’s educational program, including noting how a student’s work will be authenticated.

A. Required Attachments:

- Most recent Annual Compliance Plan submitted to the Committee, if any (not applicable)
- List of courses offered; include units of credit given, whether graded or pass/fail, any necessary prerequisites or sequencing requirements and whether exceptions are made, whether course is required or elective (attached hereto as Exhibit 51)
- Policies and procedures, if any, for making exceptions to required curriculum (attached hereto as Exhibit 29)
- A typical student program (attached hereto as Exhibit 1)
- Book list, syllabi template and syllabi for all required courses taught within the last two years (attached hereto as Exhibit 52, will supplement as required)
- Policies, procedures and controls relating to attendance in verified academic engagement, and the number of hours of academic engagement required for a student to receive the J.D. degree and sit for the CBX (attached hereto as Exhibit 29)
- Policies concerning participation and credit for summer sessions, if any (attached hereto as Exhibit 29)
- Policies, procedures and controls as to all credit given for internships, externships or legal work performed outside the classroom, or for participation in approved synchronous or asynchronous curriculum (attached hereto as Exhibit 29)
- A five-year comparison of average class size, with any reasonable projections of whether average class size is expected to increase or decrease (Not available). However, the College of Law expects smaller enrollments as it transitions into a California approved school.

B. Additional Attachments:

- Any additional studies or statistics internally prepared which measure or correlate academic performance and eventual success on the CBX (attached hereto as Exhibit 47)

In responding to the Guidelines, discuss in particular:

C. The current curriculum, providing a detailed discussion relating to the total units and required courses needed to earn a J.D. degree; all elective classes, and the law school's efforts to expand or improve the curriculum:

- 1. How the Law School maintains 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:**

Information regarding academic standards and graduation requirements is published in the Manual of Academic Policies and Procedures. Students also receive that information at Orientation, the annual academic advising sessions, individual meetings with faculty advisers, and graduation requirement checks with the Registrar.

The conferral of the J.D. degree requires that our students complete a minimum of 88 semester hours of credit; complete all required courses and any other curricular or co-curricular requirements as designated for his or her entering class; have a minimum cumulative grade point average of 2.00; satisfy the Upper Division Writing Requirement; satisfy the Experiential Learning Requirement; and satisfy all financial obligations to the University of La Verne.

Good academic standing requires that a student maintain a cumulative grade point average of 2.00 or above and be in compliance with all terms and conditions imposed by academic warning or probationary status.

Students' primary sources of guidance regarding course section are individual faculty advisors and the Registrar. Credit checks with the Registrar include discussion and guidance regarding course selection.

The law school curriculum requires students to successfully complete all the foundational courses necessary for success on the bar exam and in practice. These courses total 60 units. Additionally, the law school requires students to complete 6 units of experiential learning courses and an upper division writing requirement.

The overwhelming majority of our students sit for the California bar exam upon graduation. The development of the knowledge and skills relevant to achieving individual and professional success necessarily includes the ability to pass the California bar exam. The law school insures that development in many ways.

All major doctrinal subjects tested on the California bar exam are part of the required curriculum. The law school designates as "strongly recommended" four courses tested less

frequently on the California bar exam - Remedies, Criminal Procedure: Trial, Community Property, and California Civil Procedure; these courses are generally offered as electives each semester.

The curriculum is rigorous, as is the evaluation of students. The Associate Dean for Academic Affairs reviews and approves all syllabi before they are published to students. This review is, in part, to ensure that each course will incorporate adequate coverage, acceptable planned assessments, and appropriate learning outcomes to insure the core curriculum as well as all elective courses are appropriately rigorous.

The law school requires rigorous evaluation of students' preparation and performance. Although multiple evaluations of students is the norm, final exams must count for at least 60% of the overall grade for a course. MAPP §II.A, B. After having their exam vetted by a faculty colleague, faculty members must submit the exam to the Associate Dean of Faculty Performance and Development who reviews each final exam to ensure appropriate rigor.

With academic skill building fused into Contracts, Civil Procedure, Property, and Constitutional Law, professors have more opportunities to administer formative assessments. Additionally, through Torts/ILS and Criminal Law/ILS, legal writing is incorporated into traditional first-year courses. Court Observation Week, a week-long period during the 1L spring semester when students observe civil and criminal litigation in San Bernardino Superior Court, exposes students early in their law school career to the rigor and realities of law practice.

The law school requires second year students to complete the 9-unit Litigation Track in the fall semester and the 9 unit Transactional Track in the spring semester. Both tracks tether several courses, focusing on a simulated problem or case. The amalgamation of courses, fully described in response to section 17(b) and 18(a), requires students to immediately integrate several related subjects. Students quickly see how doctrinal learning is applied to actual legal problems and cases. This approach naturally enhances the rigor of the educational experience.

Students who have not mastered academic skills as evidenced by low GPAs are placed on Academic Warning where they are required to meet and work with the Center for Academic and Bar Readiness (CABR) professors. Students who have GPAs entering the 2L year of 2.7 or below must take one unit of Strategic Legal Methods (SLM) in the fall. The faculty recently modified this requirement, lowering the GPA to 2.5 to focus more resources on students with lower GPAs. Students enrolled in SLM are required to have individual meetings with their professor, an academic support specialist, to make sure students are maintaining preparation for their coursework. The infusion of academic skill-building into the curriculum with CABR's active involvement helps assure academic rigor.

The College of Law has developed a rigorous program of bar support that includes the Capstone course, a 5 unit required course taken in a student's final or penultimate semester, and the BEST Program, described more fully in response to question 37

In addition, the Director of Career Services & Professional Development (CSPD) works with students individually to prepare them for the job market. The services provided by CSPD, include resume writing and interview techniques. The Office regularly brings panels of practicing attorneys to campus to provide students insights regarding various areas of practice.

2. Efforts to Improve Curriculum:

Part of the College of Law's Vision is to be "is an incubator for innovation in legal education;" our faculty's use of formative and summative assessments reflects our commitment to that innovation. Our first year and second year curricula, including the Doctrine, Values & Skills program, and the Litigation and Transactional tracks, provide significant opportunities for faculty members to go well beyond traditional midterm and final-exam based assessments. Even within traditional black-letter classes like Torts, students encounter and receive meaningful feedback via unconventional assessment methods including live polling. Administrators, including the Director of the Office of Program Review and the Director of Legal Writing, evaluate faculty use of assessment methods and the feedback provided to students, to assure continued excellence in assessment.

The following is a representative sampling of formative and summative feedback taking place at the College of Law.

Introduction to Legal Skills ("ILS")

ILS is our first-year legal writing program. Student assignments parallel national norms. In grading and providing feedback on every assignment, ILS professors use common rubrics, provide written comments, and encourage students to meet with them to discuss the comments. Since 2017, an innovative feedback method has been piloted: On one assignment per semester, instead of providing written comments on student assignments, he requires every student to meet with him individually for 20-30 minutes. During those meetings, he provides oral feedback and answers student questions about that feedback. These "live feedback" sessions act like the experience of a junior attorney meeting with a more senior attorney to discuss work product.

The Director of Legal Writing regularly requests samples of all professors' completed rubrics and written comments. She then meets with each professor individually, to help them improve the meaningfulness of their feedback.

Civil Procedure / Doctrine, Values and Skills ("DVS")

When DVS was added to the Civil Procedure course, additional formative assessment methods were developed. During the initial year, six separate assessments were used. In subsequent years, these were reduced to four formative assessment methods. Each formative assessment takes the form of a quiz. Writing a complete statement of the issue as part of case briefs is critical. The first quiz requires students to write two separate issue statements from the same case. The quiz is graded, returned to

students, and then discussed in class. Class discussion focuses on the necessary information for each type of issue statement and illustrates the flexible and diverse ways to construct issue statements as long as they include required information.

The second quiz consists of approximately ten multiple-choice questions. This quiz tests students' knowledge of the substantive law studied to date and is designed to help students learn how to approach multiple-choice questions as a testing method. Quizzes are graded, returned to students, and discussed in class.

The third quiz is a one-issue IRAC essay that is typically limited to two double-spaced pages. The purpose of the exercise is to test students' ability to write an objective essay using the IRAC format. Extensive feedback to the student is provided, using a rubric and writing copious comments on their papers. A generalized list of kudos and problem areas to TWEN is posted, with a sample response that uses in a class discussion about the assignment. Finally, the legal concept is again reviewed in class and with a Teaching Assistant in a review session.

The fourth quiz is an exercise for students to draft a civil complaint. Students are provided a fact pattern that requires them to analyze civil procedure concepts to determine which plaintiff(s) and defendant(s) must be included in a single complaint.

In Civil Procedure, summative assessment is embedded in the form of a final examination that consists of three equally weighted parts. Two parts are one-hour essay questions. The third part includes an hour of multiple-choice questions. The four methods of formative assessment are thoughtfully used to prepare students for the summative assessment.

Business Organizations and Community Property

In Business Organizations and Community Property classes, a series of optional and required out of class essays are used to gauge student learning and to provide feedback on the subject matter and exam writing. Prior exam questions and bar exam questions are used. Students are provided extensive written feedback, commenting on the students' understanding of the issues and rules, and later in the semester commenting on exam-writing techniques. Students are invited to meet after receiving written feedback and are encouraged to rewrite their answers for additional feedback. Students are also given oral feedback in class after using their responses to identify common problem areas.

Torts

In his Torts class, live polling software Polleverywhere is used to measure student learning in real-time, and to provide students with instantaneous feedback about their level of attainment. Using the software, professors prepare several multiple-choice questions prior to each class. Then, in class, the questions are displayed on the

projector. Students use their phones to record their answers in the Polleverywhere system. When all students have responded, their answers are displayed. Students are then called upon to explain their reasoning. With information about the percentage of students who answered correctly, in addition to the percentage of students who selected particular wrong answers, the professor is able to tailor the remaining class session appropriately.

Negotiations

In the Negotiation course, professors require students to draft a series of Personal Application Papers and Negotiation Preparation Plans throughout the semester. The Personal Application Papers are short papers that reflect upon a negotiation simulation. The Negotiation Preparation Plans involve a template prepared by a professor that students may complete prior to a negotiation simulation. For both types of formative assessment, students are provided with a rubric and written feedback. These assignments are designed specifically to prepare students for the summative assessment in the class, which includes an assessment paper regarding a final negotiation. The assessment paper is limited to twelve double-spaced pages and generally requires students to write about six to eight different topics as they reflect upon their final negotiation. The final paper includes a negotiation preparation plan as a component of the final project.

D. How the Law School conducts an ongoing evaluation of its program of legal education, learning outcomes, and assessment methods:

In fall 2017, Interim Dean Marshall established the Office of Program Review. The Interim Dean charged the office with developing and implementing an ongoing comprehensive assessment of the law school's program of legal education, including learning outcomes and assessment methods.

During 2018, the office spearheaded efforts to assess the law school's execution regarding three of the school's learning outcomes. The efforts led to several recommendations that are now under review by the Curriculum Committee.

The work of the Office of Program Review built on the foundation laid by periodic faculty workshops and retreats that reviewed student performance in first-year courses, skills development, performance on bar essays, MBE questions, and performance tests, bar pass rates, and other measures of individual student attainment. These workshops led to recommendation to the appropriate faculty committees.

The law school requires students to complete Professional Responsibility, a 2-unit course. The course normally begins with an overview of the historical development of the regulation of the legal profession. The Professional Responsibility course requires students to be problem solvers. At each class meeting, students consider hypothetical situations that require them to apply the ABA Model Rules of Professional Conduct and the ABA Model Code of Judicial

Conduct to a real-world situation. Students are also exposed to relevant provisions of the California Rules of Professional Conduct, California Business, and Professions Code, as well as other statutory and case law governing lawyer conduct. Students also learn basic concepts of civility.

E. How the Law School ensures that each student satisfactorily completes one course of at least two credit hours in professional responsibility:

The law school requires students to complete Professional Responsibility, a 2-unit course. The course normally begins with an overview of the historical development of the regulation of the legal profession. The Professional Responsibility course requires students to be problem solvers. At each class meeting, students consider hypothetical situations that require them to apply the ABA Model Rules of Professional Conduct and the ABA Model Code of Judicial Conduct to a real-world situation. Students are also exposed to relevant provisions of the California Rules of Professional Conduct, California Business, and Professions Code, as well as other statutory and case law governing lawyer conduct. Students also learn basic concepts of civility.

Because ethics and professional conduct questions arise on a daily basis in the legal profession, the course naturally includes discussions about current events. Although class discussions focus on rules of professional conduct, students are challenged to question whether individual choices could differ on the basis of personal morals and values.

By the end of the course, students have a good understanding of the role of the lawyer in situations involving other lawyers, judges, clients, and third parties. Students will have been exposed to concepts of competence, fiduciary duty, loyalty, and conflicts of interest. They also will have analyzed scenarios involving confidentiality, fees, the delivery of legal services, pro bono work, and other aspects of the duties, values, and responsibilities of the legal profession

F. How the Law School ensures that each student satisfactorily completes at least one writing experience in the first year that is faculty supervised:

The law school requires all first-year students complete the two semester Introduction to Legal Skills Program (ILS). The College of Law is committed to providing its students with practical legal skills to help them adapt to professional working environments. The ILS program plays an important role in the development of these skills.

The first year ILS program integrates legal writing into traditional first year doctrinal courses. This structure supports and furthers the College of Law's philosophy that the best legal writing programs teach cross-disciplinary applied legal analysis in context. The pedagogy of the program is directed at creating building blocks of assignments to focus on skill acquisition and hone different discrete skill sets before creating larger documents. The courses in this program, Torts/Introduction to Legal Skills I (Torts/ILS) and Criminal Law/Introduction to Legal Skills II (Criminal Law/ILS) are important components of The College of Law's learning-centered curriculum.

Program continuity and consistency among faculty are necessary for the success of the ILS program and its students. To maximize consistency for students, all faculty members teaching in the program follow the programmatic guidelines set by the director. There are four main guidelines: First, all faculty teaching in the program follow model syllabi for Torts/ILS and Criminal Law/ILS. The syllabi are designed to provide substantial instruction in rule synthesis, legal analysis and reasoning, legal research, problem solving, and oral communication. Second, program faculty members follow the same schedule for distributing, grading, and returning assignments to students. Third, as part of La Verne's commitment to formative assessment, all subsequent assignments build on feedback received in prior assignments. Fourth, faculty teaching Torts/ILS and Criminal Law/ILS meet together to build collegiality and maintain consistency in the quality of instruction provided to students.

The first-year writing curriculum is currently taught by a combination of full-time tenure track faculty members and visiting professors. The presence on the faculty of full-time faculty members whose primary responsibility is teaching in the program ensures quality and continuity in instruction and keeps class sizes small.

Torts/ILS I

Torts/ILS is taught in the first semester of the 1L year, and is a required course for all students. ILS is integrated with the teaching of Torts doctrine and introduces the beginning law student to an overview of the American legal system, the case method of legal study, and objective legal memorandum writing. The first semester curriculum emphasizes the development of skills necessary to the effective study and practice of law. These skills include case briefing, outlining, case synthesis, predictive legal analysis, and predictive legal writing.

In order to build skills (a key component of program pedagogy), students must complete two ungraded assignments (a Writing Diagnostic and one Case Brief), and five graded assignments (Rule Synthesis, Predictive Analysis, Closed Universe Objective Memorandum, Open Memorandum Outline and Open Memorandum). Each assignment is designed to teach applied legal analysis in the context of a simulated legal problem. All assignments are rooted in the problem and teach the problem in multiple pieces. When the pieces are assembled, the students have completed both a Closed Universe Memorandum and an Open Universe Memorandum (the most heavily weighted assignment for this course). The course is based on sound writing pedagogy and is comparable to courses taught at other institutions.

Criminal Law/ILS II

Criminal Law/ILS is a required course for all students in the second semester of their first year. It is an advanced beginner course designed to help students expand and improve the skills learned in the introductory research and writing course. The curriculum places continued emphasis on the development of skills essential to the effective study and practice of law, with a focus on persuasive writing and advocacy. In accordance with program pedagogy, students must complete seven assignments: Research/Citation List, Persuasive Synthesis, Persuasive Analysis, Motion Brief I, Appellate Brief Rough Draft, Appellate Brief, and Oral Argument.

Legal Research

Legal Research is incorporated into the ILS first-year program and is required for all students. Professor Ken Rudolf, Director of the Law Library, develops and teaches the segments of the course and oversees other library personnel who assist in teaching. Torts/ILS research is an introduction to the sources and methods of legal research relating primarily to cases, statutes and secondary materials. Students receive additional research skill training in the Criminal Law/ILS course to enhance their skills and aid them in researching two persuasive assignment problem sets.

To assure that students understand and appreciate the relationships between legal research, analysis, and writing, the Director of Legal Writing and the Director of the Law Library work closely together. The principal goals of this course segment are to teach and develop practical research skills and to demonstrate the importance of sound legal research strategies in solving a legal problem. The course includes numerous research exercises using print and electronic resources, and student assignment scores are incorporated into each student's ILS grade.

Writing for Success Workshop

In an effort to further improve student writing skills and to ensure students are well-grounded in the skills needed for their professional careers, the ILS program offers the Writing for Success (WFS) workshop during the first semester of the 1L year. Throughout the semester, scheduled weekly classes running 50 minutes focus on punctuation, grammar, and usage. The writing diagnostic, along with the *Core Grammar for Lawyers* program, is administered during orientation to identify and enroll students who would most benefit from this instruction, although any student is welcome to attend.

In addition to the weekly labs, students may also sign up to receive one-on-one writing attention. The appointments are approximately 30 minutes long. During these conferences, individual students meet with a writing specialist to address each student's writing strengths, weaknesses, and concerns. The focus of these appointments is helping students strengthen mechanics and composition.

G. How the Law School ensures that each student satisfactorily completes at least one additional writing experience after the first year that is faculty supervised:

The College of Law students are required to complete a significant writing experience beyond the required first year ILS courses in order to complete the J.D. program. MAPP, §I.C.1.d; Appendix A. The upper-division writing requirement provides students with the opportunity to draft a scholarly or professional work of significant length and depth. Additionally, students gain further legal writing experience during their second year, as part of the litigation and transactional tracks. Both tracks require drafting documents, for example a motion to suppress or a partnership agreement.

Students satisfy the upper-division writing requirement by completing a research paper, either academic or practice-related, after their first year of law school. The research paper must be at least 6,000 words and warrant a grade of 2.0 or higher. Students must submit multiple drafts to the supervising professor for feedback prior to submission of the final paper. Uniform standards for satisfying the upper-division writing requirement have been implemented to increase rigor and standardize grading practices. The faculty is currently developing specific guidelines including a grading rubric to insure the rigor of the upper-class writing project.

Study outside the classroom that satisfies the upper-level writing requirement must meet the standards articulated in the MAPP. Appendix A, Upper Division Writing Requirement.

The Law Review Seminar course requires students meet with the instructor in a weekly class session. Several class sessions are devoted to individualized feedback. The students have opportunities for individualized assessments from their instructor on multiple assignments about their papers: topic description; detailed analytical outline; first draft; second draft; paper presentation; and final draft. Additionally, each student has a faculty supervisor who provides individualized feedback on drafts to help guide the student's writing.

A student may opt to satisfy the upper division writing requirement through the Justice and Immigration Clinic with permission from the Clinic Director. The student must have taken or be simultaneously enrolled in Immigration Law. The student will work independently or with another student on a practice-related paper such as a brief or brief and declaration(s), research paper, or legal memoranda prepared for a client or case. Each student is responsible for at least 6,000 words of his or her own text. Students are required to submit multiple drafts, responsive to feedback from the professor.

Independent Research papers that fulfill the upper-division writing requirement must also meet the standards set forth in Appendix A of the MAPP.

Co/Extra-Curricular Opportunities:

The College of Law students may earn credit for participation in the College of Law Review, the Journal of Legal and Business Ethics, the Board of Advocates, and the law school's competition teams: Moot Court, Mock Trial, and Alternative Dispute Resolution.

University of The College of Law Review

The University of The College of Law Review is a student-edited journal with one or more faculty advisors. Students may earn up to six credits for their participation in Law Review. The current advisors of the law review are Interim Dean Kevin Marshall and Adjunct Professor David Hamilton. In addition to publishing two volumes of the journal every year, the Law Review also presents an annual symposium, bringing together experts to speak on timely and important topics in law. The 2019 symposium will focus on issues relating to domestic violence. In previous years the symposium has presented

day-long seminars on School Law and Special Education (2018), Immigration and the Border (2017), Mass Incarceration of Minority People (2016), and Water Law (2015).

Staff members join Law Review through two write-on competitions during the summer: an “invite-only” competition and an “open” competition. The invite-only competition is available to students who have completed twenty-nine units of coursework and are among the top ten of their class in terms of grade point average. The “open” competition is open to all other students who have completed twenty-nine units of coursework. The evaluation of participants in the invite-only competition consist solely of their competition submission. The evaluation of participants in the open competition includes their submission, academic performance and an interview with the Editorial Board.

Students who successfully write on to Law Review are required to enroll in the Law Review Seminar, a two-unit seminar taught by Professors Marshall and Hamilton. In the Law Review Seminar, new staff members write a paper on a subject of their choice, with the goal of producing a publication-worthy paper. Students who complete the Law Review Seminar fulfill the upper-level writing requirement.

Law Review staff members must enroll in a one or two-unit non-graded Law Review Production course during every semester of their membership; students may complete a maximum of four units of credit for Law Review Production. The level of an individual student’s involvement in production activities such as cite checking and editing determines the number of credit the student earns.

Twenty-five students participated in the Law Review during the 2017-18 academic year.

Journal of Law, Business, and Ethics

The Journal of Law, Business, & Ethics is a double-blind, peer-reviewed interdisciplinary publication. The Journal is co-produced by La Verne College of Law and the Pacific Southwest Academy of Legal Studies in Business, Inc. Between 8 and 16 students publish an annual issue of the Journal. Students earn one unit of credit each semester.

Board of Advocates

The Board of Advocates is comprised of three students. The Board of Advocates works with a faculty advisor and the Dean’s Office to create a budget and then develops the annual schedule of competitive events for the moot court, mock trial, and alternative dispute teams. In coordination with the team coaches, the Board conducts try-outs toward the end of spring semester for the following year’s teams. The Board then oversees the teams, coordinating events and travel schedules. Students serving on the Board earn 1 unit credit.

The Faculty Advisor to the Board develops the syllabi for the Board and the competitive teams and assures compliance with ABA Standard 310. Faculty Advisors to each team assures adherence to attendance and reporting policies.

Competition Teams

Moot Court Teams:

The law school supports an extensive moot court program where students compete internally for a position on team(s) that travel to external competitions. Annually, approximately 8 to 12 students earn one or two credits for participating on the moot court competition teams. The overwhelming majority of students participating in external competitions have completed the Advanced Appellate Advocacy course.

A faculty advisor, usually an adjunct professor, oversees each moot court team.

A faculty advisor works closely with the team, meeting with its members at least 16 times during the preparation period. The meetings are student-driven and consist of brief status conferences and oral argument practices. Within competition guidelines, faculty advisors discuss the issues raised in the competition. Faculty advisors serve as judges during practice sessions, and arrange for practicing attorneys to moot students preparing for a competition. Faculty advisors accompany teams to the competition and provide coaching and advice until the team's participation is complete. Advisors then arrange a debriefing meeting to guide the students' reflection regarding the experience.

Trial Teams:

The law school maintains an aggressive mock trial program. Annually, between 8 and 15 students earn one or two credits for participating in the mock trial program. Any interested upper-class student may participate on the team. Students compete in an internal selection process during the spring semester to be considered for the following year's competitive teams.

Generally, teams meet one evening a week to review legal issues and trial techniques. Trial team members also meet on weekends to practice the skills relevant to the trial team competitions.

Coaches set schedules and document attendance. The robust practice schedule set by the coaches involves the rigorous practice of direct examinations, objections, cross examinations, opening and closing statements. Additionally, members of the local bar are invited to serve as guest judges during three-hour practice rounds over the two-month preparation period.

In the past several years, trial teams have participated two or three trial competitions each year, among them the San Diego Criminal Law Competition, the Los Angeles Employment Law Competition, and the Texas Young Lawyers National Competition.

ADR Competition Teams:

The ADR Competition Team is a course offered during both fall and spring semesters. Students earn two units for competing on a team, or one unit by providing support for a team. Students receive a Credit/No Credit grade based on class attendance, contact hours, and preparation.

Typically, students earn a place on a team and then participate in competitions the following semester. For the past several years, students have participated in Southwestern Law School's Entertainment Law Negotiation Competition and the American Bar Association Representation in Mediation Competition.

H. **How the Law School curriculum provides each student with an opportunity to complete one or more experiential course(s)/practice based courses totaling at least fifteen credit hours (Guideline 6.9):**

The law school curriculum requires each student to complete experiential courses totaling at nine units. Students fulfill six units of this requirement through required courses. The law school requires an additional three units of experiential course work. Students may also enroll in additional elective experiential courses.

In the second year, the law school requires students to complete the Litigation Track and the Transactional Track. Both Tracks are semester-long, nine-unit series of courses that include a simulation course. The Litigation Track includes the two-unit simulation course Trial Advocacy; the Transaction Track includes two, two-unit simulation courses: Transaction Workshop and Mediation.

Students can also enroll in elective practicum courses or courses that have a significant practicum component. The Lawyering Skills Practicum, formerly a required course, still attracts significant enrollment. Other courses that include a practicum component include Mediation Practicum, Family Law Practicum, and a practicum providing representation for patients of the Behavioral Health Clinic at the San Bernardino County Superior Court Mental Health Court at the Arrowhead Regional Health Center.

The law school's externship program is increasingly popular for students fulfilling their experiential learning requirement. The externship program boasts numerous positions with the District Attorney and Public Defender offices in San Bernardino, Riverside, and Los Angeles Counties. Students extern at other public service organizations such as the Central American Resource Center (CARECEN), Community Legal Aid-Legal Aid Services of Compton, and the Pomona Self Help Center. Students may enroll in a maximum of 12 externship units.

Finally, the law school supports two live-client clinics. Student may enroll in the Justice and Immigration Clinic for either 4 units or 6 units; the Disability Rights Legal Clinic enroll student for 1 – 6 units. For 2019-2020 academic year, the law school launched a Misdemeanor Appellate Advocacy Clinic in collaboration with the San Bernardino County Superior Courts.

Simulation Courses:

The University of La Verne College of Law second year required curriculum includes simulation courses that satisfy the ABA's 6 credit experiential learning requirement (ABA Standards 303(a)3), Trial Advocacy (2 credits), Transactional Workshop (2 credits), and Negotiations (2 credits). All three courses are designed to meet the requirements of ABA Standard 304. The courses engage students in performance of professional skills, develop the concepts underlying the skills being taught, provide multiple opportunities for student performance, self-evaluation, and feedback, and include a rigorous classroom instructional component taught by a faculty member or adjunct professor.

Among the responsibilities of the Associate Dean for Academic Affairs is to review the syllabi of each course ensuring that the professor has planned the course to meet the requirements of Standard 304. The Associate Dean provides oversight, periodically visiting classes and with professors assigned to teach these classes.

In fall 2018, the law school created the position Coordinator of Trial to coordinate the Trial Advocacy Program. The Coordinator chooses the problem to roll out to the sections, and presides over a meeting of the professors teaching the course and coordinated the final mock trials. For the past three years the program has live-streamed the jury deliberations for several simulated trials.

The professors teaching the various sections of Negotiations and Transactional Workshop meet prior to the start of the spring semester to collaborate regarding the development, management and presentation of the Transactional Track. These meetings, and periodic formal and informal discussions throughout the semester ensure that the courses meet the requirements of Standard 304.

Law Clinics

In addition to the six experiential units earned in the 2L required courses, La Verne requires an additional three units of experiential course work. Students may satisfy this requirement through either a law school clinic, a field placement program, practicum courses, or some combination of these. The University of La Verne College of Law has three clinics, the Justice and Immigration Clinic, the Disability Rights Legal Center, and the Misdemeanor Appellate Advocacy Clinic.

The Associate Dean for Academic Affairs oversees the clinics and ensures that both meet the requirements of Standards 303(a)(3) and 304. The Associate Dean approves the syllabi, periodically meets with clinic supervisors, and visits the clinic and clinic classes. A brief description of each clinic indicates how that clinic meets the standards.

Justice and Immigration Clinic (JIC)

The Justice and Immigration Clinic (JIC) is a four-unit, one-semester, live-client clinic. The clinic accepts up to six students, both full and part-time. The JIC accepts cases before the U.S. Citizenship and Immigration Service, the Immigration Court, Board of Immigration Appeals, well as state courts and federal courts (including, but not limited to Special Immigrant Juvenile Status, T and U visas, VAWA, bond hearings, other relief from removal, appeals, and other types of relief). In addition, students assist in the preparation and presentation of a community engagement activities, such as know-your-rights presentations, pop-up clinics to assist in preparing immigration applications, and assisting with intakes for consultations.

JIC holds one-hour classes twice per week for the first 8 weeks and then once a week thereafter. Classes include both substantive and procedural immigration law focusing on the subject matter of the clinic cases. Classes also present instruction aimed to develop legal skills, such as interviewing and counseling, case planning, ethics, legal research, interview/hearing preparation, and more. In class, students reflect on their own performance of certain tasks, such as mock interviews, and opening and closing statements. Students also provide peer review and receive feedback from the faculty member.

Depending on the case and the complexity of the issues, students may work individually or in teams. Students act as the primary legal representative(s) under the supervision of the Professor and Director of the clinic. Case teams hold one-hour, weekly case team meetings. Students devote approximately 15-18 hours per week of work on average to casework. Students interview the client multiple times, usually to prepare an application for an immigration benefit. Then, through fact investigation, students build a record in support of the case, draft declarations, conduct legal research, and develop the legal theory of the case. Students may represent a client in an interview or hearing. In such cases, students prepare the client to testify, practice the interview or direct examination, conduct a full moot, self-evaluate, and receive feedback from peers and the clinic professor.

Students work under the direct supervision of a clinic professor. The professor reviews and provides feedback on drafts of correspondence, declarations, case plans, motions, applications and petitions, and document submissions. The clinic professor reviews the final product before sending or filing. Students prepare the agenda for case team meetings and update the case plan throughout the semester.

Disability Rights Legal Center (DRLC)

The Disability Rights Legal Center (“DRLC”) Clinic at the University of La Verne College of Law offers law students the opportunity to participate in a live-client clinic focusing on disability law; students enroll for three to six units per semester. The DRLC clinic accepts both full-time and part-time students.

DRLC law clerks are exposed to a variety of disability law issues, but receive specific training in the Americans with Disabilities Act, Individuals with Disabilities Education Act, Section 504 of

the Rehabilitation Act, and the Fair Housing Act. The DRLC clinic students are directly supervised by a clinical professor and supervisor, who leads a substantive weekly lecture. Through both the weekly course lectures and case assignments, DRLC clinic participants obtain knowledge and understanding of both the substantive and procedural aspects of disability law.

DRLC clinic students engage in two primary categories of experiential learning: (1) conducting telephonic intakes with potential clients, which exposes the students to a variety of legal issues, allows the law clerks to hone their legal issue spotting skills, and teaches lawyer-interviewing skills through real life scenarios; and (2) working on legal assignments on par with junior associates that are related to active DRLC cases or investigations.

DRLC clinic students spend approximately twenty-five percent of their DRLC clinical experience on matters related to telephonic intakes. Prior to conducting intakes, DRLC clinic students receive an in-person training by DRLC's Community Advocacy Program Supervisor and training regarding potential issues. The telephonic intake process includes: conducting the intake; writing a formal report of the intake, which includes analyzing the nexus of the legal issue to the person's disability and other issue spotting; discussing the intake with the clinic supervisor and their peer clinic students; and, when appropriate, providing specific referrals. Through the intake process, DRLC clinic students learn not only how to build rapport with clients, but also how to frame and ask questions that allow lawyers to evaluate potential cases

DRLC law clerks receive supervision, feedback and support on a regular basis. DRLC clinic students meet weekly to discuss intakes, which allows the clinical professor to offer feedback verbally. The meetings also encourages students to self-evaluate provide each other support and feedback.

In addition to intakes, students enrolled in the DRLC clinic work on cases being litigated by the DRLC. Students complete a variety of legal assignments, including researching legal issues and drafting memoranda; building case chronologies; summarizing recent administrative decisions; preparing for and attending administrative meetings and hearings, including individual education plan meetings and mediation sessions; and providing other case support. Through this practical component, DRLC law clerks are exposed to substantive and procedural work that goes into disabilities litigation.

In addition, each student enrolled in three or fewer units is required to submit at least one substantive memorandum per semester; those enrolled in four to six units are required to submit at least two substantive writing samples. Along with submitting the written product, DRLC clinic students are required to fill out an assignment evaluation sheet, which records the student's own evaluation of the assignment and the student's work. Each writing assignment is also evaluated by the clinical professor, who provides both written and verbal feedback on each assignment.

In addition to the writing requirements, DRLC clinic students are required to submit a weekly journal, which is an opportunity for the DRLC clinic students engage in self-evaluation. DRLC

clinic students are encouraged to use the journal writing exercise to reflect on their weekly activities, the quality of advocacy observed, and how ethical issues are handled.

Finally, because they are working on active or to-be filed cases, DRLC clinic students are exposed to office management skills such as billing. Students track and bill time using TimeSlips, DRLC's time tracking system.

San Bernardino Misdemeanor Appellate Advocacy Clinic

The San Bernardino Misdemeanor Appellate Clinic provides students with an intensive appellate experience in the San Bernardino Superior Court. The Appellate Advocacy Clinic litigates appellate misdemeanor cases primarily before local Superior Court Appellate Panels. The clinic also considers drafting amicus briefs. The clinic selects cases that offer the highest pedagogical value for its students.

The Appellate Clinic accepts between 8 and 12 students each semester. Students register for 1 – 4 units a semester. Students work closely with professors and paralegals in a law office setting. The work varies depending on the types of cases accepted. Cases include Driving Under the Influence, Assault, Theft and Domestic Violence. Students have the primary responsibility for reading and analyzing the case record, developing substantive legal positions, researching substantive issues, developing appellate strategies, drafting briefs, and presenting oral arguments.

The Appellate Clinic includes a classroom component that meets 2 hours a week. Subjects for the weekly classes include law office management, reviewing an appellate record, organizing and drafting an appellate brief, and developing and presenting an appellate oral argument.

Field Placements (Externships):

The University of La Verne College of Law is proud of its extensive field placement program (externship program). The law school is a member of the Greater Los Angeles Area Consortium on Externships (GLACE), whose members include all of the ABA approved law schools in Los Angeles County, Orange County, and the Inland Empire. The Career Development Office administers the field placement program; a full-time faculty member teaches the course and conducts all site visits.

The field placement program requires a supervising attorney (site supervisor) to provide direct supervision of the student's work at the placement. Our program requires participating placements provide training, and assignments appropriate for a law clerk and/or entry level attorney be performed under the supervision of a supervising attorney or site supervisor. Assignments include: interviewing and intake; legal research; completing applications and petitions; drafting declarations, legal memoranda, complaints, answers, and other litigation documents; drafting contracts; and other related legal activities. As a condition of participating in our program, the supervising attorneys must provide feedback during the course of the

semester or term; site supervisors submit a midterm evaluation and a final evaluation of students' work.

Students in their first externship are required to complete the course component which includes an orientation and several classes; the classes include instruction and faculty-guided reflection. The faculty member assigns readings from the textbook *Learning From Practice*, provides assignments and reflections from the book, and facilitates discussion and student participation. The classes cover a variety of subjects such as ethics, implicit bias, and learning from observation.

All students enrolled in a field placement are required to complete a goals form at the beginning of the semester, as well as a self-evaluation at the beginning and completion of the placement. During the course of the program, students submit weekly journal entries to the faculty through TWEN in which they describe the work they are performing as well periodic reflections.

At the end of the semester, students schedule a closing meeting with the faculty supervisor. The student provides a complete file, including the externship agreement, goals form, self-evaluations, journal entries and reflections, signed timesheets, placement evaluation, and supervisor evaluations. In the closing meeting, the faculty member conducts a final review of the documents, the completed hours (52 hours per credit), and discusses the student's progress and educational achievement.

A written understanding among the student, faculty member, and a person in authority at the field placement:

GLACE member law schools have developed common materials to satisfy ABA requirements, including a common three-party agreement setting forth the responsibilities of the on-site supervisor, student, and faculty.

Method for selecting, training, evaluating, and communicating with site supervisors:

GLACE member schools collaborated to develop a supervision manual for site supervisors. The law school provides a link to the supervision manual to each of the site supervisors. In addition, through GLACE, the law school offers an annual training, hosted by one of the GLACE member schools, for site supervisors in the region. While the training is not required, we provide the manual to every placement and discuss the training and methodology through site visits. Finally, during the closing meeting at the end of each externship, students provide a placement evaluation and discuss the training, work, supervision, and feedback. The law school schedules meetings, calls, and communicates through email to address any issues that arise during the semester or after the placement.

The College of Law communicates with site supervisors through placement processes, introductions by phone and email, the three-party contract, site visits, and the student evaluations (completed through Qualtrics surveys).

Method of maintaining records to document the steps taken to ensure compliance with the Standard:

The Career Development Office administrates the field placement program. Students submit documents, journal entries, other reflection exercises, and signed time sheets electronically through TWEN; students complete the forms and evaluations through Qualtrics surveys, and provide printed copies of all documents to the faculty supervisor in the closing meeting. The completed files are maintained in Career Development Office.

Academic Engagement (Guideline 6.5(b)):

The law school requires, as a condition of graduation, successful completion of 88 units. See MAPP, §I.C.1.a. attached hereto as Exhibit 29. Students may take a maximum of twelve Clinical/Externship units. MAPP, §I.C.3.d.1. Students earn all other units, a minimum of 76 units, through attendance in regularly scheduled classroom sessions or direct faculty instruction.

The law school requires that students complete the course of study for the J.D. degree no earlier than 24 months and, except in extra ordinary circumstances, no later than 84 months after she has commenced law study. The law school requires students to complete eighty-eight units to graduate. Full-time students may take a maximum of sixteen units in the fall and spring semesters, and a maximum of eight units during the Summer Session. The law school does not permit overloads or reduced loads except in extraordinary circumstances and approved by the Associate Dean for Academic Affairs. MAPP, §I.C.2. It is not possible for a student to complete eighty-eight units in less than five semesters and two summers, which is 28 months. In addition, full-time students are required to take Multistate Bar Strategies in their 3L year.

The Registrar tracks all students by their entering date to ensure that no student exceeds the 84-month limitation.

The law school's program of legal education is designed so that full-time students are required to complete prescribed courses in each semester through their fourth semester of study. Part-time students are required to take certain prescribed courses through their fifth semester of study. Also, a student may not register for less than 8 units for more than two semesters in his or her law school career for any reason. MAPP, §I.C.2.

The normal unit load for full-time students is 16 units per semester; a maximum of 17 units is permitted only by approval by the Associate Dean for Academic Affairs. MAPP, §I.C.2.

The registration system contains a maximum unit setting. The system requires an administrative override from the Dean or Associate Dean of Academic Affairs to exceed the 16 unit limit.

Information regarding academic standards and graduation requirements is published in the Manual of Academic Policies and Procedures. Students also receive that information at

Orientation, the annual academic advising sessions, individual meetings with faculty advisers, and graduation requirement checks with the Registrar.

The Academic Calendar sets forth 14 weeks of instruction and a designated day for final exams. Each semester, the Associate Dean for Academic Affairs, with input from the Registrar, develops the schedule of classes. All classroom-taught courses are assigned designated times slots corresponding to the 55-minute teaching hour. Faculty Handbook, §III.F. Unit credit pre-approved for each course is based on one teaching hour per week per unit and a minimum of two hours out-of-class student work per week per unit, a minimum of 12.5 classroom hours and 30 out of class hours per unit per week. MAPP, §III.I.1.

Similarly, the unit credits approved for seminar-type courses involving research papers and experiential learning courses involving clinics or field placements is based on a minimum total of 42.5 actual hours of work per credit hour, spent in class, preparing for class, researching, writing, performing field placement or clinical work, and preparing for and taking applicable exams. MAPP, §III.I.2,3.

The Associate Dean for Academic Affairs follows ABA requirements when considering credit for outside experiential work including clinics and externships. The Associate Dean also oversees the competition teams. A written policy regarding hour requirements for competition team credit for ADR Competition teams and Trial Competition teams is in the process of being formalized. Credit will be based on the 52 hours per unit standard used for awarding externship credit, with adjustment for appropriate written work.

How the Law School ensures adherence to those policies:

The Associate Dean ensures that each course adheres to a standard requiring a minimum 42.5 hours of combined in-class and out-of-class work per unit of credit. The law school's approach to compliance is evolving, but currently includes several aspects. First, the requirements are articulated in the MAPP, the Student Handbook, and both the Faculty and Adjunct Faculty Handbooks. Further, the requirements are presented and discussed at orientations for returning faculty, as well as new, visiting and adjunct faculty.

Second, all new courses approved by the Faculty comply with the requirements. Proposals for new courses are considered by the Faculty after being recommended by the Curriculum Committee. A proposal for a new course must include a syllabus that demonstrates compliance with this minimum standard. The Curriculum Committee reviews the proposal considering, among other factors, that the syllabus demonstrates the course requires at least 42.5 hours of combined in-class and out-of-class work per unit of credit.

Third, the law school's attendance policy, assures each student is present in class for a significant period of time.

Fourth, each semester the Associate Dean reviews the syllabus of every course offered before it is published to the students. As part of that review, the Associate Dean considers whether the

course meets the requirements of this standard. The Associate Dean uses the general concept of “academic engagement”, including the number of pages required reading, written assignments, contributions to online discussions, computer-assisted activities, quizzes, mid-term and final exams when assessing compliance.

Finally, fulfilling the requirements of this standard is a significant factor in faculty evaluation. Periodic evaluation of teaching faculty includes consideration of the course syllabus, specifically the amount of “academic engagement” required of students. Further, the law school’s promotion and tenure standards includes consideration of professors’ ability to engage students both inside and outside the classroom.

Policies and procedures, if any, for granting exceptions to the required curriculum, and how often and under what circumstances exceptions are made:

All academic standards are articulated in the COL’s Manual for Academic Policies and Procedures which is attached hereto as Exhibit 29.

The College of Law’s published policy regarding attendance (Guideline 6.5(c):

The College of Law has a written attendance policy that requires regular and punctual attendance of our students. MAPP, §I.J (see attached Exhibit 29). The attendance policy is published in the MAPP and in course syllabi. The policy is discussed during Orientation and at the start of each semester. Students understand that the Faculty and Administration believe that class attendance is essential to their legal education.

The policy requires attendance at not less than 80 percent of the regularly scheduled class hours in each course in which a student is enrolled. Additionally, after providing notice, any faculty member may, in his or her sole discretion, mark as absent students who are unprepared. Absences in excess of 20 percent of a class results in the automatic exclusion of the student from that class and the imposition of a failing grade.

There are no excused absences. The Registrar, the Director of Student Experiences, or the Associate Dean for Academic Affairs addresses any problems or issues that a student may have regarding missed classes. To help students keep track of absences, the Registrar’s Office sends a notice to any student who has missed the equivalent of two weeks of classes in any course. The College of Law administratively withdraws a student who misses more than twenty percent of the class hours in a course. The consequences of excessive absences are usually enough to discourage students from exceeding the limit.

Summer School:

Summer programming generally is 7 weeks. Because of the compressed nature of the study, a full-time student may enroll in a maximum of 8 units in the summer, except as may otherwise be provided with regard to Study Abroad or participation in a dual degree program. A part-time student may enroll in up to 5 units in the summer. Summer programming is subject to the same

administrative oversight with regard to satisfying Guidelines 6.5(d)(1) and Guideline 7.3(c) as summarized above.

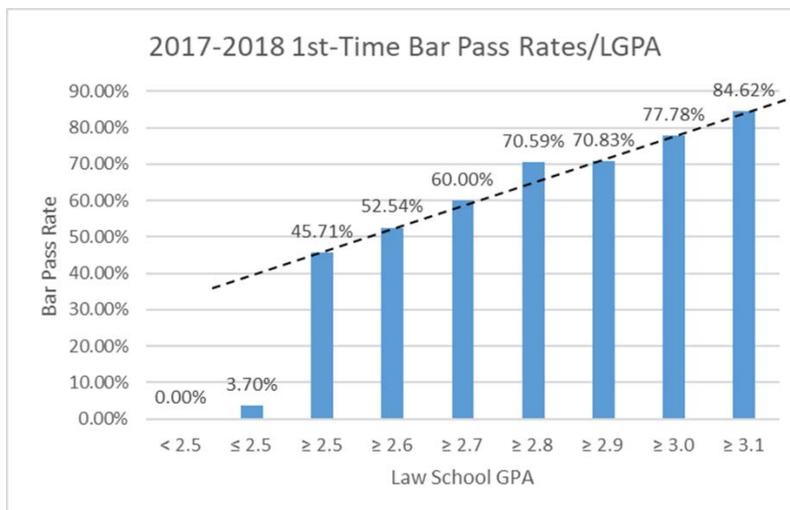
The law school’s published policy discussing the verified academic engagement for a full-time student as defined in Guideline 6.5(E) or a part-time student as defined in 6.5(F):

The law school’s published policy discussing the verified academic engagement for a full-time student or part-time student is articulated in the College of Law’s MAPP attached hereto as Exhibit 29.

The relationship between graduates’ final grade point averages and CBX results and all efforts undertaken to improve academic performance and CBX results:

Attached hereto as Exhibit 8 is the College of Law’s 2019 Self-Assessment submitted to the ABA in conjunction with its sabbatical site-visit in March of 2019. The Self-Assessment contains a comprehensive qualitative and quantitative assessment and analysis of the College of Law’s program of legal education at its relationship to the CBX results.

Attached hereto as Exhibit 48 is a power-point summarizing the quantitative assessment and analysis of the College of Law’s program of legal education and its relationship to the CBX results for 2017-2018. In particular you will note slide 21 depicting the relationship between CBX results and law school GPA.



X. SECTION 10: RULE 4.160 (F) – COMPETENCY TRAINING. The law school must require that each student enrolled in its Juris Doctor degree program satisfactorily complete a minimum of six semester units (or their equivalent) of course work designed to teach practice-based skills and competency training. Such competency training must teach and develop those skills needed by a licensed attorney to practice law in an ethical and competent manner. (Guideline 6.9)

A. Required Attachments (unless they were all provided under Section 9 – Educational Program and, if so, reference those sections in the narrative above):

These exhibits are provided in section 9 above.

In responding to the Guidelines, discuss in particular the following, if they were not already provided under Section 9 – Educational Program above.

B. The current curriculum, providing a detailed discussion relating to the total units and required courses needed that qualify as competency training; all elective classes, and the law school’s efforts to expand or improve the curriculum since its last inspection:

See detailed explanation in Section 9 above.

C. All policies and procedures, if any, for granting exceptions to the required curriculum, and how often and under what circumstances exceptions are made:

All policies and procedures for granting exceptions to the required curriculum are articulated in the College of Law’s MAPP which is attached hereto as Exhibit 29

The policies, procedures and controls used to grant credit for internships, externships or other non-classroom activities, and discuss their utility and effectiveness:

See detailed explanation in Section 9 above.

XI. SECTION 11: RULE 4.160 (G) - SCHOLASTIC STANDARDS. The law school must maintain sound scholastic standards and must as soon as possible identify and disqualify those students who lack the capability to satisfactorily complete the law school's J.D. degree program. (Guidelines 7.1-7.12)

Please describe and explain how the law school maintains sound scholastic standards and meets its obligation to identify and disqualify students who lack necessary capability, by reference to each of the specific provisions of Guidelines 7.1-7.12.

A. Required Attachments:

See attached Self-Assessment submitted to the ABA in anticipation of its sabbatical site-visit in March of 2019 and which is attached hereto as Exhibit 8.

Mandatory Attendance:

The College of Law has a written attendance policy that requires regular and punctual attendance of our students. MAPP, §I.J. The attendance policy is published in the MAPP and in course syllabi. The policy is discussed during Orientation and at the start of each semester. Students understand that the Faculty and Administration believe that class attendance is essential to their legal education.

The policy requires attendance at not less than 80 percent of the regularly scheduled class hours in each course in which a student is enrolled. Additionally, after providing notice, any faculty member may, in his or her sole discretion, mark as absent students who are unprepared. Absences in excess of 20 percent of a class results in the automatic exclusion of the student from that class and the imposition of a failing grade.

There are no excused absences. The Registrar, the Director of Student Experiences, or the Associate Dean for Academic Affairs addresses any problems or issues that a student may have regarding missed classes. To help students keep track of absences, the Registrar's Office sends a notice to any student who has missed the equivalent of two weeks of classes in any course. The College of Law administratively withdraws a student who misses more than twenty percent of the class hours in a course. The consequences of excessive absences are usually enough to discourage students from exceeding the limit.

B. Academic good standing:

Good academic standing requires that a student maintain a cumulative GPA of 2.0 or above and be in compliance with all terms and conditions imposed by academic warning or probationary status. MAPP, §I.D.

C. Academic integrity:

The Director of Student Affairs and the Associate Dean for Academic Affairs oversee issues regarding academic integrity. Academic integrity is the focus of a session presented by the

State Bar of California at Orientation. The Student Code of Conduct is included in the MAPP. MAPP, §IV. Information regarding academic integrity is included in the Orientation materials and in the syllabi for all courses

D. Graduation:

Information regarding academic standards and graduation requirements is published in the Manual of Academic Policies and Procedures. Students also receive that information at Orientation, the annual academic advising sessions, individual meetings with faculty advisers, and graduation requirement checks with the Registrar.

The conferral of the J.D. degree requires that students complete a minimum of 88 semester hours of credit; complete all required courses and any other curricular or co-curricular requirements as designated for his or her entering class; have a minimum cumulative grade point average of 2.00; satisfy the Upper Division Writing Requirement; satisfy the Experiential Learning Requirement; and satisfy all financial obligations to the University of La Verne. MAPP, §I.C.1.

E. Dismissal:

A student whose overall GPA after the first semester is 1.6 or below is academically dismissed and may not continue. Such student may apply for readmission. If readmitted, no credit will be given for any courses taken in the semester which led to a disqualification, regardless of grades received. MAPP, §I.F.1.

A student whose overall GPA after the second semester is below 2.0 is academically dismissed and may not continue. Such student may apply for readmission. If readmitted, no credit is given for any courses previously taken, regardless of grades received. MAPP, §I.F.2.

After three or more semesters, a student is academically dismissed if the student's cumulative GPA falls below 2.0, or if the student's semester GPA falls below 2.0 and the student's cumulative GPA, including the most recent semester, is below 2.5. MAPP, §I.F.3.

The academic policies are published in the Manual of Academic Policies and Procedures (MAPP) which is attached hereto as Exhibit 29.

F. Policies, procedures and efforts to: 1) maintain uniform grading standards; 2) identify and curb grade inflation; 3) ensure that grades accurately reflect students' abilities and their likelihood of passing the California Bar Examination, and; 4) otherwise satisfy the factors addressed in Guideline 7.9:

See the College of Law's MAPP which is attached hereto as Exhibit 29.

See also the College of Law's Faculty Handbook attached hereto as Exhibit 3.

- G.** Policies, procedures and efforts to promote identification and disqualification of students who are not academically capable, including those related to decisions on good standing, probation, academic dismissal, course repetition and graduation:

See the College of Law's MAPP which is attached hereto as Exhibit 29.

- H.** Policies and procedures designed to evaluate the quality, accuracy and reliability of grades:

See the College of Law's MAPP which is attached hereto as Exhibit 29.

- I.** Academic support classes and programs, including any current or planned effort to expand and improve such efforts, especially for students on probation:

See discuss above in Section 6.

- J.** Law school policies and procedures to determine which students are in need of academic support, how such support is offered, and how such efforts have affected the law school's attrition/retention rate over the past five years:

See the College of Law's MAPP which is attached hereto as Exhibit 29.

See discussion above in Section 6.

XII. SECTION 12: RULE 4.160 (H) - ADMISSIONS. The law school must maintain a sound admissions policy. The law school must not admit any student who is obviously unqualified or who does not appear to have a reasonable prospect of completing the degree program. (Guidelines 5.1-5.9)

A. Required Attachments:

- Admission criteria (refer to pages in catalog or student handbook)—See narrative below.
- Policies and procedures as to incomplete student files—See narrative below.
- Policies as to the use of the LSAT—See narrative below.
- Policies and procedures related to special students, including admission—See narrative below.
- Policies and procedures related to admission of previously disqualified students—See narrative below.
- Policies on granting credit for prior law study—See narrative below.
- Student admissions data, for each of the last five years, showing the number of students admitted—See 509 Disclosures attached hereto as Exhibit 48.

B. How the law school maintains a compliant admissions policy with specific reference to each of the specific requirement of Guidelines 5.1-5.9.

The Dean and the Faculty share primary responsibility and authority for the admissions process. The Admissions Committee, a standing committee of the faculty, makes recommendations to the faculty regarding admissions policies and procedures. In fall 2016, the Admissions Committee recommended the following admissions policy:

The University of La Verne College of Law is committed to admitting a diverse group of students and to diversifying the legal profession. Admission to the J.D. program at the University of La Verne College of Law shall be based primarily upon LSAT scores and undergraduate GPA. Consideration shall also be given to: academic performance in other graduate and professional programs, the institution at which the degree(s) were earned; the major course of study undertaken; relevant extracurricular, work, and life experiences; and factors that may contribute to the diversity of our student body and the legal profession.

The minimum standard for admission is a U.S. bachelor's degree, or its equivalent, from a regionally accredited institution or ministry of education recognized foreign institution. Admitted students must verify having met the minimum requirement with the Registrar's Office of the College of Law, via an official transcript, within 20 days of the commencement of the Fall semester. Individual exceptions to the minimum requirement must be approved by the dean of the College of Law. A

memorandum of Dean's Override will be submitted to the Registrar's Office at the College of Law and recorded in the student's Banner record.

International applicants whose native language is not English must take either the Test of English as a Foreign Language Internet Based Test (TOEFL iBT) or the International English Language Testing System (IELTS). A passing TOEFL iBT scores is: 100 or above with 20 or above in each section. A passing IELTS scores is: 6.5 or above with 6 or above in each band. Individuals meeting one of the following conditions are exempted from the English language proficiency requirement: U.S. Citizens; U.S. Permanent Residents; International students who completed the entirety of their baccalaureate degree at a regionally accredited school located in the U.S.; International students who are native English speakers; International students holding a baccalaureate degree from a Ministry of Education recognized foreign institution in which English is the language of instruction.

The policy was adopted by the faculty and published on the law school's website.

Admissions procedures are aligned with this policy. Procedures are developed by the Admissions Committee in consultation with the Dean. The Committee then makes appropriate recommendations to the Faculty.

1. The Law School's admission policies and procedures or admitting applicants who appear capable of completing its program of legal education and being admitted to the bar:

Annually, the Admissions Committee develops procedures aligned to the admissions policy that drives the College of Law. The Committee then discusses the procedures at a meeting of the Faculty, recommending procedures for a vote where appropriate.

In recent years the admissions procedure has included implementing an LSAT floor and a presumptive admit category. The members of the Admissions Committee review files of applicants who have an LSAT score above the designated floor, but have indicators below those designated as presumptive admits.

Applicants are admitted to the College of Law on a continuing rolling basis. In recent years, applications are assigned on a random basis to two members of the Committee for review. If the two reviewers agree to admit, deny, or wait list the applicant, the application is placed in the appropriate category. If the two reviewers disagree, the file is reviewed by a third member of the Committee.

2. The identity of all persons responsible for preliminary and final admissions decisions:

The Admissions Committee and the Dean advance and execute the Admission Policy of the College of Law. The Admissions Committee reviews applicants using factors that reflect the Standards of the American Bar Association and the mission of La Verne College of Law. Factors considered by the Committee include:

- a. indications of the academic proficiency of the applicant and ability to complete the law school's program of legal education and be admitted to the bar including LSAT score, the applicant's undergraduate institution, undergraduate major and grade point average,

honors and awards received for college academic achievement, publications or scholarly work, and advanced degrees earned.

b. indications that the applicant to study law successfully, as shown by such indicators as LSAT score, college courses completed that may have an impact on the study or practice of law, work experience related to law, and unusual experiences related to the study or practice of law.

c. indications that the applicant is motivated to study law including the applicant's desire to become proficient in the law, dedication to the ideals of legal service, focus of the applicant's professional goals, maturity, life experiences, demonstrated commitment to community service, leadership roles, and personal recommendations.

d. the desire to seat a class that reflects the diversity of the region and the access mission of the College of Law.

The law school does not have a pre-admission, special admission, or conditional admission program.

3. Admission of Previously Disqualified Students:

During the current or previous two academic years the Law school has readmitted students who had been disqualified for academic reasons from the Law School or from another law school. In 2016 the Law School had admitted 8 such students; in 2017--9 such students, and 2019--8 such students.

Each student's file contains a Memorandum documenting considerations used to make an affirmative showing that the prior disqualification did not indicate a lack of capacity to complete the law school's program of legal education and be admitted to the bar.

In 2018 and 2017 the law school only admitted students with a bachelor's degree awarded by institutions accredited by an accrediting agency recognized by the United States Department of Education. The law school uses the LSAT and the undergraduate grade point average as the two primary indicators for admission to its program of legal education. Admissions Policy, School of Law Website. The Admissions Committee also considers other factors including the applicant's undergraduate institution and major course of study; academic performance in other graduate and professional programs; relevant extracurricular, work, and life experiences; and factors that may contribute to the diversity of the law school's student body and the legal profession. Admission Policy, School of Law Website.

The Law School Admissions Council suggests that each law school conduct internal studies to inform the school how best to use available predictors and indicators, including the LSAT, in its admissions process. The law school has conducted numerous studies that indicate that students with a LSAT of below 146 are a significantly greater risk to fail the California Bar Exam. As a result, the law school faculty implemented a floor LSAT of 146; applicants whose highest LSAT was below 146 were not considered for admission.

The law school faculty will continue to evaluate this policy in light of further studies and recent bar exam results.

4. Communication to Admission Applicants Information regarding Character and other Qualifications for Admission to the bar:

The College of Law advises each applicant to secure information regarding character and other qualifications for admission to the bar in the state in which the applicant intends to practice. The Office of Admissions publishes this information on The College of Law's website, on the application for admissions, within our communications funnel prior to orientation, during orientation, and during students 3L/4L graduation prep. See:

Beginning in the LAP 1 academic orientation program at the start of the 1L year, students learn about the bar exam and the eligibility requirements for achieving licensing. A representative of the State Bar of California, Examinations, speaks directly to the students about the need to make ethical decisions and the requirement to sustain a strong moral character in law school. The Center for Academic and Bar Readiness also provides counseling to students in preparation of their moral character application. Students are advised to begin their moral character applications no later than the beginning of their final year of law school.

5. Admission of Transfer Students:

The law school admits transfer students with credit for courses completed at other law schools approved by the ABA. The College of Law requires a letter of good standing from the previously attended law school as well as an official transcript from that school.

The Registrar requires that a transcript be submitted with the applicant's application. The Registrar keeps a list of the law schools accredited by the State of California and ensures La Verne only grants credit earned for coursework at these schools.

6. Admission of Students from non-ABA accredited law schools:

Before La Verne College of Law grants credit for courses offered at non-ABA accredited law schools the Associate Dean will compare course descriptions of the course for which credit was granted with the La Verne course. The Associate Dean will also inquire regarding the grade earned and the non-ABA school's grading policies to ensure that credit would have been granted towards La Verne's degree requirements.

7. Procedures used to monitor student files to confirm each contains all required information and transcripts within 45 days after they start attending classes:

It has been the Law School practice that the Admissions Office, in collaboration with the Registrar, verifies that admitted students' transcripts are received by October 15. If the law school does not receive an official transcript verifying all academic credits undertaken and degree(s) conferred by October 15 the student is dis-enrolled from the law school. As the Law School transitions to a California approved school, it will adjust this practice to ensure receipt of transcripts with 45 days of starting classes.

XIII. SECTION 13: RULE 4.160 (I) - MULTIPLE LOCATIONS. Accreditation is granted to a law school as an institution. If a law school receives approval to open a branch campus or a satellite campus, the branch or satellite campus must be operated in compliance with the Rules and Guidelines for Accredited Law Schools, subject to all site-specific operational requirements and any waivers approved by the Committee. (Guidelines 15.1-15.4)

The College of Law does not operate any branch or satellite campuses.

XIV. SECTION 14: RULE 4.160 (J) - LIBRARY. The law school must maintain a library consistent with the minimum requirements set by the Committee. (Guidelines 8.1-8.6)

A. Required Attachments:

- List of items in the library collection, and the format in which the item is maintained, or provide the list from the last Annual Report with updates, if any (attached hereto as Exhibit 50)
- Resumes and brief job descriptions of librarian or other library staff members, if any, to the extent they were not included as part of the organization chart submitted for Section 7-- Governance above (attached hereto as Exhibit 50)
- Plan for development of the library resources, if available (attached hereto as Exhibit 50)
- Syllabi for legal research courses (attached hereto as Exhibit 50)

B. Library is sufficiently resourced to enable the Law School to carry out its mission and support the delivery of a quality program of legal education:

1. Legal Research Instruction:

The Law Library supports the mission of the College of Law by providing instruction in legal research, by supporting faculty teaching and scholarship, by supporting student learning, and by providing legal information to the community. The Director and reference librarians provide instruction in legal research in several venues. First, library staff provide weekly research instruction in the first-semester Introduction to Legal Skills class. This instruction consists of twelve half-hour sessions in which students engage in exercises that provide the skills to research for the open memo. Library staff also provides four more advanced instructional sessions during the second-semester Introduction to Legal Skills class. One reference librarian teaches an Advanced Legal Research class each spring semester. The Law Library also offers a certificate in legal research available to all students after they complete their first semester of law school. This provides an additional opportunity to practice research skills without the time constraints of a regularly scheduled class.

2. Supportive of Teaching and Scholarship:

The Law Library supports faculty teaching and scholarship by providing access to scholarly material through a number of legal databases. In addition, the Law Library will borrow or purchase material required by faculty for specific research projects. Whenever possible, the Law Library prefers to purchase this material to allow faculty longer access than interlibrary loan would allow. The Law Library also purchases video materials for instructors to use in class. The Law Library tries to anticipate faculty needs. When one faculty member planned to conduct historical research using microfilm, the Law Library, with support from the Dean, upgraded

from a decrepit reader-printer to a state-of-the-art reader-scanner in 2017. In the past, the Law Library acquired the Making of Modern Law treatise collection in response to a faculty request. To remain responsive to faculty needs, one reference librarian is given primary responsibility for providing service to the faculty.

3. Capacity:

The Law Library supports student learning and scholarship. The Law Library provides ample seating in a variety of settings—tables, individual carrels, group study rooms, and soft seating. The Law Library provides one copy of every textbook for students to use in the library. These books do not take the place of the students' own books, but they are available for times when a student wishes to read ahead on a day when the student did not bring the specific textbook. The Law Library will request interlibrary loan materials for students who are researching a seminar paper or law review note and for students who are checking sources for law review articles. All students have access to topical review materials from CALI. Finally, the Law Library provides access for all students to study aids provided by Lexis Overdrive, West Academic, and Wolters Kluwer. These resources are becoming increasingly popular with students.

4. Supportive of Community Engagement:

Finally, the University and the College of Law support community engagement. As such, the Law Library allows the community and members of the bar to use the library for legal research. Because most of the print collection is not being updated, the Law Library subscribes to a patron access plan from Westlaw that allows the public to access current materials online. The Law Library's subscription includes statutes, cases, and administrative regulations from the federal government and all fifty state. In addition, the subscription provides access to a wide variety of national legal treatises, as well as California practice materials. The Law Library also provides a patron access plan from Bloomberg BNA. Other databases, such as OnLAW (practice materials from California Continuing Education of the Bar), Cheetah (from Wolters Kluwer), Making of Modern Law treatises, historical materials from LLMC Digital, and the libraries of secondary sources and historical materials from HeinOnline are all available to non-University patrons while they are in the library.

5. Dean and Library Director collaboratively regularly meet to ensure the effectiveness of the library in achieving its mission and realizing its established goals :

The Dean and the Library Director meet every other week to discuss any issues involving the Law Library. In addition, the Law Library uses the library supplement to the LSSSE survey to track student attitudes towards the library. Also, the College of Law has begun surveying student progress in legal research skills, which are initially taught by the library, and the Director was involved in both refining the assessment instrument and in participating in the initial assessment of legal research skills at the end of the students' first year of law school. Finally, the Director provides an annual summary of the prior year's library activities and accomplishments to the Dean.

6. Reporting Structure and Library Budget:

The Director of the Law Library reports solely to the Dean of the College of Law. The selection of personnel and the development and maintenance of the collection are the responsibility of the Director, who consults with the Dean on significant matters.

The Law Library budget has been relatively stable over the past few years. The significant reduction in print has resulted in substantial savings without a reduction in content. Since the last site visit in 2015, the Director's proposed budget has been adopted by the Dean. Each year the budget has decreased incrementally, based on underspending during the previous year. This has resulted in no cutbacks in digital material, and College of Law administration has supported initiatives to update equipment as needed.

The Director of the Law Library determines library policy, generally in consultation with library staff. Significant changes in policy are presented to the Dean before they are implemented. The Director also relies on the College of Law's Technology and Library Committee for faculty input into Law Library operations.

The Law Library has operated completely autonomous from the University's Wilson Library. Although the two libraries are administratively separate, there are ample opportunities for cooperation. The Director sits as an ex officio member of the University's Faculty Library Committee, but that committee has no authority over the Law Library. In addition, the two libraries share an integrated library system, which is funded by the University's Office of Information Technology. Both libraries use the same circulation, cataloging, and web authorization modules, but the Law Library has its own acquisitions and serials modules. The Law Library was able to establish its own loan rules to accommodate the special needs of the law faculty. Going forward the College of Law anticipates that administering its library in collaboration with the University's Wilson Library.

7. The Library Director and Staffing:

The director of the Law Library is a full-time position with principal responsibility for the management of the Law Library and providing information resources to faculty and students. When fully staffed, the Law Library has four professional librarians and three and a half classified staff members. Going forward, the College of Law anticipates that some of these staff positions will be reduced or eliminated.

Kenneth Rudolf, the director of the Law Library, has both the J.D. degree and the M.Lib. degree from the University of Washington, Seattle. He is licensed, but inactive, in Washington state. Before assuming the position of director, he was a reference librarian and then head of reference for twelve years at the Lillian Goldman Law Library at Yale Law School, where he provided reference for both the American collection and the foreign-international collection. In his sixteen years at La Verne, Professor Rudolf has taught both first-year and advanced legal research courses. Currently he teaches Torts/Introduction to Legal Skills in the evening program each fall semester.

The law school recently hired Jennifer Argueta as Assistant Director for Collection Management. Ms. Argueta earned a Bachelor of Arts from California State Polytechnic University, Pomona, and Master of Library and Information Science from San Jose State University. She was formerly an Assistant Professor and Special Collections Cataloging Librarian at Azusa Pacific University and a Library Clerk at the Los Angeles County Law Library.

William Ketchum, reference and faculty services librarian, holds a J.D. degree from the University of Southern California and the M.L.I.S. degree from the University of Arkansas. He is licensed in California. Mr. Ketchum practices law for over ten years and worked as a reference librarian at the San Bernardino County Public Law Library for five years before joining the La Verne staff ten years ago.

David Austin is a circulation supervisor. He has been with the library for fifteen years and worked at the University's Wilson Library prior to joining the Law Library. He is completing a Master of Education degree. Bradford Reed is a serials and circulation assistant. He has been with the Law Library for nine years. He worked for the Sealey G. Mudd Science Library at the Claremont Colleges before joining the Law Library. Kristen Jacobson joined the Law Library in July 2018 as an acquisitions-circulation assistant. She holds an M.Ed. degree from Claremont Graduate University and worked at the Covina Public Library for five years. Michelle Manning joined the Law Library staff in July 2018 as a half-time weekend circulation supervisor. She previously worked as a library assistant at Highline College near Seattle for three years.

As the College of Law transitions into a California approved law school, it anticipates achieving some efficiencies as it considers collaborative merging its library with the University's library.

8. A brief description of the library's collection to establish that the library has a core collection of essential materials and a collection that effectively supports the Law School's curricular, scholarly, and service programs and prepares students for effective, ethical, and responsible participation in the legal profession:

The Law Library provides faculty, students, and the public a substantial digital collection of primary and secondary materials, as well as a minimal core collection of statutes, decisions, and secondary materials in print. Faculty and students have access to primary and secondary materials through Lexis Advance, Westlaw Edge, and Bloomberg Law. All library users have access to most collections from HeinOnline and to historical and secondary material from LLMC Digital, Gale (Making of Modern Law treatises), Wolters Kluwer Cheetah (treatises and administrative materials), Thomson Reuters Checkpoint (tax materials), and OnLAW (practice materials from California Continuing Education of the Bar). The Law Library also maintains subscriptions to online periodical indexes (Index to Legal Periodicals and Books and LegalTrac).

In addition to general materials, the Law Library provides faculty with resources for research. The Law Library subscribes to the Legal Research Network (SSRN) and the Current Index to Legal Periodicals (CILP) to allow faculty to keep current with scholarly activity. The Law Library also provides print copies of current awareness services to faculty who request specific titles (e.g., Interpreter Releases for immigration and Negotiation Briefing from Harvard Law School).

Faculty can request materials through interlibrary loan, although the Law Library will frequently purchase the book rather than borrow it from another library.

In addition to resources at the Law Library, faculty and students have access to the collections and databases of the University's Wilson Library. These databases provide law users with a wide range of non-legal materials to support interdisciplinary research.

The Law Library supports student learning by purchasing one copy of every textbook for the reserve collection. These books are intended for library use only, not for classroom use, allowing students to prepare for classes on days when they might not have a casebook with them. The Law Library also provides students with access to online study aids from LexisNexis, West Academic, and Wolters Kluwer. These resources have proven popular with students, and usage is growing each year.

Because the cancellation of print prevented the public from ready access to current legal materials, the Law Library provides a patron access program from Westlaw with access to all federal and state primary legal materials and a selection of national treatises and California practice materials. In addition, patrons can check citations using KeyCite as a replacement for printed Shepard's Citations volumes, which have been discontinued by the publisher.

9. Method of formulating and periodically updating the law library's collection:

The Law Library's collection development plan is reviewed at irregular intervals. It was last reviewed in the spring of 2018, with changes adopted in the fall of 2018. The primary change was to codify the library's primary reliance on digital, rather than print, resources. The collection development plan is submitted to the Technology and Library Committee for comment before being adopted.

XV. SECTION 15: RULE 4.160 (K) - PHYSICAL RESOURCES. The law school must have physical and technological resources and an infrastructure adequate for its programs and operations. (Guidelines 9.1-9.3)

A. Required Attachments:

- Diagram or floor plan of the physical facilities of each fixed facility law school location (attached hereto as Exhibit 52)

Describe the adequacy of the physical resources and infrastructure provided by the law school and each campus it operates in reference to the requirements of Guidelines 9.1-9.3.

B. Infrastructure

The College of Law relies on a wide range of technology to fulfill its mission. Technological support is provided by a Manager of IT Services employed by the College of Law, by the University's Center for Advancement of Faculty Excellence, and by the Office of Information Technology (OIT). In addition, financial support for improvements to network infrastructure, wireless, and telephone networks has been provided by OIT.

C. Hardware

Each faculty and staff member receives one desktop or laptop computer and is connected to the campus network. Also, the computer lab/classroom in the library has thirty workstations and one instructor station for use by University affiliates, and there are two public workstations in the library's entrance. There are also nine workstations in place for the two clinical offices. Six of the classrooms are smart classrooms with computers built into podiums. This brings the total number of computers at the College of Law to 120. The newest computers at The College of Law have 3.2 gigahertz Intel Core i5-4570 processors, eight gigabytes of RAM, and 500-gigabyte hard drives. All monitors are LCD flat-screen monitors throughout The College of Law, with faculty monitors upgraded in 2007, staff monitors in 2008, and lab monitors in 2015. Upgrades for new peripherals are being done by attrition along with computer hardware, the standard adoption of the systems will now be provided by Lenovo and will be standardized with the University of La Verne Central Campus.

Additional hardware for instructional use includes ten LCD projectors (three on portable carts). The moot courtroom has three digital video cameras, and digital recording and editing equipment. There is audio/visual equipment in the moot court room and six classrooms. All video equipment includes DVD technology as well as BluRay technology. All classrooms have the ability to record and save lectures, including the ability to broadcast any presentation live.

Photocopy equipment is leased and operated directly by The College of Law. New photocopy equipment, acquired in July 2015, permits scanning and faxing in addition to standard photocopying. The current equipment includes four high-speed photocopiers, two in the faculty suite, one in the admissions suite, and one in the registrar's suite. The Law Library has one staff

photocopier and one public photocopier with a key card reader. In addition, the Law Library has a Bookeye 4V3 book scanner available for patron use. It also provides a microfilm/microfiche reader/printer, a network printer for the computer lab, and a card dispenser.

D. Networks

The College of Law network is connected with the central campus by two 60 megabit/second fiber connections, supporting both the wired and wireless networks as well as Voice over IP telephone lines. All offices and workstations are wired with 1-gigabit Ethernet. The three data rooms are connected to the main distribution frame by a 1-gigabit fiber cable.

The College of Law building also has a wireless network that the University updated in summer 2016/17 to ANSI/IEEE 802.11a/c standards. At the same time, the number of access points throughout the building was increased by six to a total of eighteen. Since the wireless network is used mostly by students, this connection has been isolated on a different subnet than the faculty and staff, minimizing the possibility of infecting University network with viruses from student activity. Staff computers connect to a Windows Server 2012 network for user control.

The College of Law's website is on a Rackspace server in Texas and is maintained by OIT. Networked data is located on servers both at the central campus and mirrored at The College of Law, which are maintained by OIT.

E. Software

The College of Law uses a variety of software packages to assist in carrying out the mission of the school. All desktop workstations have Microsoft Office, Sophos antivirus protection, and Adobe Acrobat Professional. All the workstations in the computer lab/classroom have Adobe Acrobat Professional, which facilitates filling out and saving forms for legal skills classes. The admissions staff uses ACES2 from LSAC. Banner, a campus-wide application, is used for records administration and financial aid. BiTech, formerly a multifunctioning management system, has been merged into Banner. The Millennium integrated library system from Innovative Interfaces, Inc., is shared between the Law Library and the University's Wilson Library. The library uses Textastic, Dreamweaver, and Chrome Development Tools for web maintenance and Photoshop for web graphics. The College of Law subscribes to ExpressO from Berkeley Electronic Press, which allows faculty to submit articles electronically to journals for consideration. A student who wishes to use laptops for writing examinations has access to ExamSoft in order to do so.

The Law Library also benefits from cooperation with the University's Wilson Library. Both libraries share the Millennium integrated library system from Innovative Interfaces, Inc. The University regularly installs software upgrades as they are released. Currently, the Millennium system is running Release 2014-2.0.45, which the College of Law installed in May of 2018.

The College of Law also has access to recent versions of Microsoft products, including Office, through the University's site license with Microsoft. This assures that both faculty and staff will have available current tools for accomplishing both scholarly and administrative tasks.

Currently, Windows 10 and Office 2016 are available on all staff and lab computers. The software is updated by security patches on a nightly bases on all systems throughout the college.

Because of the depth of support from the University, The College of Law can adopt and provide specialized software to support law school services and research. This includes both admissions software from LSAC and research databases from LexisNexis and Westlaw, among others.

F. The technology staff support and the space for staff operations:

Primary staff support comes from one person employed by The College of Law, a Manager of IT Services, who reports to the Director of the Law Library. He has secondary reporting duties to the University's Chief Information Officer. This person handles desktop support, informal instruction to assist staff with specific problems, general troubleshooting, maintaining the audio-video equipment, advising the law school on technology issues, upgrading/planning the implementation of IT upgrades/roll-outs, and coordinating with OIT. Also, he assists students in gaining access to the wireless network and, as time permits, in helping them if they experience problems with their laptops. Recent upgrades to the telephone system also now provide the ability to work remotely, both by answering the phone extension while traveling and remotely controlling computers.

The College of Law receives support from OIT. When the local analyst is away, The College of Law can get telephone and remote control assistance from the Help Desk on central campus. Also, OIT can provide analysis for network problems and evaluate the need for equipment upgrades.

The College of Law also receives support from the Center for Advancement of Faculty Excellence. This office is available to provide technology training, particularly for faculty.

Although one person on site may seem inadequate, so far it has proved to be sufficient. There are busy times, particularly at the beginning of the year when faculty return and new students require assistance in configuring network connections or just before examinations when students are trying to install ExamSoft. However, the on-site Manager of IT Services has been able to handle the demand so far. This is due, in part, to the depth of service received from OIT, which means that office handles many of the networking issues rather than on site.

G. The financial resources available to the Law School to maintain and, as appropriate, adopt new technology:

The University has provided significant financial support to The College of Law (and to all other campus departments) through its equipment replacement program. While OIT funded this replacement program in the past, The College of Law now funds the replacement of staff workstations. However, the University continues to fund infrastructure improvements, including the upgrade of the fiber cable to the main campus, improving the wireless network in

the law building, and upgrading the telephone system. The College of Law also benefits from software upgrades that are licensed for the University by OIT.

The computing and technology budget may look small compared to other institutions. This is because the University previously funded virtually all the replacement costs to keep equipment current. By retaining the technology fee in the future, The College of Law will be able to fund regular upgrades of computer equipment.

H. The Facility:

When The College of Law moved into the current facility in January 2001, it contained state-of-the-art technology. Of course, technology is constantly moving forward, but the University and The College of Law are committed to keeping current as new technology develops. Upgrades in hardware and networking are coordinated with OIT through its replacement program where all computing equipment is replaced at regular intervals. Another example of the University's commitment to upgrading the technological infrastructure is the recent improvement in Internet access for the wireless network. In 2005, and again in 2007, the University funded increased bandwidth for the wireless network at The College of Law. During the summer of 2009, the University upgraded the entire network configuration for both wired and wireless connections. In 2010, the University replaced the three bundled T1 lines between The College of Law and central campus with 20-megabit/second fiber cable to support both the wired and wireless networks. In 2011, the University upgraded the telephone system with VOIP (Voice over IP) equipment that connects seamlessly with main campus and adds functionality. In 2013, the University again upgraded the VOIP telephone equipment to more modern systems and funded an increase in bandwidth to the current 60 megabit/second fiber connection. In 2015 a second internet pipeline was added which increased the total throughput to 120 megabits/second. The College also plans on upgrading the Moot Court room with updated technology for the 2019-2020 year.

I. Suitable class and seminar rooms in sufficient number to permit reasonable scheduling of all classes, skills offerings, seminars and other programming:

The deans and the registrar, develop the assignment of room for classes after considering the total number of students and the number of classes offered in the curriculum.

The Law Library occupies about 24,000 square feet, not including the atrium, the computer lab, the restrooms, etc. Located on the ground floor of the building, the Law Library has one main entrance through the east atrium tower directly off the main parking lot. There are three alarmed emergency exits, providing maximum security for the collection and library personnel. A freight entrance opens directly into the technical services area.

The Law Library layout provides comfortable seating throughout the facility, well-positioned group study rooms, and good visibility. The Law Library has nine offices and a conference room. These include offices for the Director of the Law Library and other professional staff.

The Law Library contains 20,952 linear feet of shelving, primarily in the core of the Law Library, but with additional shelving at the circulation, reference, and processing areas.

The Law Library also houses the three clinical programs.

A variety of seating options are available in the Law Library—table seating, carrels, study rooms, a computer classroom/lab, and soft seating. The total seating capacity in the combined areas is 209, more than sufficient to accommodate the entire enrollment at one time. There are electrical outlets throughout the seating areas, and a wireless network provides Internet access throughout the Law Library and the entire The College of Law facility. Fourteen wired internet connections in the center of the Law Library and eighteen more in study rooms are available for users without wireless cards.

Computer equipment available to Law Library patrons includes four workstations for all patrons at the entrance to the Law Library and thirty-one total workstations in the computer classroom/lab for use by University students only. These terminals were updated in the summer of 2010 with machines equipped with 2.8 gigahertz Intel Core 2 Duo processors, four gigabytes of RAM and 80-gigabyte hard drives. Monitors were replaced with flat-screen equipment in 2005. A networked laser printer (managed by the Law Library) provides printing on demand for the public and lab computers.

Two photocopy machines and a microfiche/film reader/printer are available for patrons. In January 2006, the Law Library took over these operations from an outside vendor, and new photocopy machines were installed in February 2010. A new contract with a new copier vendor is being finalized as of June 2015.

LexisNexis supplies a stand-alone printer for student and faculty use.

The computer lab is equipped with a video projector that automatically displays the screen from the instructor workstation.

J. Suitable and sufficient space for staff providing support services, including student support services, to the program of legal education:

All staff members have office space (including telephones, computer terminals, printer capability, etc.). The staff members include individuals who work in Admissions, Student Services, Career Services, the Registrar's Office, etc. The two administrative secretaries who provide faculty support each has desk space (including a telephone, computer terminal, and a shared printer).

K. Office space for full-time faculty members that is suitable and sufficient for faculty research, class preparation, and faculty-student conferences:

The College of Law facility provides offices for full-time and visiting faculty members, including two offices next to the Moot Courtroom. There are offices occupied by the Dean, Associate Dean for Academic Affairs, Associate Dean for Faculty Performance and Development, Director

of Student Experiences, Director of Career Services & Professional Development, Assistant Dean of the Center for Academic & Bar Readiness, CABR Counselors, and the Director of the Law Library. The offices for full-time faculty members are well furnished, most having built-in desks, returns, file storage, bookshelves, and guest chairs.

Except for the two faculty offices next to the Moot Courtroom, faculty offices are located adjacent to the Deans' Suite of administrative offices on the north side of the second floor. Faculty members can enter and leave through the Deans' Suite, a hallway door adjacent to the classroom area, or an entrance near the staircase to the west parking lot reserved for faculty use. The offices are arranged so that students wishing to meet with faculty members are asked to pass administrative or faculty support staff. There is space in this area for two faculty secretaries. The faculty area has restrooms for male and female faculty and staff, which are separate from student restrooms. The Director of Experiential Learning occupies one of the offices adjacent to the Moot Courtroom.

A faculty/staff lounge is at the northwest corner of the faculty area. It has a refrigerator, sink, microwave, a magazine rack for the latest legal journals, and a television set, in addition to tables and comfortable chairs.

L. Sufficient space for part-time faculty members to conduct faculty-student conferences:

There is a dedicated office for part-time faculty to use for student conferences and class preparation.

M. Suitable and sufficient space for equipment and records:

Room 201 provides storage space for equipment and records. The Registrar's Office in Room 210 also has space for records. Two closet spaces are located on the building's second floor for equipment storage and another two closet spaces for use of student services and career development. A storage room is located within the first floor Administrative Suite.

N. Sufficient and suitable space for conducting any in-house clinical programs, including confidential space for client interviewing, working on and discussing client cases, and security for client files:

Clinic offices for the Justice and Immigration Clinic, the Disability Rights Clinic, and the Misdemeanor Appellate Advocacy Clinic in the library. These offices include office space for the clinical supervisor and students to work, with room for confidential file storage, individual workstations, and group workspace. There is, adjacent to the two clinic offices, a private interview room dedicated to the two clinics for confidential client interviews. There are additional private study rooms nearby in the library that can be used for confidential client interviews when needed. The Director of the Justice and Immigration Clinic also has an office in the faculty suite.

In addition, the Bidart Moot Courtroom measures 30 feet x 60 feet, including a spectator/classroom area with movable seating that accommodates twenty-eight students. The moot courtroom is well appointed, with paneled walls and special ceiling treatment. This courtroom accommodates trial or appellate exercises and instruction. The office of the Director of Experiential Learning is adjacent to the courtroom.

The Center for Academic and Bar Readiness has offices for the Assistant Dean and faculty members on the second floor on the west side of the building within the Faculty Suite of offices. The Center for Academic & Bar Readiness office are near the office for part-time faculty, the student organizations room, and the bookstore.

O. Suitable and sufficient space for students and faculty for quiet study and research, and suitable and sufficient space for group study and other forms of collaborative work:

The Law Library, in the ground floor, is utilized by students and faculty for research and quiet study. The study space includes individual carrels and study rooms that accommodate group work. Faculty members have their offices and the Faculty/Staff lounge (on the second floor) for quiet study and research.

The second floor of The College of Law building houses a spacious student lounge in the southwest corner, providing comfortable seating, eating, and relaxation areas. Located in the classroom area, this lounge is across the hall from the bookstore operated by Follett, and adjacent to the student organization offices. A convenient building exit next to the lounge allows easy access to City Hall's park-like surroundings and neighborhood restaurants.

Four mini-lounges located around the classrooms add further soft seating areas for students to relax in between classes. Because the building uses a wireless network, students can check email, access Westlaw, and LexisNexis, or otherwise use their computers from any of these areas. The wireless technology also extends to the outside park area. Students commonly use their laptops at this location.

Another room houses modular workspace for student organizations, including lockable storage space for each student organization. The University of The College of Law Review occupies an office in the Law Library.

All facilities and equipment meet all applicable health and safety codes.

All parts of the law school facilities are reasonably accessible to persons with disabilities consistent with applicable law.

All the facilities used by the law school programs are owned free and clear.

All the law school's facilities are under its exclusive control and reserved for the exclusive use of the law school.

The University Legal Studies Program, an ABA approved paralegal program, also uses a classroom and the library facilities in the building. The paralegal research class meets one night (usually Tuesdays) for 3+ hours and also uses the first-floor computer lab a lot during that time. In fall 2018 semester, the paralegal class met on Tuesday nights from 6:45 p.m. to 10:00 p.m. in Room 203.

The College of Law serves as a host site for the LSAT and MPRE several times per year. The College of Law is a legal hub in the Inland Empire and numerous legal organizations utilize its facilities. On occasion, county and specialty bar associations use classrooms for CLE activities. The San Bernardino County judges hold an annual retreat at the College of Law.

XVI. SECTION 16: RULE 4.160 (L) - FINANCIAL RESOURCES. The law school must have adequate present and anticipated financial resources to support its programs and operations. (Guidelines 10.1-10.3)

A. Required Attachments:

- Budget for current fiscal year (please see below)
- Financial projections for the next three years (please see below)
- Most recent financial review or audited financial statement (attached hereto as Exhibit 34)
- Financial reports most recently submitted to another accrediting agency or governmental authority, if any (attached hereto as Exhibit 7)

B. Description of how the law school meets its present and anticipated financial obligations to operate compliantly with reference to the specific requirements of Guidelines 10.1-10.3

The Dean of the College of Law develops the budget for the College utilizing the University's multi-year budget process. Within that process, the University increases the operating budgeted expenditures of the College of Law by a fixed percentage if warranted. The College of Law projects enrollment and proposes tuition rates. With the projected revenue and expenses in hand, the Dean has the authority to allocate expenses, provided the total expenditures remain within the total budgeted revenue.

After compiling the budget, the Dean reviewed the proposed budget with the Office of Business and Financial Services to determine the budget's comprehensiveness and accuracy of the proposed expenditures. After the review, the Dean submitted the budget to the Provost and the Chief Financial Officer.

The projected revenue from projected enrollment of the College of Law does not cover the projected expenses of the College. As a result, the budget of the College of Law includes a subsidy from the University.

The College of Law builds its budget based on the actual expenditures necessary to deliver its program of legal education with modest increases. The current financial resources are sufficient for the College of law to operate the program of legal education. The University has committed to support the College of Law with a subsidy, until the College of Law is able to pay for its direct expenditures.

The University has no concerns regarding the long-term viability of the institution. For the past two plus fiscal years the University of La Verne closed the year with operating surpluses.

As the College of Law transitions through its ABA teach-out and transition to a California approved and accredited program of legal education, the transition will result in lower enrollments and enrollment revenue which will temporarily increase operating costs and expenditures. Below is the most recent pro-forma projections summarizing the financial expectations of the College of Law as it transitions through its ABA teach-out and into a California approved law school:

 UNIVERSITY OF LA VERNE						
College of Law - Teach-Out ABA and Concurrent Shift to Cal-Bar Scenario						
	ABA	ABA + Cal-Bar	ABA + Cal-Bar	ABA + Cal-Bar	Cal-Bar	Cal-Bar
	FY 2019/20	FY 2020/21	FY 2021/22	FY 2022/23	FY 2023/24	FY 2024/25
	Budget	Projection	Projection	Projection	Projection	Projection
REVENUE						
Tuition Revenue	\$ 8,303,498	\$ 4,968,583	\$ 4,060,352	\$ 3,049,788	\$ 3,532,470	\$ 3,850,236
Fees Revenue	\$ 471,737	\$ 86,435	\$ 72,130	\$ 54,848	\$ 62,588	\$ 66,194
Student Financial Aid	\$ (90,282)	\$ (697,630)	\$ (749,311)	\$ (804,385)	\$ (989,091)	\$ (1,116,568)
Net Revenue	\$ 8,684,953	\$ 4,357,388	\$ 3,383,170	\$ 2,300,251	\$ 2,605,966	\$ 2,799,861
EXPENDITURES						
Compensation & Benefits	\$ 7,148,188	\$ 4,845,148	\$ 3,114,697	\$ 2,169,279	\$ 1,776,568	\$ 1,812,100
Operating Expenditures	\$ 1,931,001	\$ 1,250,000	\$ 1,000,000	\$ 900,000	\$ 900,000	\$ 927,000
Total Expenditures	\$ 9,079,189	\$ 6,095,148	\$ 4,114,697	\$ 3,069,279	\$ 2,676,568	\$ 2,739,100
University Subsidy (\$3.7 M)	\$ (394,236)	\$ (1,737,760)	\$ (731,527)	\$ (769,028)	\$ (70,603)	\$ 60,762
Projected Staffing Transition Costs (\$2.7 M)	\$ (114,606)	\$ (1,105,541)	\$ (1,060,144)	\$ (439,505)	\$ -	\$ -
Assumptions						
ABA Entering Class Headcount (FT)	75	0	0	0	0	0
ABA Entering Class Headcount (PT)	8	0	0	0	0	0
ABA Continuing Student Headcount	158	143	75	5	0	0
Total ABA Student Headcount	241	143	75	5	0	0
CalBar Entering Class Headcount (FT)	n/a	20	30	32	34	36
CalBar Entering Class Headcount (PT)	n/a	10	15	15	15	15
CalBar Continuing Student Headcount	n/a	0	25	58	76	81
Total CalBar Student Headcount	n/a	30	70	105	125	132
Total Student Headcount	241	173	144	110	125	132
Total Staffing	40	34	15	11	11	11
FT Tuition Rates-ABA	\$ 30,280	\$ 30,280	\$ 30,280	\$ -	\$ -	\$ -
FT Tuition Rates-Cal-Bar		\$ 31,200	\$ 32,136	\$ 33,100	\$ 34,093	\$ 35,116
Discount Rate (Financial Aid)		25%	26%	27%	28%	29%

XVII. SECTION 17: RULE 4.160 (M) – RECORDS AND REPORTS. The law school must maintain adequate records of its programs and operations. (Guideline 11.1)

A. Required Attachments:

- Written policies and procedures regarding recordkeeping (attached hereto as Exhibit 38)

B. Description and explanation of how the law school compliantly maintains all required files, transcripts and records with specific reference to all such records as identified in Guideline 11.1(A)-(O):

1. Appropriate Security and Backup of Records:

The College of Law has established and maintains reasonable security and backup procedures to protect its computer systems, communications systems, and written and electronic records. The University's shared enterprise student information system (Banner) and critical database and enterprise applications are redundantly backed up to both local storage and secure cloud based solutions. All faculty and staff computers are on the University of La Verne network so that critical electronic files can be stored in secure network storage locations that are backed up hourly.

Technological support is provided by a Manager of Information Services employed by The College of Law, the University's Center for Teaching and Learning, and from the Office of Information Technology (OIT). In addition, financial support for upgrading equipment comes from the University's technology fee. The University has an extensive, multi-million dollar information technology and infrastructure system that benefits The College of Law.

2. Maintaining Privacy and Confidentiality of Student Records:

The College of Law maintains strict adherence to the Family Educational Rights and Privacy Act of 1974 (FERPA). All staff and faculty with access to records in Banner (the university's academic records management system) must have completed FERPA training prior to gaining access to the system. The College of Law Registrar works with the University Registrar to maintain confidentiality and privacy of student records. Attached hereto as Exhibit 17 is a copy of the University's policies evidencing its adherence to the Family Educational Rights and Privacy Act. The University's and College of Law's policy regarding its adherence to FERPA can also be found at: <https://laverne.edu/registrar/ferpa/>

The University of La Verne and The College of Law have adopted an academic record retention policy ensuring appropriate use, storage, retention and destruction of student records in accordance with established records practices consistent with its retention policy. The documentation and archiving of student data is critical to ensure the accuracy, privacy and integrity of student records. Each administrative office or division has responsibility for ensuring appropriate use, storage, retention and destruction of university student records in accordance with established records management practices consistent with this policy. The list

of documents and data included in a student record with the time period of retention is viewable at the end of this statement. This list will be periodically reviewed and updated as necessary. The University of La Verne is committed to record management and retention of student educational records in accordance with applicable laws and regulations as well as established best practices, reasonable best judgment, and common sense. Management and retention of records must meet legal standards, preserve university history, and ensure that redundant, outdated and useless records are destroyed using secured protocols (Red Flag shredding and purging of digital files). Attached hereto as Exhibit 38 is a copy of the University's Academic Records Retention Policy which can also be found on the University website at: <https://laverne.edu/registrar/academic-records-retention-policy/> which is also attached hereto as Exhibit 39.

The law school's full-time Registrar has been and will continue to be responsible for all student records which are stored at the law school place of operation: 320 East D. Street, Ontario, California, 91764. Records that are twenty or more years are located in storage (off-site), but all records are currently kept in hard paper form regardless of the age.

XVIII. SECTION 18: RULE 4.160 (O) - Consistent with sound educational policy and these rules, a law school must operate in accordance with policies and procedures that comply with the Constitutions and all applicable laws of both the United States and The State of California so as to both provide equality of opportunity and prohibit unlawful discrimination. (Guideline 14.1)

A. Required Attachments:

- Policies designed to address issues of equality of opportunity and non-discrimination—see narrative below.
- Reports, including statistics, addressing gender, racial and ethnic makeup of student enrollment, current faculty and staff—see 509 disclosures attached hereto as Exhibit 25.

B. Demonstrate that the law school complies with applicable laws and efforts taken to offer equality of opportunity and prohibit unlawful discrimination, focusing on Guideline 14.1.

In addition to publishing and respecting University and law school policies regarding non-discrimination or segregation on the basis of race, color, religion, national origin, sexual orientation, age, or disability, the law school fosters a culture of non-discrimination, equality of opportunity, diversity and inclusivity regarding faculty and staff.

The Diversity Committee is a standing law school faculty committee; the committee's charge includes fostering a culture of diversity and inclusivity as well as addressing diversity and equality issues that arise.

The University sponsors mandatory training regarding sexual harassment, racial discrimination, and other forms of inappropriate prejudice and bias. In addition, students and faculty are invited to attend periodic University-wide presentations and workshops regarding diversity, inclusivity and equality. For example, the University Office of Diversity and Inclusivity and the Diversity Coalition recently sponsored a colloquium series on gay, lesbian, bisexual, and transsexual issues.

C. General Non-Discrimination Policy

The College of Law is one of four colleges of the University of La Verne, and we adhere to the nondiscrimination policy set forth below:

The University of La Verne is a coeducational university organized as a nonprofit corporation under the laws of the State of California. Its purpose is to provide education and training to prepare its students to meet the responsibilities and duties of life effectively. Consisting of its eleven campuses in California, wherever located, the University is an institution built upon honor, integrity, trust, and respect. Consistent with these values, the University is committed to providing equal access and opportunity for all members of the University

community in a safe and nondiscriminatory learning, living, and working environment.

In accordance with the requirements and prohibitions of Title IX of the Education Amendments of 1972 (“Title IX”), Titles VI and VII of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, and other federal and California laws, the University does not discriminate on the basis of race, color, religion, national origin, ethnic origin, ancestry, citizenship, sex (including pregnancy, childbirth, or related medical conditions), sexual orientation, gender (including gender identity and expression), marital status, age, physical or mental disability, medical condition, genetic characteristics, military and veteran status, or any other characteristic or status protected by applicable law as to the admission or enrollment of any student, or its educational programs and activities; the employment of any member of the faculty or staff; the selection and treatment of volunteers or unpaid interns; or to the election of any officer or trustee of the University.

Inquiries concerning the University’s equal opportunity policies, compliance with applicable laws, statutes and regulations, or the University’s complaint procedures for such matters should be directed to the Title IX Manager at 1950 Third Street, La Verne, CA 91750, (909) 448-4076, email – Title9Manager@laverne.edu, or to the Dean of Students as the University’s designated Section 504 coordinator at 1950 Third Street, La Verne, CA 91750, (909) 448-4053. To the extent such inquiries and complaints pertain to employment-related matters, they may be directed to the Chief Human Resources Officer at 1950 Third Street, La Verne, CA 91750, (909) 448-4076, as the University’s Equal Employment Opportunity Officer, Deputy Section 504 coordinator, and Deputy Title IX Manager with respect to employment matters. Questions about the application of Title VI, Title VII or Title IX to the University also may be directed to any of the following: Assistant Secretary for Civil Rights, Department of Education at OCR@ed.gov or (800) 421-3481. Equal Employment Opportunity Commission at info@eeoc.gov or (800) 669-4000.

D. Specific Policy Regarding Disabled Students

In addition to the University’s general non-discrimination policies as set forth above, the College of Law is further guided by its policy regarding disabled students. That policy states:

It is the policy and practice of the University of La Verne College of Law to comply with the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act, and state and local requirements regarding students and applicants with disabilities. No qualified individual with a disability shall be denied access to or participation in services, programs and activities of the University of La Verne College of Law. Copies of the complete policy regarding

students and applicants with disabilities may be obtained from the Office of Student Affairs and may also be found online at <https://laverne.edu/dss/>.

D. Career Development Office (CDO) Policies

The College of Law also requires employers using its placement services and facilities to abide by the University's non-discrimination policies, and to ensure that no such discrimination occurs in hiring, promotion, or compensation for work assignments. In addition to the University's policies on non-discrimination, the Career Development Office is guided by its own departmental declaration of non-discrimination which states as follows:

The University of La Verne College of Law provides career services to all The College of Law students and graduates on an equal opportunity basis. We do not knowingly furnish assistance or allow use of our facilities for interviewing and other career related functions to persons, firms, agencies, or organizations that discriminate in their selection of candidates for employment on the basis of race, color, religion, national origin, sex, age, physical disability, sexual orientation, or marital, parental, or veteran status. We expect employers who recruit on campus and/or use The College of Law facilities to abide by our Non-Discrimination Policy.

Employers who request to use The College of Law career services in any manner are notified of our non-discrimination policy. The College of Law informs employers that by utilizing our services, they are agreeing to abide by this policy. Employers are expected to consider each candidate on the basis of his or her individual merits.

E. Career Development Office Policy Regarding Military On-Campus Recruitment

In addition to the foregoing policies, the Career Development Office makes students aware that the United States Military may discriminate in hiring practices. That notice states as follows:

Please be advised that the United States Armed Forces (Army, Navy, Coast Guard, Air Force, and Marines) discriminates on the basis of age, physical disability, and identity. Under the Solomon Amendment, any school that prohibits the military from recruiting on campus will be denied certain federal funds. Thus, The College of Law allows the military to use law school services and facilities for recruitment purposes, even though we strenuously object to their discriminatory policies.

F. Implementation of College of Law's Non-Discrimination Policy

The College of Law fosters and maintains equality of opportunity for students without discrimination or segregation on the basis of race, color, religion, national origin, gender, sexual orientation, age, or disability by giving notice of programs, employment opportunities, and professional development opportunities to all students via e-mail, the Docket, e-Board, in-person tabling, bulletins, posters, and other methods. Where there are limitations on headcount, students are asked to RSVP and are selected on a first come, first served basis.

G. Commitment to providing full opportunities for the study of law and entry into the profession by members of underrepresented groups, particularly racial and ethnic minorities, and to having a student body that is diverse with respect to gender, race, and ethnicity:

The law school has demonstrated by concrete action its commitment to providing full opportunities for the study of law and entry into the profession by members of underrepresented groups. The Dean and the faculty share the responsibility of ensuring the admissions process reflects the College of Law’s admissions policy which includes a commitment “to admitting a diverse group of students and to diversifying the legal profession.” Admissions Policy, College of Law Website. The diversity of the current student body indicates that the process is beginning to have the desired effect.

The College of Law is committed to providing affordable access to its program of legal education. In pioneering the “true tuition” model, the College of Law has placed itself at the forefront of the national discussion regarding the affordability and accessibility of legal education. For students starting law school in 2018-19, the tuition is \$28,840 per year for full-time students and \$24,720 per year for part-time students; the law school guarantees this rate for the students’ stay at the College of Law. Additionally, recognizing that the financial costs of applying to law school may be prohibitive to students of modest financial means, the law school removed the application fee as part of the admissions process.

The Dean appoints members of the Admissions Committee with an eye towards diversity; thus, in recent years the committee has reflected the diversity of the faculty, not only regarding gender, race and ethnicity, but also reflecting a diversity of experience and perspectives. During the admissions process the committee periodically reviews data presenting the potential diversity of the incoming class.

The ethnic and gender breakdown of the first-year class for 2018-19 and the preceding two years follows:

	2018	2017	2016
American Indian	Redacted	Redacted	Redacted
Asian	Redacted	Redacted	13 (11.2%)
Black	Redacted	Redacted	17 (14.7%)
White	25 (26.6%)	32 (35.2%)	33 (28.4%)
Hispanic	44 (46.8%)	35 (38.5%)	46 (39.7%)
Did Not Indicate	Redacted	Redacted	Redacted
Two or More	Redacted		

Female	60 (63.8%)	49 (56.3%)	68 (59%)
Male	34 (36.2%)	38 (43.7%)	48 (41%)

H. **Commitment to having a full-time faculty that is diverse with respect to gender, race, and ethnicity. Provide details of recruiting and hiring efforts for the current and previous two academic years (AALS interviews, campus or other interviews, etc., for tenured, tenure-track, and contract faculty):**

The College of Law is committed to developing and maintaining a full-time faculty that is diverse with respect to gender, race, and ethnicity. To that end, the law school has taken concrete actions, including the following:

1. Members of the Faculty Appointments Committee have attended University-wide training sponsored by the Office of Diversity and Inclusivity regarding best practices for diversity recruitment, including compliance with state and federal employment laws. The University requires this training for all members of faculty search committees. In addition to comprehensive training, each member received a handbook with suggested tools to increase diversity recruitment.
2. The Faculty Appointments Committee has developed uniform interview questions and candidate evaluation forms to assure equal treatment of all job applicants. This includes an initial interview question to identify each candidate's familiarity with teaching a diverse student population and to allow candidates to discuss their own diversity experiences.
3. The law school has used a variety of methods to advertise open positions in order to reach a wider audience: AALS Faculty Recruitment Services, local bar associations (e.g., San Bernardino, Riverside, Orange County and Los Angeles County), law school listservs (e.g., Career Services, Legal Writing, and Academic Support), and diverse bar associations (e.g., Asian Pacific American Bar Association, Hispanic Bar Association of Orange County, Mexican Bar Association Los Angeles, Black Women Lawyers Association of Los Angeles, Latina Lawyers Law Association).
4. Faculty Appointments Committee has developed a policy that requires candidates to complete a statement regarding the candidate's contribution to diversity during the job application process. The Associate Dean of Academic Affairs is currently working with the university to complete this initiative.

J. **Commitment to having an adjunct faculty that is diverse with respect to gender, race, and ethnicity. Describe the results of these efforts:**

The Coordinator of Academic Affairs & Interim Registrar and the Associate Dean for Academic Affairs maintain a pool of potential adjunct professors. This pool is updated periodically with

(1) names procured through periodic notices in local bar journals and newsletters of minority bar associations; (2) recommendations from current adjuncts and the legal community; (3) solicitations by the Coordinator, Deans, Associate Deans and faculty.

This process has resulted in an adjunct faculty diverse regarding gender, race, and ethnicity. For example, during the 2017-18 academic year 45 adjunct professors taught various courses at the law school. Of that number, there were 27 male and 18 female; 14 of the 45 identified themselves as members of ethnic minority groups.

K. The Law School's policies and procedures for assessing and handling requests for reasonable accommodations made by qualified individuals with disabilities. Indicate where in the Law School's rules and regulations those policies and procedures are published:

General Policy

The College of Law's policy and practice is to comply with the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act, and state and local requirements regarding students and applicants with disabilities. No qualified individual with a disability is denied access to or participation in services, programs and activities of the College of Law.

During 1L and Transfer Student Orientation, the Office of Student Affairs (OSA) informs students about the College of Law's policies and procedures for applying for accessibility services and accommodations. The College of Law's policies and procedures are also set forth on the College of Law's website and in its Manual of Academic Policies and Procedures. Moreover, the Associate Dean for Academic Affairs insures that faculty include the College of Law's policies and procedures regarding accessibility services and accommodations in their syllabi.

The Office of Student Affairs maintains an internal, department checklist that specifies step-by-step instructions for how it and the University manages the process for accessibility services and accommodations. That process is as follows:

1. The applicant can obtain a [University of La Verne Accessibility Services Information and Accommodations Packet](#) from the College of Law Director of Student Affairs or by accessing the application from the College of Law website.
2. The applicant must complete the forms in their entirety (incomplete forms will not be processed and will delay the onset of receiving accommodations) and return the completed Information and Accommodations Packet to the Director of Student Affairs. The applicant will be notified in writing within one week if their packet is complete, or if they need to provide additional information.

3. When the packet is complete, it is forwarded to the Chair of the Accommodations Review Team for consideration at the next scheduled meeting; the team meets monthly during the academic year. If accommodations are necessary before the next scheduled meeting of the Review Team, the Director of Accessibility Services makes a temporary decision regarding the accommodation(s) requested and will call the Accommodations Review Team for an unscheduled meeting within three (3) weeks.
4. Once the team has reviewed the accommodations packet, the applicant is notified in writing within one week of the team's decision.

L. How the Law School ensures adherence to those policies and procedures:

The Office of Student Affairs oversees assessing and handling requests for accommodations. The Office of Student Affairs coordinates with the appropriate University person(s) and office(s) assuring compliance with the process and procedures. If the accommodations are academic in nature, for example testing accommodations, the Office of Student Affairs coordinates with the Associate Dean for Academic Affairs and the Registrar to ensure the student receives the appropriate accommodations.

During fall 2018, 24 law student with disabilities received accommodations. During the 2017-18 academic year, 23 law students received accommodations. This number was an increase from the previous two years. During 2016-17, 10 students received accommodations; during 2015-16, 7 students received accommodations.

XIX. SECTION 19: RULE 4.160 (P) - COMPLIANCE WITH COMMITTEE REQUIREMENTS. The law school must demonstrate its compliance with these rules by submitting required reports and otherwise complying with the rules.

The College of Law has and continues to use due diligence in obtaining and verifying information required by ABA Rules and Standards as well as publicly disclose the following information on its website, in a form and manner and for the time frame designated by the ABA Council for Legal Education:

1. Admission Data;
2. Tuition and fees, living costs, and financial aid;
3. Conditional Scholarships—The College of Law does not offer conditional scholarships
4. Enrollment Data, including academic, transfer, and other attrition;]
5. Numbers of full-time and part-time faculty, professional librarians, and administrators;
6. Class sizes for first-year and upper-class courses; number of seminar, clinical and co-curricular offerings;
7. Employment outcomes; and
8. Bar passage data.
9. Refund policies
10. Curricular offerings, academic calendar, and academic requirements, and
11. Policies regarding the transfer of credit earned at another institution of higher education.

As the College of Law transitions to an approved by the California State Bar, it will continue to obtain, verify, and submit and publish any required report or otherwise comply with California Bar Guidelines and requirements.