



The State Bar of California

OPEN SESSION
AGENDA ITEM O-405
AUGUST 2020
COMMITTEE OF BAR EXAMINERS

DATE: August 21, 2020

TO: Members, Committee of Bar Examiners

FROM: Natalie Leonard, Principal Program Analyst

SUBJECT: Action on Application for Registration as an Unaccredited Law School –
Southern California Institute of Law

EXECUTIVE SUMMARY

Southern California Institute of Law (SCIL) requests that the Committee of Bar Examiners (CBE) approve its application to register as an unaccredited, fixed facility law school. (Attachment A)

If the CBE finds that the school appears to have established compliance with the Rules and Guidelines for Unaccredited Law Schools, then staff recommends that the CBE approve the school's application for registration for a period of two years so long as compliance is maintained, subject to completion of a successful inspection to be conducted as soon as practical in 2021.

BACKGROUND

When a law school applies for registration as an unaccredited school, it submits an application demonstrating how the school intends to comply with the rules and guidelines, along with the appropriate fee. (Rule 4.221(A)) The school also agrees to allow the CBE to make any inspection it deems necessary. (4.221(B))

Should the CBE find that the application demonstrates compliance with the operational factors enumerated in Rules 4.241 and 4.242, the CBE may register the law school for two years and confer JD degree granting authority consistent with the rules and guidelines, subject to any conditions it deems appropriate, such as annual inspections. (Rule 4.223(C))

If the school does not appear to establish compliance, the CBE may take one of four actions: 1) seek further information; 2) advise the school to withdraw its application; 3) require an application if the school refused to withdraw its application; or 4) deny the application. (4.223(B)-(E))

SCIL was founded in 1986 and operated as a fixed facility unaccredited law school until transitioning to accredited status as a fixed facility school in 1995. Historically, the school has maintained campuses in both Santa Barbara and Ventura, California. The school was last inspected in March 2017 and would have been due for a periodic inspection in 2022 in its prior accredited, fixed facility format. Instead, the CBE terminated the school's accreditation effective June 1, 2020 because the school had been out of compliance for an extended period of years with the requirement that accredited schools maintain a minimum, cumulative five-year bar exam passage rate of at least 40 percent.

The school may still be eligible for registration as an unaccredited law school, however, because while unaccredited law schools must report their pass rates publicly, unaccredited schools are not required to maintain a minimum bar exam pass rate.

Now, SCIL has applied to operate as a registered, unaccredited distance learning law school located in Ventura. SCIL proposes that classes would be taught via synchronous internet delivery, if the CBE should approve. The school's Santa Barbara campus has closed.

DISCUSSION

SCIL's plans for its program are evolving. It has submitted several versions of its application, requiring a piecing together of the most current plan. With that said, the school does appear to have the intent and capacity to offer a compliant unaccredited distance education program.

Staff reviewed the application materials and key points are summarized here. The school's proposed student handbook indicates that "[w]ith modest outside investments, small class sizes, and a mission to offer the low-priced accredited legal education in California, the Law School has continually sought to broaden access to legal education, especially to low-moderate socio-economic groups."

THE SCHOOL WILL USE ITS CURRENT FRAMEWORK REGARDING ENSURE HONESTY, INTEGRITY, EQUITY, AND GOVERNANCE

The school described its infrastructure for ensuring lawful operation, integrity of operations, non-discrimination, and governance. (Rules 4.240 (A), (B), (C), (K), (L), (M)) The school is a for-profit corporation, properly registered and licensed. The school did not provide updated financial projections; instead, it directed the State Bar to its 2019 Annual Report. This report was not adjusted to take into account either the shift to registered status or the effects of the pandemic. Though the school has been in continuous operation since 1987, and it is hoped that the school would continue to make adjustments as needed. The school will also be required to provide an updated copy of its budget as part of its 2020 Annual Report due in the fall. (Rule

4.240(K)) The school is governed by a Board whose members have experience in both law and business.

The school will maintain its current records process and use industry-standard learning management software to maintain student records, overseen by the registrar. (Rule 4.240(L))

The school has a non-discrimination policy, as well as a policy designed to provide accommodations to qualified students. (Rule 4.240 (M))

THE DEAN AND FACULTY WILL CONTINUE IN THEIR ROLES

Dean Stanislaus Pulle will continue in his role as Dean; while not licensed to practice law in California, he holds a PhD from the Faculty of Laws at Kings College in London. Supporting administrators and faculty include licensed California attorneys. (Rule 4.240 (D)) The school will retain its current faculty.

THE SCHOOL'S PROPOSED FIXED FACILITY JD EDUCATION PROGRAM APPEARS TO HAVE A COMPLIANT SCHEDULE THAT INCLUDES ALL BAR TESTED SUBJECTS

A registered distance learning law school must require "[s]atisfactory completion of a course of study requiring a minimum of 864 hours of preparation and study a year for four (4) years. The year of preparation and study must occur in not less than forty-eight (48) or more than fifty-two (52) consecutive weeks." (Guideline 5.3) The school must also require participation in eighty percent of the interactive courses and keep accurate records of students' time in study and preparation.

The school's proposed distance curriculum will include two 24-week sessions which, together, will offer over 900 hours of study and preparation per year. The school requires eighty percent attendance. The school should review its policy allowing students to replace up to twenty percent of classes with an alternate assignment, because if the students miss a further class, they will not meet the attendance requirement.

While the curriculum includes key courses, the school should continue to evaluate and adjust the curriculum to provide a sound legal education that offers students with a reasonable opportunity to become licensed to practice law. It is estimated that the school's five year cumulative pass rate for the bar exam under its fixed facility program is currently under sixteen percent.

The school will offer competence training through its curriculum. (Rule 4.240 (F))

The school has a structured process for admissions that should continue to be evaluated to ensure that support appropriate for the students admitted is provided. (Rule 4.240 (H)) The school has updated its outreach material and disclosures to reflect its intent to operate as an unaccredited, fixed facility law school, and it will post and distribute those materials upon registration. Because the SCIL's plan has been evolving since the school decided to apply for registration, the proposed manuals submitted will need to be further updated to match the

school's final plans prior to the start of classes, and the school should provide a copy of these manuals to the State Bar.

The school will be able to offer support services to students through its learning management system. (Rule 4.240 (G))

THE SCHOOL WILL MAINTAIN AN ELECTRONIC LIBRARY

The school's library will now be provided via electronic means. The school is also located adjacent to the Ventura County Law Library, which students may access if they are at school headquarters. (Rule 4.240(J))

FISCAL/PERSONNEL IMPACT

None

AMENDMENTS TO RULES OF THE STATE BAR

None

AMENDMENTS TO BOARD OF TRUSTEES POLICY MANUAL

None

STRATEGIC PLAN GOALS & OBJECTIVES

Goal: None - core business operations

RECOMMENDATIONS

It is recommended that the Committee of Bar Examiners register Southern California Institute of Law as an accredited distance law school and provide degree granting authority pursuant to that status for a period of two years, subject to the findings of an inspection to be conducted as soon as practical and no later than 2021. At that point, the school will be evaluated, and it will be determined whether annual inspections should continue or a longer period of registration is appropriate.

PROPOSED MOTION

Should the Committee of Bar Examiners agree with staff recommendations, the following motion should be made:

MOVE, that the application of Southern California Institute of Law seeking registration as an unaccredited distance law school and degree granting authority pursuant to that

status be received and filed; and that the application be granted effective immediately for a period of two years, subject to the school's agreement to undergo an inspection as soon as practical and no later than the end of 2021, and the school's agreement to provide to the State Bar, students and staff updated copies of its faculty and student manuals prior to the expected start of classes, current set for September 14, 2020.

ATTACHMENT(S) LIST

- A. Application of Pacific Coast University for Registration as an Unaccredited Law School



The State Bar of California

OFFICE OF ADMISSIONS

APPLICATION FOR REGISTRATION AS A CALIFORNIA UNACCREDITED LAW SCHOOL

SCHOOL

Indicate the type of law school you are seeking to register (check only one):

Fixed-Facility (classroom)
(mail) Distance-Learning (online) Correspondence

Name: Southern California Institute of Law
Street Address: 1280 S. Victoria Ave.
City, State, Zip: Ventura, CA 93003
Phone Number: 805-644-2327
Website Address: www.lawdegree.com, www.southerncaliforniainstituteoflaw.com

The law school is established as (check one): For-Profit Not-For-Profit
Type of Entity: Corporation

PRINCIPAL CONTACT FOR THIS APPLICATION

Name: Stanislaus Pullé
Street Address:
City, State, Zip:
Phone Number:
Website Address:

PRIMARY ADMINISTRATIVE OFFICE OF THE LAW SCHOOL

Name: Southern California Institute of Law
Street Address: 1280 S. Victoria Ave.
City, State, Zip: Ventura, CA 93003
Phone Number: 805-644-2327
Website Address: www.lawdegree.com, www.southerncaliforniainstituteoflaw.com

ADMINISTRATIVE CONTACT, IF DIFFERENT FROM PRINCIPAL CONTACT ABOVE

Name:
Street Address:
City, State, Zip:
Phone Number:
Website Address:

OWNER(S), SHAREHOLDER(S) AND/OR PARTNER(S) CONTACT INFORMATION

Add additional sheets if needed to include all owners or partners.

Name: Stanislaus Pullé
Street Address:
City, State, Zip:
Phone Number:
Website Address:

Name:
Street Address:
City, State, Zip:
Phone Number:
Website Address:

Name:
Street Address:
City, State, Zip:
Phone Number:
Website Address:

Name:
Street Address:
City, State, Zip:
Phone Number:
Website Address:

Name:
Street Address:
City, State, Zip:
Phone Number:
Website Address:

FILING INSTRUCTIONS

Send one electronic copy of the application and all attachments to admissions@calbar.ca.gov and also mail a hard copy of the application, payment page, and fee to:

Department of Educational Standards
Office of Admissions
The State Bar of California
180 Howard Street
San Francisco, CA 94105-1639

ACKNOWLEDGEMENT AND AGREEMENT

I hereby declare that I am authorized to sign on behalf of the school applying for registration as an unaccredited law school. The school understands that there are additional costs associated with the registration of a school as set forth in the list of charges and deadlines and that failure to pay these fees timely may result in delay, denial, or termination of registration. The school further agrees that additional information may be requested by the State Bar in connection with this application in order for consideration of the application to proceed. The school understands that the State Bar operates subject to the California Public Record Act, and all documents submitted to the State Bar or created by the State Bar become public documents unless they are within an exception to that Act.

The school understands that this is an application for registration as an unaccredited law school and all students attending the law school will be required to take and pass the First Year Law Students' Examination in accordance with the Rules and Guidelines for Unaccredited Law Schools as part of the process of completing their JD degrees.

The school agrees not to solicit applications or otherwise present itself to the public or students until it has earned registration.

I hereby declare under penalty of perjury under the laws of the State of California that the information provided in this application for registration of an unaccredited law school is true and correct.

SIGNATURE OF AUTHORIZED REPRESENTATIVE

Signature:
Print Name: Stanislaus Pullé, Ph.D.
Title: President and Dean of Law
Phone Number: 805-644-2327
Email Address: stanpulle@yahoo.com

REQUIRED ATTACHMENTS

APPLICATION FOR REGISTRATION AS A CALIFORNIA UNACCREDITED LAW SCHOOL

Please provide separate responses to each request for information. You may provide your responses below or on a separate sheet clearly numbered. To the extent that the question is answered by an attached document, the school may refer to the document, noting the specific page references responsive to the question.

Answers to the following are in "Attachment 1": [click here.](#)

1. Provide a written narrative explaining the history, mission, and goals of the law school. What evidence-based measures will be utilized to help the school evaluate whether it is meeting its mission and goals? State Bar Rule 4.240; Guideline 2.1.
2. Who or what business entity owns the law school? List the type of entity and attach the formation document and any business license(s) required to operate in the State of California. Guideline 2.4.
3. Provide a copy of the law school's proposed balance sheet and budget for the first three years of operation, including source of funds, and capitalization of the ownership entity. Also include the percentage of the budget that is expected to be covered by tuition and fees for each of the first three years. Guidelines 8.1-8.3.
4. Provide a written narrative explaining how the school will maintain adequate resources to fulfill its educational goals, including sustainable operation of the school, payment of all fees owed to the State Bar, and sufficient reserves to sustain the school through fluctuations in available resources, market changes, faculty changes, and other changes in circumstances that can be reasonably anticipated. State Bar Rule 4.240(K); Guideline 2.2.
5. Describe the governance structure of the law school. State Bar Rule 4.240(C).
6. Does the law school ownership entity engage in any other business or mission, educational or otherwise? If so, please explain the nature of the other business. (Guideline 2.2(A).)
7. Does the law school ownership entity have any formal or informal relationship with any other business entities, educational or otherwise? If so, please list the other business entities and explain the nature of the relationship. (Guideline 2.2(A).)
8. Does the law school ownership entity currently hold or plan to seek accreditation or registration with any other accreditation or registration entities, such as the Bureau of Private Post-Secondary Education or a regional or national accreditor? If so, please list the accreditation or registration entities and the dates of accreditation or registration. (State Bar Rules 4.240(B) and 4.240(E); Guideline 2.1.)

9. Provide a statement of the methods of instruction to be used by the law school. Provide a specific statement regarding how faculty will instruct students and how the law school will provide students with academic counseling. Describe the composition and experience of the team designing, maintaining, executing, and evaluating the instruction. (State Bar Rules 4.240(D) and 4.240(E); Guidelines 4.1-4.11.)
10. Describe the contents of the proposed JD curriculum, including total credits, required classes, electives and schedules. Explain how the proposed curriculum meets all requirements dictated by statute, rule or guideline, including specified competency and skills training and requirements. Describe the composition and experience of the team designing, maintaining, executing and evaluating the instructional methods. (State Bar Rule 4.240(E); Guidelines 5.1-5.36.)
11. If the law school intends to deliver any or all of its curriculum via technology-based instruction methods, provide a detailed statement explaining the methods, technology and software to be used and the extent to which they will involve verified interaction between instructors and students, as well as describing how the school will authenticate a student's work as their own. Describe the school's experience with this technology, as well as how it will be deployed and supported. (State Bar Rule 4.240(E); Guidelines 5.1-5.36.)
12. Provide a written description of the law school's physical or electronic resources and assets of the school that will be used in the educational process, distinguishing items owned from items leased. (State Bar Rules 4.240(I) and 4.240(J); Guidelines 6.1-7.2.)
13. Provide the date classes are proposed to start. Please be aware that applications should not be solicited or accepted until a school earns registration from the State Bar of California and no specific start date is guaranteed. (State Bar Rule 4.221.)
14. Provide the proposed tuition and fees for the entire J.D. degree. (Guideline 2.2.)
15. What is the projected class size? Describe the law schools admissions or recruitment strategy or mission. (State Bar Rule 4.241(A)(7).)
16. Explain how the law school will comply with its disclosure requirements to accurately and affirmatively describe the opportunities and limitations associated with attending an unaccredited law school to its students, the public and prospective students in all communications including required disclosures. (State Bar Rule 4.241; Guideline 2.3(D).)
17. Explain how the law school will communicate to its students and prospective students that they will be required to pass the First Year Law Students' Examination after their first year and within a specified time frame in order to earn credit for the first year of law study and proceed to future years of law study prior to becoming eligible to take the California Bar Examination and how it will prepare its students to pass both the First-

Year Law Students' Examination and the Bar Examination. (State Bar Rule 4.241; Guideline 2.3(D).)

18. Provide a roster setting forth the names of the Dean, administrators, the registrar, members of the governing body, and each person who is expected to teach during the first year of classes including:
 - a. full name
 - b. pre-law education, including schools attended, degree(s) conferred and date(s)
 - c. law school education, including schools attended, degree(s) conferred and date(s)
 - d. jurisdiction(s) in which licensed to practice law and current status of all licenses
 - e. experience teaching in any discipline and
 - f. present employment

(State Bar Rule 4.240(D); Guideline 4.6.)

19. Provide a copy of the law school's proposed written disclosure statement to students, as required by California Business and Professions Code Section 6061, Unaccredited Law School Rule 4.241, and Guideline 2.3(E).
20. Explain the proposed admissions standards at the school. Because the school may be targeting non-traditional students or students with competing attentions, what steps will the school take to create a framework for success for enrolled students? (Guideline 9.1.)
21. Explain the safeguards the law school has established against financial fraud and other financial improprieties. Will the school employ a Chief Financial Officer? (Guidelines 2.1, 2.2)
22. Provide a copy of the law school's policy on academic freedom. (Guideline 4.10)
23. Complete and submit the attached library requirements worksheet demonstrating compliance with the requirements of California Rule of Court 9.30(b)(6) and Guideline 6.2 of the Guidelines for Unaccredited Law School Rules. (State Bar Rules 4.240(I); Guideline 6.2.)

LIBRARY REQUIREMENTS WORKSHEET

GUIDELINE 6.2 OF THE GUIDELINES FOR UNACCREDITED LAW SCHOOL RULES

6.2 LIBRARY REQUIREMENTS. REGISTERED UNACCREDITED LAW SCHOOLS MUST COMPLY WITH THE FOLLOWING LIBRARY REQUIREMENTS AS SET FORTH IN CALIFORNIA RULE OF COURT 9.30 AND THE *RULES REGULATING ADMISSION TO PRACTICE LAW IN CALIFORNIA*. PLEASE ESTABLISH THAT THE SCHOOL HAS ALL REQUIRED RESOURCES LISTED IN CRC 9.30 INCLUDING THE FOLLOWING:

Fixed-Facility Law School Requirement	Hard Bound	Electronic	Indicate Hard Bound, Electronic or Both
The published reports of the decisions of California Courts, with advance sheets and citator (all of which must be current and complete)	X	Optional	N/A
A digest or encyclopedia of California law (all of which must be current and complete)	X	Optional	N/A
An annotated set of California codes (all of which must be current and complete)	X	Optional	N/A
A current, standard text or treatise for each course or subject in the curriculum of the law school for which such a text or treatise is available.	X	-	N/A

Correspondence and Distance-Learning Law School Requirement	Hard Bound	Electronic	Indicate Hard Bound, Electronic or Both
The published reports of the decisions of California Courts, with advance sheets and citator (all of which must be current and complete)	Optional	X	Electronic
A digest or encyclopedia of California law (all of which must be current and complete)	Optional	X	Electronic
An annotated set of California codes (all of which must be current and complete)	Optional	X	Electronic
A current, standard text or treatise for each course or subject in the curriculum of the law school for which such a text or treatise is available.	X	-	Hard Bound
NOTE: The hardbound edition must be available at the law school's primary administrative office			

LIBRARY REQUIREMENTS WORKSHEET FOR CALIFORNIA UNACCREDITED LAW SCHOOLS

See Rule 9.30 of the California Rules of Court and Guideline 6.2 of the *Guidelines for Unaccredited Law School Rules*.

Published Reports of the decisions of California (one of the three reporting systems):	Yes	No	Indicate Hard Copy, Electronic, or Both
California Reports, Volumes 1 to 220	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Electronic
California Reports, 2d, Volumes 1 to 71	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Electronic
California Reports, 3d, Volumes 1 to 54	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Electronic
California Reports, 4th, Volumes 1 to Date	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Electronic
California Appellate Reports, Volumes 1 to 140	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Both
California Appellate Reports, 2d, Volumes 1 to 276	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Both
California Appellate Reports, 3d, Volumes 1 to 235	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Both
California Appellate Reports, 4th, Volumes 1 to Date	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Electronic
OR			
West Reporting System, Pacific Reporter, Volumes 1 to 300	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Electronic
West Reporting System, Pacific Reporter, 2d, Volumes 1 to 999	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Electronic
West Reporting System, Pacific Reporter, 3d, Volumes 1 to Date	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Electronic
OR			
West's California Reporter, Volume 1 to Date (Reprints of California Cases from Pacific Reporter, 1 st , 2 nd and 3 rd)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Electronic
PLUS (regardless of reporting system used)			
A citator for California Cases and Statutes with Case Name Citator (required in addition to the provided reporting system)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Electronic

Digest or Encyclopedia (one of the three: McKinney, West, or California Jurisprudence):	Yes	No	Pocket Supplement Date	Indicate Hard Copy, Electronic, or Both
McKinney's California Digest	<input type="checkbox"/>	<input type="checkbox"/>		
McKinney's California Digest of Cases in California Reports, 3d Series	<input type="checkbox"/>	<input type="checkbox"/>		
West's California Digest Volume 1-50, 1850-1950	<input checked="" type="checkbox"/>	<input type="checkbox"/>		Electronic
West's California Digest, 2d Volumes 1-50, 1950 to Date	<input checked="" type="checkbox"/>	<input type="checkbox"/>		Electronic
California Jurisprudence, Third, Volumes 1-66 plus indexes	<input checked="" type="checkbox"/>	<input type="checkbox"/>		Both
Codes (one of the two)			Pocket Supplement	Indicate Hard Copy, Electronic,

	Yes	No	Date	or Both
Deering's California Codes	<input type="checkbox"/>	<input type="checkbox"/>		
West's Annotated California Codes	<input checked="" type="checkbox"/>	<input type="checkbox"/>		Electronic

Texts or Treatises: (Insert name of author and date and number of edition).			
Add other texts or treatises, as applicable, for each course or subject in the curriculum of the law school for which such a text or treatise is available.			
Subject	Author	Date	Edition
Administrative Law	Aman, Mayton		
Administrative Law and Process	Pierce, Shapiro, Verkuil		
Agency and Partnerships	Reuschlein/Gregory		2
Agency and Partnerships	Gregory		3
Antitrust	Sullivan		
Basic Civil Procedure	Green		2
Contracts	Perillo		4, 5, 6
Civil Procedure	Friedenthal, Reed, Miller		
Civil Procedure	Teply, Whitten		
Civil Rights and Employment Discrimination Law	Lewis		
Conflict of Laws	Scholes, Hay		2
Constitutional Law	Rotunda, Young		2, 3, 5
Corporation Law	Gevurthz		
Corporations	Henn, Alexander		3
Criminal Law	LaFave, Scott		2
Criminal Law	LaFave		3, 4, 5
Criminal Law	Perkins, Boyce		3
Criminal Procedure	LaFave, Israel		
Criminal Procedure	LaFave, Israel, King		4
Criminal Procedure	Whitebread, Slobogin		2, 3
Domestic Relations	Clark		2
Employment Discrimination Law And Practice	Lewis, Norman		
Evidence Law	Park, Leonard, Goldberg		2
Evidence	McCormick		3
Evidence	Lilly		3
Federal Courts	Wright		5
Federal Income Taxation	Rose, Chommie		3
Intellectual Property	Schechter, Thomas		
International Business Transactions	Folsom, Gordon, Spanogle		2
Labor Law – Basic Text	Gorman		
Law of Remedies	Dobbs		2
Preface to Estates in Land and Future Interests	Bergin, Haskell		2
Principles of the Law in Property	Cribbet		2
Property	Cunningham, Stoebuch, etc		-, 2, 3
Real Property	Burby		3

Real Estate Finance Law	Nelson, Whitman		3
The Conscience of a Lawyer	Mellinkoff		
Securities Regulation	Hazen		4
The Law of Modern Payment Systems	Miller, Harrell		
The Law of Property	Boyer, Hovenkamp, Kurtz		4
Torts	Morris		2
Torts	Prosser, Keeton		5
Uniform Commercial Code	White, Summers		5, 6
Urban Planning	Hagman, Juergensmeyer		2
Wills, Trusts and Estates	McGovern, Kurtz		-, 2, 3,

LIST OF REQUIRED POLICIES, DOCUMENTS AND RECORDS FOR REGISTERED UNACCREDITED LAW SCHOOLS (Guidelines for Unaccredited Law School Rules)

Answers to the following are in "Attachment 2": click [here](#).

1. Law School Bulletin or Catalog of Classes. To the extent that documents requested below are in the Bulletin/Catalog, it is permissible to refer to the appropriate pages in the catalog. Guideline 9.1(L).
2. Application for Admission. Guideline 5.26.
3. Written refund policy. Guideline 2.2(B).
4. Required disclosure statement, in catalog and on website, and as incorporated into advertising or outreach including social media. Guideline 2.3(D).
5. Student disclosure statement required by rule 4.241(A) including reference to disclosure statements in Guideline 2.3(D). Guideline 2.3(E).
6. Written policy for the imposition of student discipline. Guideline 2.8.
7. Written academic standards. Guideline 2.9(A).
8. Written policies on examinations and grading. Guideline 2.9(B).
9. Policy for providing each student with written statement of the grading system. Guideline 2.9(B).
10. Policy for providing each student with written statement on basis for final grade. Guideline 2.9(C).
11. Written policy setting forth the procedure used to authenticate the identity of the student submitting work and participating in educational and other law school activities and to ensure that work submitted is the student's own. Guideline 2.9(D).
12. Written procedures for processing requests for the review of grades by the Grade Review Committee. Guideline 2.9(H).
13. Written statement on the student services and activities are available to students. Guideline 2.12.
14. Written procedures for the regular evaluation of instructor competence. Guideline 4.8.
15. Fixed facility law school: Written attendance policy and records. Guideline 5.3(A).

16. Correspondence law school: Written policy establishing procedures for verifying the number of hours spent in study and preparation and accurate records of student time spent in study and preparation. Guideline 5.3(B).
17. Distance-learning law school: Written policy that establishes procedures for verifying student participation and study, including authentication of student work, and accurate records of student time spent in study and preparation. Guideline 5.3(C).
18. Written record of all Special Circumstance Exemptions. Guideline 5.6.
19. Policy on student participation in externship, clinical, law review, and similar programs. Guideline 5.8.
20. Written grading standards that ensure accuracy, validity, reliability, and consistency in the evaluation of student performance. Guideline 5.17.
21. Sound written scholastic standards. Guideline 5.18.
22. Written policy clearly defining academic standing, academic disqualification, advancement in good standing, and the requirements for graduation. Guideline 5.19.
23. Policy stating that exceptions to foregoing policy, while rare, must be recorded in the permanent minutes of the faculty or faculty committee meetings and documented in a memorandum placed in the student's file. Guideline 5.19.
24. Written policy on course repetition. Guideline 5.24.
25. Sound written admission policy. Guideline 5.26.
26. Statement on basis for readmitting student previously disqualified for academic reasons placed in the student's file. Guideline 5.34.
27. Written policy on Admission as Visitors, Auditors or Non-JD Candidates. Guideline 5.36.
28. A complete hard copy or electronic list of all expenditures for hard copy and electronic library material and all other electronic legal resources available to students. Guideline 6.6(A).
29. A complete list of all hard copy and electronic library material and all other electronic legal research resources available to students, indicating the means of access and any restrictions and limitations on access. Guideline 6.6(B).

30. Written record-keeping and record recovery procedures, and all records required to be maintained pursuant to Division 9 of the Guidelines for Unaccredited Law School Rules. Guideline 9.1.
31. Written policy that provides that transcript entries may only be changed upon a showing of good cause. The policy must set forth the procedure to be followed to apply for and approve a transcript change under that standard. Guideline 9.1(D).



First-Year Law

SOUTHERN CALIFORNIA INSTITUTE OF LAW
1L CALENDAR 2020-2021

SEPTEMBER 2020 [1 Unit=15 hours of instruction + 30 hours of documented study and preparation]

Weekday classes are held from 6:30-9:30pm. Break is from 8pm – 8:15pm.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
Week 1	Torts I [Total=3hrs]	Crim Law I [Total=3hrs]		Contracts I [Total=3hrs]		
20	21	22	23	24	25	26
Week 2	Torts I [Total=6hrs]	Crim Law I [Total=6hrs]		Contracts I [Total=6hrs]		
27	28	29	30			
Week 3	Critical Thinking Skills Leg. Skills [Total=3hrs]	Crim Law I [Total=9hrs]				

SOUTHERN CALIFORNIA INSTITUTE OF LAW
1L CALENDAR 2020-2021

OCTOBER 2020

Weekday classes are held from 6:30-9:30pm. Break is from 8pm – 8:15pm.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
x	x	x	x	1	2	3
Week 3, continued						
4	5	6	7	8	9	10
Week 4	Torts I [Total=9hrs]	Legal Analysis & Wtg I [Total=3hrs]		Contracts I [Total=9hrs]		
11	12	13	14	15	16	17
Week 5	Torts I [Total=12hrs]	Crim Law I [Total=12hrs]		Contracts I [Total=12hrs]		
18	19	20	21	22	23	24
Week 6	Critical Thinking Skills Leg. Skills [Total=6hrs]	Legal Analysis & Wtg I [Total=6hrs]				
25	26	27	28	29	30	31
Week 7	Torts I [Total=15hrs]	Crim Law I [Total=15hrs]		Contracts I [Total=15hrs]		

SOUTHERN CALIFORNIA INSTITUTE OF LAW
1L CALENDAR 2020-2021

NOVEMBER 2020

Weekday classes are held from 6:30-9:30pm. Break is from 8pm – 8:15pm.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
Week 8	Torts I [Total=18hrs]	Crim Law I [Total=18hrs]		Contracts I [Total=18hrs]		
8	9	10	11	12	13	14
Week 9	Critical Thinking Skills Leg. Skills [Total=9hrs]	Legal Analysis & Wtg I [Total=9hrs]		Critical Thinking Skills [Total=12hrs]		
15	16	17	18	19	20	21
Week 10	Torts I [Total=21hrs]	Crim Law I [Total=21hrs]		Contracts I [Total=21hrs]		
22	23	24	25	26	27	28
Week 11	Thanksgiving Week No Classes Study and exam preparation as per Instructor's assignments in the Course Syllabus and document on the Tracking Academic Hours form	Thanksgiving Week No Classes Study and exam preparation as per Instructor's assignments in the Course Syllabus and document on the Tracking Academic Hours form	Thanksgiving Week No Classes	Thanksgiving Week No Classes Study and exam preparation as per Instructor's assignments in the Course Syllabus and document on the Tracking Academic Hours form	Thanksgiving Week No Classes	Thanksgiving Week No Classes
29	30					
Week 12	Torts I [Total=24hrs]					

SOUTHERN CALIFORNIA INSTITUTE OF LAW
1L CALENDAR 2020-2021

DECEMBER 2020

Weekday classes are held from 6:30-9:30pm. Break is from 8pm – 8:15pm.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
x	x	1	2	3	4	5
Week 12, continued		Crim Law I [Total=24hrs]		Contracts I [Total=24hrs]		
6	7	8	9	10	11	12
Week 13	Critical Thinking Skills Leg. Skills [Total=15hrs] 1-unit=45hrs]	Legal Analysis & Wtg. I [Total=12hrs]				
13	14	15	16	17	18	19
Week 14	Torts I [Total=27hrs]	Crim Law I [Total=27hrs]		Contracts I [Total=27hrs]	Start of Winter Break	Winter Break
20	21	22	23	24	25	26
Week 15 Christmas-New Year	No Classes Study and exam preparation as per Instructor's assignments in the Course Syllabus and document on the Tracking Academic Hours form	No Classes Study and exam preparation as per Instructor's assignments in the Course Syllabus and document on the Tracking Academic Hours form	No Classes	No Classes Study and exam preparation as per Instructor's assignments in the Course Syllabus and document on the Tracking Academic Hours form	No Classes	No Classes
27	28	29	30	31		
Week 16	No Classes Study and exam preparation as per Instructor's assignments in the Course Syllabus and document on the Tracking Academic Hours form	No Classes Study and exam preparation as per Instructor's assignments in the Course Syllabus and document on the Tracking Academic Hours form	No Classes	No Classes Study and exam preparation as per Instructor's assignments in the Course Syllabus and document on the Tracking Academic Hours form		

SOUTHERN CALIFORNIA INSTITUTE OF LAW
1L CALENDAR 2020-2021

JANUARY 2021

Weekday classes are held from 6:30-9:30pm. Break is from 8pm – 8:15pm.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
x	x	x	x	x	1	2
Week 16, continued					No Classes	No Classes
3	4	5	6	7	8	9
Week 17	Torts I [Total=30hrs]	Legal Analysis & Wtg. I [Total=15hrs] 1unit=45hrs		Contracts I [Total=30hrs]		
10	11	12	13	14	15	16
Week 18	Torts I [Total=33hrs]	Crim Law I [Total=30hrs]		Contracts I [Total=33hrs]		
17	18	19	20	21	22	23
Week 19	Martin Luther King Day No Classes (make-up required)		Torts I Make-Up [Torts=36hrs]	Contracts I [Total=36hrs]		
24	25	26	27	28	29	30
Week 20	Torts I [Total=39hrs]	Crim Law I EXAM 2units=90hrs		Contracts I [Total=39hrs]		
31						
Week 21						

SOUTHERN CALIFORNIA INSTITUTE OF LAW
1L CALENDAR 2020-2021

FEBRUARY 2021

Weekday classes are held from 6:30-9:30pm. Break is from 8pm – 8:15pm

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
x	1	2	3	4	5	6
Week 21, continued	Torts I [Total=42hrs]			Contracts I [Total=42hrs]		
7 Week 22	8 Torts I [Total=45hrs]	9	10	11 Contracts I [Total=45hrs]	12	13
14	15	16	17	18	19	20
Week 23 DEAD WEEK	No Classes Dead Week Study and exam preparation as per Instructor's assignments in the Course Syllabus and document on the Tracking Academic Hours form			No Classes Dead Week Study and exam preparation as per Instructor's assignments in the Course Syllabus and document on the Tracking Academic Hours form		
21	22		24	25	26	27
Week 24 EXAM WEEK End of 1 st Term	Torts I EXAM 3units=135hrs			Contracts I EXAM 3units=135hrs		
28						
Spring Term Begins Week 1						

SOUTHERN CALIFORNIA INSTITUTE OF LAW
1L CALENDAR 2020-2021

MARCH 2021

Weekday classes are held from 6:30-9:30pm. Break is from 8pm – 8:15pm.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
x	1	2	3	4	5	6
Spring Term	Torts II [Total=3 hrs]	Crim Law II [Total=3hrs]		Contracts II [Total=3hrs]		
Week 1, continued						
7	8	9	10	11	12	13
Week 2	Torts II [Total=6hrs]	Crim Law II [Total=6hrs]		Contracts II [Total=6hrs]		
14	15	16	17	18	19	20
Week 3	MBE [Total=3hrs]	Leg Analysis & Wtg. II [Total=3hrs]				
21	22	23	24	25	26	27
Week 4	Torts II [Total=9hrs]	Crim Law II [Total=9hrs]		Contracts II [Total=9hrs]		
28	29	30	31			
Week 5 Easter No Classes	No Classes Study and exam preparation as per Instructor's assignments in the Course Syllabus and document on the Tracking Academic Hours form	No Classes Study and exam preparation as per Instructor's assignments in the Course Syllabus and document on the Tracking Academic Hours form				

SOUTHERN CALIFORNIA INSTITUTE OF LAW
1L CALENDAR 2020-2021

APRIL 2021

Weekday classes are held from 6:30-9:30pm. Break is from 8pm – 8:15pm.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
x	x	x	x	1	2	3
Week 5, continued No Classes				No Classes Study and exam preparation as per Instructor's assignments in the Course Syllabus and document on the Tracking Academic Hours form		
4	5	6	7	8	9	10
Week 6	MBE [Total=6hrs]	Legal Analysis & Wtg II [Total=6hrs]		Contracts II [Total=12hrs]		
11	12	13	14	15	16	17
Week 7	Torts II [Total=12hrs]	Crim Law II [Total=12hrs]		Contracts II [Total=15hrs]		
18	19	20	21	22	23	24
Week 8	MBE [Total=9hrs]	Legal Analysis & Wtg. II [Total= 9hrs]				
25	26	27	28	29	30	
Week 9	Torts II [Total=15hrs]	Crim Law II [Total=15hrs]		Contracts II [Total=18hrs]		

SOUTHERN CALIFORNIA INSTITUTE OF LAW
1L CALENDAR 2020-2021

MAY 2021

Weekday classes are held from 6:30-9:30pm. Break is from 8pm – 8:15pm.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
x	x	x	x	x	x	1
Week 9, continued						
2	3	4	5	6	7	8
Week 10	Torts II [Total=18hrs]	Crim Law II [Total=18hrs]		Contracts II [Total=21hrs]		
8	9	10	11	12	13	15
Week 11	MBE [Total=12hrs]	Legal Analysis & Wtg II [Total=12hrs]				
15	16	17	18	19	20	22
Week 12	Torts II [Total=2hrs]	Crim Law II [Total=21hrs]		Contracts II [Total=24hrs]		
23	24	25	26	27	28	29
Week 13	Torts II [Total=27hrs]	Crim Law II [Total=24hrs]		Contracts II [Total=27hrs]		
30	31					
Week 14	MBE [Total=15hrs] 1-unit=45hrs					

SOUTHERN CALIFORNIA INSTITUTE OF LAW
1L CALENDAR 2020-2021

JUNE 2021

Weekday classes are held from 6:30-9:30pm. Break is from 8pm – 8:15pm.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
x	x	1	2	3	4	5
Week 14, continued		Legal Analysis & Wtg. II [Total=15hrs] 1-unit=45hrs		Contracts II [Total=30 hrs]		
6	7	8	9	10	11	12
Week 15	Torts II [Total=30hrs]	Crim Law II [Total=30hrs]		Contracts II [Total=33hrs]		
13	14	15	16	17	18	19
Week 16	Torts II [Total=33hrs]			Contracts II [Total=36hrs]		
20	21	22	23	24	25	26
Week 17		Crim Law II [FINAL EXAM] 2-units [90 hours]				
27	28	29	30			
Week 18	Torts II [Total=36hrs]	Contract Drafting Leg. Skills [3hrs]				

SOUTHERN CALIFORNIA INSTITUTE OF LAW
1L CALENDAR 2020-2021

JULY 2021

Weekday classes are held from 6:30-9:30pm. Break is from 8pm – 8:15pm.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
x	x	x	x	1	2	3
Week 18, continued				Contracts II [Total=39hrs]		
4	5	6	7	8	9	10
Week 19	Torts II [Total=39hrs]	Contract Drafting Leg. Skills [6hrs]				
11	12	13	14	15	16	17
Week 20		Contract Drafting Leg. Skills [9hrs]				
18	19	20	21	22	23	24
Week 21	Torts II [Total=42hrs]			Contracts II [Total=42hrs]		
25	26	27	28	29	30	31
Week 22	Torts II [Total=45hrs]	Contract Drafting Leg. Skills [12hrs]		Contracts II [Total=45hrs]		

SOUTHERN CALIFORNIA INSTITUTE OF LAW
1L CALENDAR 2020-2021

AUGUST 2021

Weekday classes are held from 6:30-9:30pm. Break is from 8pm – 8:15pm.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
Week 23		[Legal Skills] Contract Drafting [15hrs] 1unit=45hrs				
8	9	10	11	12	13	14
Week 24 NO CLASSES	No Classes Study and exam preparation as per Instructor's assignments in the Course Syllabus and document on the Tracking Academic Hours form	No Classes Study and exam preparation as per Instructor's assignments in the Course Syllabus and document on the Tracking Academic Hours form	No Classes Study and exam preparation as per Instructor's assignments in the Course Syllabus and document on the Tracking Academic Hours form	No Classes Study and exam preparation as per Instructor's assignments in the Course Syllabus and document on the Tracking Academic Hours form	No Classes Study and exam preparation as per Instructor's assignments in the Course Syllabus and document on the Tracking Academic Hours form	No Classes Study and exam preparation as per Instructor's assignments in the Course Syllabus and document on the Tracking Academic Hours form
15	16	17	18	19	20	21
Week 25 Final Exams	EXAM TORTS II 3units=135hrs			EXAM CONTRACTS II 3units=135hrs	End of Spring Term	
22	23	24	25	26	27	28
29	30					

SOUTHERN CALIFORNIA INSTITUTE OF LAW
1L CALENDAR 2020-2021

SEPTEMBER 2021

Weekday classes are held from 6:30-9:30pm. Break is from 8pm – 8:15pm.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
Week 1	Class	Class		Class		
FALL TERM 2021 BEGINS						

TRACKING ACADEMIC HOURS

A distance-learning law school must provide a program of instruction in which each student engages in a minimum of 864 hours of preparation and study each for four (4) years. A year of preparation and study consists of forty-eight (48) to fifty-two (52) weeks and requires the student to earn a minimum of 21-units. Not less than 135 hours of the annual 864 hours consists of interactive classes.

Each course unit requires the completion of a set number of hours. These hours are determined by both academic engagement and academic preparation. Each course on *Populi* requires the student to complete this hours' chart inside each lesson plan. Failure to complete exercises or attend classes, whether asynchronously or synchronously in accordance with the minimum requirements will lead to a failing grade in that course.

ACADEMIC ENGAGEMENT & PREPARATION

All students are required to attend 80% of all course lectures. Participation will be required at each lecture. 1-unit is the equivalent of 15 hours of faculty instruction + 30 hours of study and preparation.

Name of Student: _____ Course _____

Activity	1-Unit	2-Unit	3-Unit	4-Unit
<i>Lecture</i>	15-hours	30-hours	45-hours	60-hours
Total Preparation	30-hours	40-hours	60-hours	90-hours
Log in # of Hours Spent on Each Item				
Case Briefing				
Assignments				
Outline Prep				
Law Journals				
Practice Exams				
MBE Quizzes				
Past Law School Exams				
Past Bar Exams				
Group Discussions				
Black-Letter Law Review				
Academic Counseling				
Exam Review				
Hornbook/Treatises				
TWEN/Westlaw				
Other (specify on back of this page)				

Signature: _____ Date: __/__/____

ACADEMIC HOURS LOG

Name: _____

E-Mail Address: _____

Telephone Number: _____

Course for which credit is requested: _____

Term: (check off applicable box and add the course's starting and ending date):

Start: Fall __/__/20__ Spring __/__/20__ Summer __/__/20__

End: Fall __/__/20__ Spring __/__/20__ Summer __/__/20__

Number of units (45 hours = 1 unit): _____

Professor: _____

DATE	HOURS	DEATAILED DESCRIPTION OF ACTIVITY

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Table of Contents

QUESTION	PAGE NUMBER
1. <u>Provide a written narrative explaining the history, mission, and goals of the law school. What evidence-based measures will be utilized to help the school evaluate whether it is meeting its mission and goals? State Bar Rule 4.240; Guideline 2.1.</u>	4
2. <u>Who or what business entity owns the law school? List the type of entity and attach the formation document and any business license(s) required to operate in the State of California. Guideline 2.4.</u>	12
3. <u>Provide a copy of the law school's proposed balance sheet and budget for the first three years of operation, including source of funds, and capitalization of the ownership entity. Also include the percentage of the budget that is expected to be covered by tuition and fees for each of the first three years. Guidelines 8.1-8.3.</u>	18
4. <u>Provide a written narrative explaining how the school will maintain adequate resources to fulfill its educational goals, including sustainable operation of the school, payment of all fees owed to the State Bar, and sufficient reserves to sustain the school through fluctuations in available resources, market changes, faculty changes, and other changes in circumstances that can be reasonably anticipated. State Bar Rule 4.240(K); Guideline 2.2.</u>	19
5. <u>Describe the governance structure of the law school. State Bar Rule 4.240(C).</u>	22
6. <u>Does the law school ownership entity engage in any other business or mission, educational or otherwise? If so, please explain the nature of the other business. (Guideline 2.2(A).)</u>	27
7. <u>Does the law school ownership entity have any formal or informal relationship with any other business entities, educational or otherwise? If so, please list the other business entities and explain the nature of the relationship. (Guideline 2.2(A).)</u>	28
8. <u>Does the law school ownership entity currently hold or plan to seek accreditation or registration with any other accreditation or registration entities, such as the Bureau of Private Post-Secondary Education or a regional or national accreditor? If so, please list the accreditation or registration entities and the dates of accreditation or registration. (State Bar Rules 4.240(B) and 4.240(E); Guideline 2.1.)</u>	29

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<p>9. <u>Provide a statement of the methods of instruction to be used by the law school. Provide a specific statement regarding how faculty will instruct students and how the law school will provide students with academic counseling. Describe the composition and experience of the team designing, maintaining, executing, and evaluating the instruction. (State Bar Rules 4.240(D) and 4.240(E); Guidelines 4.1-4.11.)</u></p>	<p align="center">30</p>
<p>10. <u>Describe the contents of the proposed JD curriculum, including total credits, required classes, electives and schedules. Explain how the proposed curriculum meets all requirements dictated by statute, rule or guideline, including specified competency and skills training and requirements. Describe the composition and experience of the team designing, maintaining, executing and evaluating the instructional methods. (State Bar Rule 4.240(E); Guidelines 5.1-5.36.)</u></p>	<p align="center">38</p>
<p>11. <u>If the law school intends to deliver any or all of its curriculum via technology-based instruction methods, provide a detailed statement explaining the methods, technology and software to be used and the extent to which they will involve verified interaction between instructors and students, as well as describing how the school will authenticate a student’s work as their own. Describe the school’s experience with this technology, as well as how it will be deployed and supported. (State Bar Rule 4.240(E); Guidelines 5.1-5.36.)</u></p>	<p align="center">41</p>
<p>12. <u>Provide a written description of the law school’s physical or electronic resources and assets of the school that will be used in the educational process, distinguishing items owned from items leased. (State Bar Rules 4.240(I) and 4.240(J); Guidelines 6.1-7.2.)</u></p>	<p align="center">42</p>
<p>13. <u>Provide the date classes are proposed to start. Please be aware that applications should not be solicited or accepted until a school earns registration from the State Bar of California and no specific start date is guaranteed. (State Bar Rule 4.221.)</u></p>	<p align="center">45</p>
<p>14. <u>Provide the proposed tuition and fees for the entire J.D. degree. (Guideline 2.2.)</u></p>	<p align="center">46</p>
<p>15. <u>What is the projected class size? Describe the law schools admissions or recruitment strategy or mission. (State Bar Rule 4.241(A)(7).)</u></p>	<p align="center">51</p>
<p>16. <u>Explain how the law school will comply with its disclosure requirements to accurately and affirmatively describe the opportunities and limitations associated with attending an unaccredited law school to its students, the public and prospective students in all communications including required disclosures. (State Bar Rule 4.241; Guideline 2.3(D).)</u></p>	<p align="center">52</p>

Attachment 1

<p>17. <u>Explain how the law school will communicate to its students and prospective students that they will be required to pass the First Year Law Students' Examination after their first year and within a specified time frame in order to earn credit for the first year of law study and proceed to future years of law study prior to becoming eligible to take the California Bar Examination and how it will prepare its students to pass both the First-Year Law Students' Examination and the Bar Examination. (State Bar Rule 4.241; Guideline 2.3(D).)</u></p>	<p align="center">53</p>
<p>18. <u>Provide a roster setting forth the names of the Dean, administrators, the registrar, members of the governing body, and each person who is expected to teach during the first year of classes including: full name, pre-law education, including schools attended, degree(s) conferred and date(s), law school education, including schools attended, degree(s) conferred and date(s), jurisdiction(s) in which licensed to practice law and current status of all licenses, experience teaching in any discipline and, present employment (State Bar Rule 4.240(D); Guideline 4.6.)</u></p>	<p align="center">54</p>
<p>19. <u>Provide a copy of the law school's proposed written disclosure statement to students, as required by California Business and Professions Code Section 6061, Unaccredited Law School Rule 4.241, and Guideline 2.3(E).</u></p>	<p align="center">65</p>
<p>20. <u>Explain the proposed admissions standards at the school. Because the school may be targeting non-traditional students or students with competing attentions, what steps will the school take to create a framework for success for enrolled students? (Guideline 9.1.)</u></p>	<p align="center">67</p>
<p>21. <u>Explain the safeguards the law school has established against financial fraud and other financial improprieties. Will the school employ a Chief Financial Officer? (Guidelines 2.1, 2.2)</u></p>	<p align="center">76</p>
<p>22. <u>Provide a copy of the law school's policy on academic freedom. (Guideline 4.10)</u></p>	<p align="center">77</p>
<p>23. <u>Complete and submit the attached library requirements worksheet demonstrating compliance with the requirements of California Rule of Court 9.30(b)(6) and Guideline 6.2 of the Guidelines for Unaccredited Law School Rules. (State Bar Rules 4.240(I); Guideline 6.2.)</u></p>	<p align="center">79</p>

For worksheet purposes:

CBE Guidelines: [here](#)

CBE Rules: [here](#)

B & P section at 6060 *et seq.*: [here](#)

Rules of Court, Title 9: [here](#)

QUESTION 1

THE LAW SCHOOL'S HISTORY

The Southern California Institute of Law was formed by a small group of legal academics and scholars, and incorporated in 1986, with its first law classes commencing in 1987.

For 25 years, until June 1, 2020, it had been an accredited law school. On that Silver Jubilee anniversary, the Chief Justice of California was the Commencement Speaker. The law school has had three Justices of the state High Court as Commencement Speakers. Others jurists include several Presiding Justices of our state appeal courts, the Chief Judge of the U.S. Court of Appeals for the Ninth Circuit and other US Court of Appeals judges, a former U.S. Solicitor General and Judge of the U.S. Court of Appeals for the District of Columbia Circuit and several county superior court judges.

Among its roster of keynote speakers are three State Bar Presidents, a state Attorney General, several state senators and local assemblymembers, the Chair of the Assembly Judiciary Committee, and the President of the International Criminal Court.

On October 31, 2017, a State Bar Accreditation Inspection Team Report that included a Chair of the Committee of Bar Examiners, found that:

“[O]verall SCIL’s curriculum, admissions, scholastic standards, faculty, library, facilities, Dean and administrators [are] all compliant in offering students a sound program of legal education.”

Prior to the establishment of the Law School there was only one other law school in the entire tri-county of San Luis Obispo, Santa Barbara and Ventura.

With modest outside investments, small class sizes, and a mission to offer the low-priced accredited legal education in California, the Law School has continually sought to broaden access to legal education, especially to low-moderate socio-economic groups.

The campus is located in the high-end professional office district in Ventura directly across the road from the Ventura County Courthouse and Law Library. It is located in a building that was formerly occupied by the state Court of Appeal, Division Six.

THE MISSION

The Law School’s primary mission is to provide low-moderate income individuals with an opportunity for a quality legal education.

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The Law School's instruction has been designed to provide students with the knowledge, skills, and ethical values needed for a career in law and law-related fields. This mission is intended to encapsulate the objective of helping to foster a society dedicated to the principles of liberty as reflected in our founding documents.

While working to broaden access to legal education, the Law School strives to keep tuition costs affordable, while providing students a curriculum designed to inculcate the highest standards in legal ethics. Skills in modern legal research, and a broad-based knowledge of various legal subjects, are included in the curriculum in addition to those subjects that are tested on the California Bar Examination.

The Law School is committed to supporting this mission with the aid of an experienced Dean of Law and a qualified faculty, dedicated to the instruction of law and to the adherence of defined standards of academic admissions, retention and exclusion, advancement, and graduation.

The Law School's demographic seeks to reflect California's diverse demographic. It caters mostly to a low-middle income socio-economic demographic of working adults, those for whom English is not their first language, and for those seeking a law degree for its inherent value.

All First-Year Law Students are required to take and pass a course in Legal Analysis, where they are trained in the understanding the skill to convey, in writing, complex principles of law in a reasonably coherent, persuasive, and succinct manner within a prescribed time frame. This, in turn, establishes the necessary solid foundation to achieve competence in written analysis and expression required to succeed in the upper division law courses.

GOALS AND OUTCOMES

Outcome 1: Graduates demonstrate knowledge and understanding of the law and the American legal system.

Graduates demonstrate the achievement of this learning outcome by:

- 1) Identifying, defining, and explaining the foundational terms, rules, principles, and policies of the following fundamental areas of law: civil procedure, constitutional law, contracts, criminal law, criminal procedure, torts, real property law, evidence, and professional responsibility.
- 2) Identifying, defining, and explaining the fundamental terms, rules, principles and policies of two of the following areas of law: corporate tax law, fair employment practices, individual income taxation, labor law, legislation, sales, or secured transactions.
- 3) Identifying, defining, and explaining the fundamental terms, rules, principles and policies of two of the following areas of law: administrative law, business

Attachment 1

organizations, decedents' estates, family law, torts, contracts, criminal law; real property; and remedies.

- 4) Describing the organization, hierarchy, and relationships within the American legal system.
- 5) Identifying the primary and secondary sources of law and describing their relationships to each other.

The Law School's curriculum offers courses specific to each of these aforementioned areas including both mid-term and final exams as well as the use of hypothetical questions. Students are tested on such questions through the books on each substantive course topic—“*Examples and Explanation*” published by Wolters Kluwer –Aspen Publishing Company.

OUTCOME 2. POSSESS THE KNOWLEDGE AND UNDERSTANDING OF SUBSTANTIVE LAW AND PROCEDURE.

Graduates will demonstrate the ability to the following:

- 1) Identify and comprehend the principles of the substantive subjects tested on the California Bar Exam and the Professional Responsibility Exam as well as a variety of elective classes, including the evolution of the law and public policy from which the law is derived.
- 2) Identify and understand the fundamental terms, rules and principles of law, including significant alternative formulations such as minority rules.
- 3) Identify and comprehend the processes of federal and state courts in the United States, and the function of precedent within the U.S. Court system.

Assessment of this competency is through quizzes and written exams.

OUTCOME 3. POSSESS THE ABILITY TO IDENTIFY AND UNDERSTAND KEY LEGAL ISSUES.

Graduates will demonstrate the ability to do the following:

- 1) Identify each potentially applicable legal theory as it relates to the facts;
- 2) Identify each legal rule relevant to each potentially applicable legal theory; and
- 3) Identify the legally significant facts relating to each applicable legal rule.

The instructor in the MBE class uses multiple choice questions to inculcate this skill as students explore the correct answer to a given fact pattern

OUTCOME 4. POSSESS THE ABILITY TO CONDUCT LEGAL RESEARCH.

Graduates will demonstrate the ability to do the following:

- 1) Identify and effectively employ the fundamental tools of legal research;
- 2) Design and implement a logical research plan;
- 3) Employ appropriate resources and technologies to retrieve, use, and manage research materials; and
- 4) Distinguish binding from persuasive authorities and assess the weight of authority.

Students are tested through research problems in Legal Research as well as a case specifically devoted to Electronic Legal Research.

OUTCOME 5. APPLY KNOWLEDGE AND CRITICAL THINKING SKILLS TO PERFORM COMPETENT ANALYSIS, REASONING AND PROBLEM SOLVING IN A LEGAL CONTEXT.

Graduates will demonstrate the ability to do the following:

- 1) Critically read the applicable authority, including identifying the key rules within each authority;
- 2) Identify those facts in an actual or hypothetical scenario which are legally significant to the application of each potentially relevant legal rule;
- 3) Analogize the facts to and distinguish the facts from those of precedent cases; and
- 4) Draw appropriate conclusions based on the applicable law and facts and evaluate potential counterarguments to predict the likely outcome.

The Law School offers classes in Critical Skills Learning with a graded exam.

OUTCOME 6. POSSESS COMMUNICATION SKILLS INCLUDING WRITING AND ORAL ADVOCACY IN A LEGAL CONTEXT.

Graduates will demonstrate the ability to do the following:

- speak in a clear, concise, well-organized, well-reasoned, and professional manner;
- speak effectively in both objective and persuasive styles as appropriate to the circumstances;
- write clear, concise, well-organized, well-reasoned, and professional documents;
- write effectively in both objective and persuasive styles as appropriate to the circumstances;
- cite appropriate authority including any relevant contrary authority.

The law school offers classes in Civil and Criminal Trial Advocacy where students are instructed by trial lawyers who practice in these fields.

OUTCOME 7. POSSESS THE KNOWLEDGE AND UNDERSTANDING OF PRACTICAL SKILLS ASSOCIATED WITH THE PRACTICE OF LAW.

Graduates will demonstrate the ability to do the following:

- 1) Listen to legal professionals, clients, and others;
- 2) Determine the steps necessary to obtain and investigate facts relevant to their client's case;
- 3) Identify appropriate methods of both oral and written discovery;
- 4) Understand and apply rules of basic statutory construction; and
- 5) Participate in clinical studies that include the preparation of pretrial motions, conducting jury selection, conducting direct and cross-examination, drafting jury instructions, preparing post-trial motions, and employing post-trial remedies.

This ability is derived from classroom instruction in Civil and Criminal Procedure that integrate these skills into the understanding and application of substantive knowledge.

OUTCOME 8. POSSESS THE KNOWLEDGE, UNDERSTANDING, AND APPRECIATION OF ETHICAL RESPONSIBILITIES AND APPLY THAT KNOWLEDGE TO THE RESOLUTION OF ETHICAL AND OTHER PROFESSIONAL DILEMMAS.

Graduates will demonstrate the ability to do the following:

- 1) Identify and explain the applicable laws and rules governing legal ethics;
- 2) Recognize and identify professional and ethical dilemmas when presented in actual or hypothetical situations;
- 3) Apply knowledge of legal ethics to the representation of clients, performance of duties as an officer of the courts, and resolution of ethical dilemmas; and
- 4) Exercise professional judgment through conduct consistent with the legal profession's values and standards.

All students prior to graduate must take and pass a course in Professional Responsibility that would include both California and the Federal Model Rules of Professional Responsibility.

OUTCOME 9. GRADUATES WILL DEMONSTRATE COMPETENCY IN LEGAL ANALYSIS AND LEGAL REASONING.

Through courses in Legal Writing and Analyses offered in each of the semesters to the first-year law students, and an Advanced Legal Writing and Analysis class for the upper division students will demonstrate this learning outcome by assessments via the following criteria:

Attachment 1

- 1) Critically reading the applicable authority, including identifying the key rules within each authority, applying fundamental statutory construction principles when engaging with enacted law, and recognizing the role of policy in the authorities.
- 2) Synthesizing the relevant rules of law into a logical framework for analysis, including harmonizing apparently conflicting authorities and recognizing genuinely conflicting authorities.
- 3) Where rules conflict, the ability to analyze which rule a court is most likely to apply.
- 4) Identifying legal issues in factual situations that differ from those in which the knowledge was first encountered.
- 5) Identifying legal rules relevant to each legal issue implicated by the facts.
- 6) Identifying the legally significant facts relevant to each applicable legal rule.
- 7) Applying the identified rules to the facts to formulate and evaluate potential arguments and counterarguments regarding the outcome of the issue.
- 8) When appropriate, analogizing the facts to and distinguishing the facts from those of precedent cases to determine the likely outcome of the case.
- 9) Evaluating and criticizing the quality of legal analysis in terms of both reasoning and support in sources of law.

OUTCOME 10. THE SELF-ACCOUNTABILITY BAR PREP CLINIC.

It is the understanding of the Law School that implementation of a platform that forces students to complete, on an everyday basis, established exercises, is a necessity to raise the focus on the bar exam itself. It has, in the past, been presumed that students were preparing vigorously throughout their law school program.

MEASURING OUTCOMES

LEARNING OBJECTIVES AND OUTCOMES ASSESSMENTS

Learning Objectives	Student Learning Outcomes
<p>A.1 <u>Legal System</u> This involves a foundational understanding of our basic civil law and criminal justice system; the dual system of state and federal laws, the laws on business organizations; the essentials in the laws of evidence, and the American system of constitutional government</p>	<p>B.1 Students will be exam-tested on Criminal Law, Contracts, and Torts; state and federal Civil Procedure; the laws attending various forms of business organizations, the laws of evidence the Constitution's allocation of powers between the various branches of government, and the Bill of Rights</p>

Attachment 1

<p>A.2 <u>Critical Thinking</u> Students are taught on how court opinions must be analyzed and synthesized in the contextual use of precedent.</p>	<p>B.2 Students will be tested for on their review, evaluation, and critique of portions of actual court filed briefs.</p>
<p>A.3 <u>Communications</u> Writing is one of the most fundamental tools of the legal professional. Legal professionals must: convey information in a clear, concise, and logical manner communicate persuasively and advocate and defend a position for a cause.</p>	<p>B.3. Through its intensive legal analysis and writing program student be examined on how they comprehend complex legal concepts and communicate them in a stylized format in identifying the concrete issue, its backdrop, and the appropriate legal issue that applies to it, and to defend the conclusion.</p>
<p>A.4 <u>Professionalism</u> The legal system frames the modern regulatory state as well as the market-based and market-driven free enterprise system. Lawyers make a crucial contribution to the good of society as a whole. However, often a lawyer is at one and at the same time the representative of a particular interest, a particular client, a particular claim, and also an officer of the court.</p>	<p>B.4 Students through essay and multiple-choice questions will be tested on how conflicts of interest issues are resolved. Past bar examination questions will be used as a metric to test student learning on these issues.</p>
<p>A.5 <u>Legal Research</u> Legal research materials help find out what is the applicable law on a given issue. It is indispensable in the search for authoritative decision-making. They include primary and</p>	<p>B.5 Students will be tested on their research skills by working on specific research problems. They will be required to use legal search engines such as Westlaw, and also print sources.</p>

Attachment 1

secondary sources. Primary sources are the law. They include codes and cases. Secondary sources explain the law. They include legal dictionaries, legal encyclopedias, legal periodicals, annotations, and treatises.	
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ASSESSMENT OF STUDENT LEARNING OUTCOMES

To ensure an effective and high-quality legal education experience, the Law School systematically monitors Faculty instruction and student learning with the use of peer evaluation and student evaluation, faculty retreats, information supplied by the Student Bar Association, and the Law School's Alumni Association.

As part of this on-going assessment of student learning outcomes, the Law School provides so-called "mock" examinations for students entering their second year. These "mock" examinations are similar to those examinations administered for law students who sit for the First-Year Law Student Examination.

Similarly, students entering their third and fourth years of law school will be required to sit for a simulated bar examination based on subjects they have already completed or are in the process of completion. Prior to receiving the J.D. Degree, students will be required to take and pass a simulated General Bar Exam.

To inform future planning, and to generate creative and responsive initiatives to improve programs, the feedback from these evaluations and testing programs is gathered, analyzed, and presented for review to the various Faculty and the Executive Committee of the Law School's Board of Trustees.

QUESTION 2

A. Entity

The Southern California Institute of Law is a private for-profit institution of higher education incorporated and organized under the laws of the State of California.

B. Formation-Articles of Incorporation

State of California
Secretary of State
CERTIFICATE OF STATUS

ENTITY NAME:
SOUTHERN CALIFORNIA INSTITUTE OF LAW, INC.

FILE NUMBER: C1529134
FORMATION DATE: 04/15/1986
TYPE: DOMESTIC CORPORATION
JURISDICTION: CALIFORNIA
STATUS: ACTIVE (GOOD STANDING)

I, ALEX PADILLA, Secretary of State of the State of California,
hereby certify:

The records of this office indicate the entity is authorized to
exercise all of its powers, rights and privileges in the State of
California.

No information is available from this office regarding the financial
condition, business activities or practices of the entity.

IN WITNESS WHEREOF, I execute this certificate
and affix the Great Seal of the State of
California this day of February 28, 2018.




ALEX PADILLA
Secretary of State

NP-25 (REV 01/2015) NLH

1529134

ENDORSED
FILED
In the office of the Secretary of State
of the State of California

APR 15 1986

ARTICLES OF INCORPORATION
OF

MARCH FONG EU, Secretary of State

"SOUTHERN CALIFORNIA INSTITUTE OF LAW, INC."

ONE: The name of this corporation is:

"SOUTHERN CALIFORNIA INSTITUTE OF LAW, INC."

TWO: The purpose of this corporation is to engage in any lawful act or activity for which a corporation may be organized under the General Corporation Law of California other than the banking business, the trust company business or the practice of a profession permitted to be incorporated by the California Corporations Code.

THREE: The name and address in this state of the corporation's initial agent for service of process is:

ARTHUR H. WEED
1114 State Street
Suite 200
Santa Barbara, CA 93101

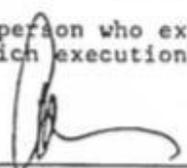
FOUR: The total number of shares which the corporation is authorized to issue is FIFTY THOUSAND (50,000) shares.

DATED: April 10, 1986



NAME Incorporator

I declare that I am the person who executed the above Articles of Incorporation, which execution is my act and deed.



NAME

CERTIFICATE OF AMENDMENT
OF
ARTICLES OF INCORPORATION

ENDORSED
FILED
In the office of the Secretary of State
of the State of California
APR 24 1987
MARCH FUNG EU, Secretary of State

OF
"SOUTHERN CALIFORNIA INSTITUTE OF LAW"

ARTHUR H. WEED certifies that:

1. He is the sole incorporator of Southern California Institute of Law, a California corporation.
2. He hereby adopts the following amendment of the Articles of Incorporation of said corporation:

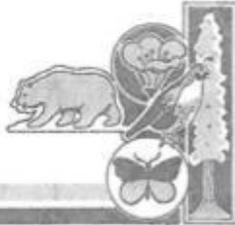
Article four is amended to read as follows:

- "The total number of shares which the corporation is authorized to issue is one million (1,000,000) shares."
3. No directors were named in the original articles of incorporation of the above named corporation and none have been elected.
4. The corporation has issued no shares.

sl
ARTHUR H. WEED

VERIFICATION

I certify that I have read the foregoing Amendment to Articles and know the contents thereof to be true. The same is true of my own knowledge, except as to matters alleged on information and belief, and as to those matters, I believe them to be true.



State
of
California
OFFICE OF THE SECRETARY OF STATE

CORPORATION DIVISION

I, *MARCH FONG EU*, Secretary of State of the State of California, hereby certify:

That the annexed transcript has been compared with the corporate record on file in this office, of which it purports to be a copy, and that same is full, true and correct.

IN WITNESS WHEREOF, I execute
this certificate and affix the Great
Seal of the State of California this

MAY - 4 1987



March Fong Eu

Secretary of State

A0151545

C1529134

FILED *CH*
SECRETARY OF STATE
STATE OF CALIFORNIA

CERTIFICATE OF AMENDMENT
OF THE ARTICLES OF INCORPORATION OF *icc* FEB-7 2014
THE "SOUTHERN CALIFORNIA INSTITUTE OF LAW, INC."

STANISLAUS PULLE and ARTHUR H. WEED hereby certify that:

1. They are the duly elected President and Secretary respectively, of the "Southern California Institute of Law, Inc.," a California Corporation.
2. Article Four of the "Second Amendment of the Articles of Incorporation" of the Corporation is hereby amended to read in full as follows:

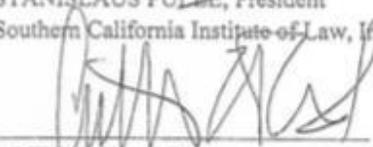
"The total number of shares which the Corporation is authorized to issue is ten million (10,000,000) shares."

3. The foregoing amendment of the Articles of Incorporation has been approved by the Board of Directors.
4. The foregoing amendment has been duly approved by the required vote of the shareholders of the corporation in accordance with Sections 902 and 903 of the Corporations Code. The total number of outstanding shares of common stock is 1,705, 693. The vote in favor of the amendment equaled or exceeded the vote required. The amendment was approved by more than 50% of the Common Stock Shareholders.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

Date: February 4, 2014.


STANISLAUS PULLE, President
Southern California Institute of Law, Inc.


ARTHUR H. WEED, Secretary
Southern California Institute of Law, Inc.

C. Business License.

Attached separately.

Attachment 1

QUESTION 3

Please refer to Annual Compliance Report, Nov. 2019.

QUESTION 4

The Deans, and a Board Member with experience in finance and budgeting, are responsible for preparing the Institute's budget. The Institute has several walls of separation and built-in safeguards in order to ensure the integrity of its financial operations. Under the Institute's Board rules, neither the Dean of Law, nor any other staff member, may write any check in the Institute's name. The Institute's Dean is authorized to pay regular occurring invoices, such as lease payments, utility bills, commercial vendors, and office purchases. Any check written over \$1000 that is not authorized as a regular recurring invoice, requires Board approval.

The bookkeeper is charged with the duty to pay all salaries of Deans and Staff by electronic debit transfer. The bookkeeper is limited to paying staff salaries and social security taxes. Monthly bank statements are sent by the bookkeeper to the Dean of Law. The bank provides a monthly statement recording all deposits and withdrawals. The Institute's State and federal tax returns are prepared by an independent third-party CPA, which is based on all check, credit, and debit transfers, including check deposits, check withdrawals, and automatic withdrawals, such as those paid to web hosting companies that are categorized as part of an itemized profit and loss statement.

The Institute contracts with a second independent CPA in order to prepare an annual reviewed statement. This statement is created in consultation and collaboration with the bookkeeper, the CPA, and the Dean of Law. The purpose of this statement is to confirm, after a detailed review, that the cash flow, balances, income at hand, assets and liabilities is accurate, and that each transaction was made pursuant to Institute authorized expenditures.

The Institute uses the services of an independent accountant, Wayne Smith, CPA. Mr. Smith is registered with the CA Department of Consumer Affairs, Board of Accountancy (Board) as a qualified CPA. He has a clear record with the Board. His license expires August 2021. The Institute's financial statements are reviewed annually prior to filing annual compliance reports.

Attachment 1

The Institute maintains a low level of payables - a strategic choice in order to ensure a positive working capital. Because of the high-end locations of its previous campuses in Santa Barbara (Upper State Street) and Victoria Avenue (directly across the county courthouse), more than a third of the law school budget was allocated toward rents and associated expenses. However, in June of 2010, the Institute closed its Santa Barbara campus, and relocated its Ventura campus which resulted in an approximate savings of \$10k per month.

Because of the buyer's market, the Institute was able to secure a lease below market rates. Following these savings, the Institute has a current ratio of cash asset to liability ratio of 20.88 times. This ratio provides sufficient working capital to meet current liabilities.

Rather than owning its own costly Learning Management System, the Institute contracts with Populi and Zoom on account of the technical support services and integration options, and the updates to new technological advances that these platforms perform based on market competition. The Institute has successfully tested this program for over a year.

The Institute develops a calendar-year operating budget consisting of fixed expenditures, such as leases, license fees, staff and faculty salaries, capital expenditure items such as equipment and technology purchases, and cash flow. The budgets generate a budgeted income statement, balance sheet, and a monthly cash flow, and profit and loss statement prepared by an independent bookkeeper.

1. *Operating budget*

Revenues and associated expenses of day-to-day operations are budgeted in detail and are divided into major categories, such as revenues, salaries, benefits, and non-salary expenses.

2. *Capital budget*

Capital budgets are typically a request for purchases of property, equipment, or IT systems, that create major demands on an organization's cash flow. The purposes of capital budgets are to allocate funds, control risks in decision-making, and set priorities.

3. *Cash budget*

Cash budgets tie the other two budgets together and take into account the timing of payments and the timing of receipt of cash from revenues. Cash budgets help the Institute's management to track and manage the cash flow effectively, by assessing whether additional expenditures are required, and whether the Institute needs to raise additional investment monies.

Attachment 1

4. *Reserve Fund*

The Institute maintains a reserve fund to draw on cash when income from tuition and related issues such as enrollment decline. The Institute has signed a Memorandum of Understanding following a due diligence inquiry with an investor group for over \$250,00.00 in the event the Institute's pursues accreditation by DEAC.

During the last Field Inspection Report of October 2017, the Institute was found to be in full compliance all issues pertaining to honesty and integrity in operating its educational program.

As a matter of course, it allows students to be delinquent in their tuition payments without adding any late payment fee charges or any interest.

The law school has a refund policy that has passed all state inspections. This refund policy finds expression in the school's website, catalog, student policy manual, and individual student disclosures. There has not been any issue about the school's implementation of its refund policies by any student.

The law school's tuition was among the lowest when it was an accredited law school. Although it is a for-profit law school, to-date no monies have been paid out as dividends in the school's 34-year old history.

The Institute contracts with three independent individuals in order to manage the Institute's finances.

- The first level is an independent bookkeeper that is trained in bookkeeping and maintains the registers for the Institute.
- The second level is an independent CPA, who oversees the work of the bookkeeper and prepares the corporate tax returns.
- The third level is a second independent CPA, who reviews the Institute's financial statements that were created by the first CPA (second level) and issues a reviewed financial report.

QUESTION 5

STRUCTURE OF GOVERNANCE

BOARD OF DIRECTORS

SCIL's campus is organized under a single administration, supervised by a Board of Directors in order to provide a uniform quality of legal education and to maximize the use of resources.

This same Board of Directors is responsible for the overall and ultimate responsibility relative to the governance of SCIL. The President oversees the implementation of Board policy. The Dean of Law implements the Academic program in collaboration with the faculty.

SCIL's organizational structure consists of the President of SCIL, the Board of SCIL, an Advisory Committee, the Dean of Law, the Vice Dean, Faculty, a Faculty Senate, Faculty Committees, the Director of Admissions, the Director of Distance Learning, the Registrar, and the Student Bar Association, outlined in more detail as follows:

SCIL's President

The President of SCIL's Board of Directors is responsible for the overall design, organization, delivery, supervision, evaluation, and fiscal management of academic support services and programs. SCIL's President is further responsible for the development and implementation of the Operational Plan and budget based on program need, priorities, and enrollment targets. The President, in collaboration with Deans and Faculty, develops, directs, coordinates, supervises, and evaluates the administration of the programs, personnel, operations, and activities of instructional programs, including program planning, self-study analysis and review.

ADMINISTRATION

Dean of Law

SCIL's Dean of Law is charged with the day-to-day management of the academic and administrative operations, including, but not limited to, working with Faculty and the Faculty Senate, and with the various Faculty Committees, as follows: faculty hiring, compensation, retention, faculty peer evaluation, faculty meetings, committee assignments, academic scheduling and examination, library, and graduation matters. The Dean of Law, with Faculty, is further responsible for assessing student outcomes. The Dean is also responsible for administrative staff hiring and supervision, and for the contracting and payments of regular business with landlords and vendors.

Attachment 1

The Dean of Law, along with the support of the Vice Dean, is in charge of developing, directing, coordinating, supervising, and evaluating the programs, personnel, operations, and activities of instructional programs, including program planning, analysis and review. The Vice Deans work with the President and the Dean of Law to ensure compliance with both Federal and State Education Codes, applicable State and Federal regulations, and any other current and prospective governing agency standards affecting the institutional governance of the Law School.

SCIL's Dean of Law is fully charged with, in collaboration with the Faculty and the Faculty Senate, the responsibility of working with all governmental and administrative agencies, including the Bureau for Private Post-Secondary Education (BPPE), the State Bar Committee of Bar Examiners (CBE), and local legislators.

Vice Deans of Law

SCIL's Vice Deans of Law hold the office as The Dean of Law during any absence. The Dean of Law and the Vice Deans of Law, along with appointed Faculty Review Committee Members, are responsible for the ongoing assessment and progress in the implementation of the academic program. And, in collaboration with the Faculty and the Faculty Senate, the Deans are responsible for the review, revision, evaluation of Faculty, the academic governance of SCIL, and for ensuring the delivery of a professional legal education.

The Director of Admissions

The Director of Admissions is primarily responsible for the promotion of SCIL, student recruitment, assisting the Dean of Law and the Vice Deans in the interviewing of new and transfer applicants, organizing and conducting Information Seminars, Law School orientation, and working on matters relating to compliance issues with the licensing agencies, tuition payments.

The Director of Distance Learning

The Director of Distance Learning is charged with managing and coordinating the distance learning class instruction on *Populi*, SCIL's learning management system, as it relates to faculty and online students at a synchronous and asynchronous level. The Director of Distance Learning ensures that distance learning students engage in experiential learning by acting as a focal point for creating, receiving, and transmitting working assignments to faculty. The Director provides the necessary training and certification, as needed, for students and faculty on online class procedures.

The Director manages the SCIL website, and determines the necessary technical support required in troubleshooting hardware, software, and network connection.

Attachment 1

The Director supplies necessary reports to the Dean of Law and the Vice Deans of Law on pertinent student data and surveys, and identifies issues requiring further development or innovation, and researches matters that need addressing by Deans and Faculty concerning compliance with the federal and State governments, and State agency distance learning requirements.

Faculty Senate

SCIL's Faculty Senate is an organization that is formed of the entire Faculty body. The primary function of the Faculty Senate is to represent the Faculty, make recommendations to SCIL's administration, and make recommendations to the governing Board of Directors with respect to academic and professional matters. SCIL's Faculty Senate consists of no less than three faculty members, all of whom have taught at SCIL for no less than five years, and with at least two Faculty Members instructing at each campus.

The Faculty exercises collective governance over the curriculum, including its design, outcomes, assessment, systematic review, improvement, the enforcement of academic standards, and the school honor code. For this purpose, in consultation with the faculty senate, various academic committees have been established. These include:

- **The Faculty Admissions & Re-Admissions Committee**: This Committee deals primarily with issues of eligibility for admission, especially as it relates to applicants with marginal pre-law educational backgrounds; applications for admission of previously disqualified students, either from SCIL or from other law schools; the award of transfer credit; and applications from "special students" (*i.e.*, those who do not possess either an associate or bachelor's degree, or those law applicants who lack at least 60 semester units of substantive college credit that are transferable toward a 4-year degree from an approved institution).

The Faculty Admissions & Re-Admissions Committee is charged with reviewing admission standards and support services for marginal students in order to predict successful completion of the J.D. program. The Committee may, (in conjunction with the Faculty Standards & Curriculum Committee—see below), on a showing of good cause, set specific terms and conditions to be complied with by students who: a) failed to satisfy terms of academic probation, and b) are otherwise subject to academic exclusion, and c) that such terms and conditions be realized prior to advancing into the next year.

Attachment 1

- **The Faculty Recruitment Committee**: This Committee is responsible for recommending to the Dean of Law and the SCIL administration the hiring and retention of Faculty. As a general rule, the recruitment of Faculty is from the ranks of those who are reasonably experienced, or have prior teaching, experience, in the areas of law they are hired to teach, and quality law school academic backgrounds. Recruitment is through advertising with the local county bar associations' newsletters, or by reference from current or former faculty.

- **The Faculty Grade Review & Grade Correlation Committee**: This Committee ensures that there exists a reasonable correlation among the students' grades of all instructors teaching that same set of students, and operates on the basis that if there is a wide disparity among the grades of these instructors, the grade distribution for one or more of these courses may be atypical. Any deviation is cause for the presumption of an aberration to have occurred. At the completion of mid-terms and finals, grade scores are placed on a grid, and those faculty who teach the same class of students are advised on whether their grades are in or out of sync with the other instructor concerning this same class. These scores are compared, and each instructor is noticed and advised on whether certain grades may require either an up or down adjustment, and by how many points, so that a reasonable correlation may be secured. The deliberations and decisions of the grade correlation committee are kept strictly confidential.

This Committee also oversees grade challenges, determines the quality and accuracy of the examination, and whether there has been consistency in the application of grading standards.

- **The Faculty-Student Committee**: This Committee works on issues pertaining to student grievances, and feedback on academic and administrative matters. Its task is to provide avenues of redress for academic deficiencies of students—both perceived and real—, and to report back to the Faculty Senate with recommendations on what changes are needed to be made to any current support services available.

- **The Faculty Disciplinary Committee**: This Committee is responsible for examining and reporting on all alleged violations of the Honor Code reported to the Committee by the Dean.

- **The Faculty Standards and Curriculum Committee**: This Committee is responsible for setting standards on academic good standing, probation, academic exclusion. Together with the Faculty Admissions & Re-Admissions Committee, this Committee will place, after review, conditions on advancement into the next year of those students who failed to satisfy probationary conditions and are thus subject to academic exclusion. Additionally, this Committee is responsible for the assistance in the development of curriculum, adding, modifying or deleting courses, and for reviewing course outlines for accuracy of law to-date.

Attachment 1

- **The Faculty Special Accommodations Committee**: This Committee is tasked with reviewing petitions for special accommodations. Students submitting petitions for special testing accommodations must complete a standard petition form and submit it to the office for review by the Committee. The Committee further deliberates on what would be the appropriate and acceptable level of accommodation for a student petitioning for special accommodation. The ultimate decision, and the underlying reasons for the accommodation, are placed in the student file.

In all those areas that do not fall within the purview of the above committees, the Dean of Law, in consultation with the Faculty Senate, may appoint such *Ad Hoc Committees*, as deemed necessary.

The exchanges between Faculty, Committee Chairs, and the Deans of Law, as in all law schools, are conducted both formally and informally. Minutes of Faculty Meetings and Special Accommodation Petitions are routinely recorded. Similarly, Faculty grade review and grade correlation procedures are reflected in written exchanges. On the other hand, Faculty Recruitment is done informally by consulting the local Bar Associations and Faculty referrals, followed by interview and contract. This also applies to student admissions and re-admissions through e-mail communications, letters of acceptance and interview with potential students.

The Faculty changes to curriculum, summer law school programs, and teaching methodology, are all issues that are taken up both informally and formally in the course of faculty meetings.

The Registrar: The Registrar is responsible for ensuring the integrity and accuracy of student files, the satisfaction of eligibility documentation, attendance records, faculty meetings, updating academic transcripts, examination schedules, the administration of examinations, and for liaising with the Dean, the Director of Admissions, Student Affairs, and the various Faculty Chairs on matters of common interest.

Student Policy Manual: Issues and procedures pertaining to student discipline are prescribed in the Student Policy Manual. All issues so far have been settled at the informal level. These relate largely to alleged or witnessed smoking in the external corridors of the campus, student absence, cross-talking in class, and personal comments made between students or toward Faculty.

Students: Student issues are handled by students individually contacting the Deans and Faculty, or, more generally, by periodic meetings with the President of the Student Bar Association. SCIL has an active Student Bar Association and an Alumni Association. Links to these associations and the services they offer are found on SCIL's website.

Attachment 1

QUESTION 6

The law school ownership entity does not engage in any other business or mission, educational or otherwise.

QUESTION 7

The Law School contracts with the following educational services:

Learning Management System and Conferencing Applications:

Populi is the Law School's Learning Management system primarily used for purposes of providing secure access to assignments and assignment submissions, occasional quizzes, and for access to (a) Live Class lectures via **Zoom** (the Law School contracts separately with **Zoom** licensing); and virtual office hours and meetings, when utilized, via **Big Blue Button** (Big Blue Button is an integrated feature on **Populi**).

The Website

The Law School website, both the public side and the student-only access side, is supported by **Word Press** and Word Press Plugins.

Exams

The Law Schools supports a subscription with **ExamSoft** online and on-campus secure test-testing.

Student Work Product Authentication

The Law School has chosen **Unicheck** to provide for the review for authenticity of student work that integrates onto the Law School's LMS platform **Populi**.

Electronic Library

The Law School contracts with **Westlaw** to provide student access to its extensive legal research materials/electronic library materials.

Attachment 1

QUESTION 8

The law school is not actively seeking accreditation with any other entity.

QUESTION 9

THE J.D. DEGREE PROGRAM INSTRUCTION METHOD

The casebook method of study is the primary teaching technique.

Students at the Law School study State and federal appellate cases that are selected to illustrate specific problems of law, to demonstrate solutions to these problems, and the reasons for those solutions.

During class, law students may be called upon, or may volunteer, to summarize an assigned case or group of cases. The professor may pose questions about a specific case or cases, or pose similar, but not identical, hypothetical facts, and require the student to provide an analysis involving the law and the social process.

Occasionally students will be called upon to break into small groups to collaborate on assignments that concern a specified discussion topic and, thereafter, write an exam paper to be evaluated by the Instructor. At other times, an Instructor may bring in a guest Instructor that is an expert in the topic under discussion.

Law Students may also be directed to practice multiple choice questions, be required to take in-class quizzes, and/or to participate in online discussion boards.

COUNSELING AND MENTORING (Excerpts from the Student Policy Manual)

1031.0 - DEANS AND FACULTY ACADEMIC COUNSELING

Generally, full-time faculty maintain an open-door policy to any student seeking academic counseling.

Adjunct faculty members indicate the times they are available for counseling in their individual course syllabus.

All students on academic probation are subject to mandatory counseling, as are those students who, despite being in good academic standing, have secured less than a 70 (“C”) grade in any subject.

All First-Year Law Students are subject to mandatory academic counseling, usually for no less than one-half hour, on a one-to-one basis with any of the Deans and/or the Director of Admissions and Student Services.

Attachment 1

1031.1 - INDIVIDUAL STUDENT COUNSELING & MENTORING

Any student who, for good cause, such as illness, accident, or injury, has been absent for one or more classes, may contact the Office of the Dean to request individual counseling for purposes of catching up with missed coursework. Such counseling may be with the Dean, a Vice Dean, the Director of Admissions and Student Affairs, or an individual Faculty Member.

1031.2 - STUDENT SUPPORT SERVICES

[...]

By clicking on “Student Resources” in the Student Secure Area of the Law School website, access to a spectrum of online resource materials are listed.

Under the Student Secure Area of the website, students also have access to past examinations, issue sheets, model answers, and high-scoring student essay exam answers.

In the menu link under “Registrar’s Notes,” a TWEN power-point presentation is available. TWEN is a website that assists in class schedules, materials, syllabi, and the Westlaw legal research database which students will utilize in order to complete legal research papers.

Past released MBE (Multi-State Bar Exam) questions are also found in the SBA Course Page on TWEN.

Composition and experience of the team designing, maintaining, executing, and evaluating the instruction.

As an institution that was long accredited by the Committee of Bar Examiners of The State Bar of California, its experienced cadre of Law Deans and Faculty has been found to have the necessary academic leadership, credentials, scholarly background, knowledge, ethics, and experience necessary to guide the instructional activities of the institution.

[<https://lawdegree.com/faculty/>]

In June of 2019 the Institute began to beta-test the delivery of distance learning.

During this testing process, the Deans and Faculty were committed to a long-term initiative as a crucial aspect of maintaining and expanding its mission statement goals. It was important that Deans, Faculty, and students, were adequately prepared, informed, and involved in this new direction.

Attachment 1

In reviewing the various Learning Management Systems, the central focus revolved around a cluster of issues on how the law school curriculum might be effectively delivered in an online environment; the type of support services needed to train Faculty, Staff and students; how student support services may be adapted for use online; the need for continuous student and Faculty support; the technology infrastructure; and the associated costs.

The Institute consulted with several law school Faculty, Alum, and students with varying degrees of experience in providing and receiving online instruction. The Institute chose to expand its then current online infrastructure by contracting with *Populi* and *Zoom*.

The feedback has been uniformly positive across the board. For example, those students who normally attend class on campus, yet because of illness, or work or parenting related conflicts, chose to attend class online, would inform us that the experience was no different than if they were actually present in class.

Currently, many state accredited law schools in California that offer distance learning options use *Populi* as the preferred Learning Management System. It is to some extent an industry standard.

Together with available features such as Zoom video conferencing for live online lectures, it is all-inclusive. When these features were coupled with high caliber equipment, editing applications, and high speed internet, it enabled the Institute to fully integrate the best visual and audio services onto a high functioning and user-friendly education platform.

The goal was and is to have distance learning students experience the equivalent, as much as possible, to the type of interaction that occurs among students and Faculty engaged in on-campus classroom instruction.

The Institute has found that students are able to receive the student-centered instruction and lectures that are necessary to fulfill the learning needs required to complete the Juris Doctor Program. For example, when students engage in discussion in class, those same discussions are open for comment by the online students, who are able to see the professor and the whiteboard, as well as hear the other students.

For the asynchronous students, when the asynchronous courses are made available, are able to view the recorded live lectures, thus allowing them to hear all the other students' queries and comments, rather than just watching an Instructor lecture. The asynchronous students are then provided with a discussion page on Populi, where they can ask questions pertaining to the class lectures that may not have been addressed, or that may need more clarification by the student. These discussions are mandatory for asynchronous students to comment as a way of confirming that they understood the lecture in full.

Attachment 1

The Academic Leadership of the Institute consists of the Dean of Law, Stanislaus Pullé, Ph.D., who functions as the President and Chief Academic Officer; the Vice Dean, Prof. Eric Pommer; the Director of Student Affairs, Prof. Kevin Mauseth; and the Director of Distance Learning, Prof. Laurel Fielden:

Dr. Pullé was class valedictorian in law school. He received his Ph.D. from the Faculty of Laws at King's College, University of London, where his Ph.D. thesis was recommended with a written citation for publication "as submitted." This is the highest doctoral level of commendation by the University of London. He was Research Fellow of the Institute of Advanced Legal Studies of the University of London. While in London, on behalf of the Runnymede Trust of England he chaired an investigation into allegations of police misconduct by New Scotland Yard. The nation's major newspapers such as the London Times, Guardian, and Telegraph covered the publication of the report. He has written for law reviews and legal newspapers and has appeared on radio and public symposium discussions on issues of constitutional law that included a U.S. Secretary of Labor.

Dr. Pullé was one of three annually appointed Post-Doctoral Visiting Scholars of the Yale Law School where he studied Constitutional Law. He taught for a year at Loyola Law School in Los Angeles- an ABA accredited law school. He was a former Vice President and Dean for Academic Affairs at the Ventura and Santa Barbara Colleges of Law. These colleges are now affiliated with The Chicago Educational System. Currently, he is Dean of SCIL, and is a founding member of the Institute. His book *Constitutional Law: A Casebook Approach* Volumes I and II is used as a learning supplement to the casebook in constitutional law.

Vice Dean Eric Pommer obtained his B.A. in English from Pomona College and went on to earn his Juris Doctor Degree (J.D.) with honors from Thomas Jefferson School of Law in San Diego - formerly Western State University School of Law. While in law school he was the recipient of American Jurisprudence Awards in several subjects. He has written for the Public Contract Law Journal and was the Comments Editor of the first issue of the Criminal Justice Journal. Prof. Pommer obtained a M.S. degree from USC in Systems Management. He was Vice President and General Counsel for Technoconcepts and worked for Martin Marietta and Abex Aerospace in corporate contracts management. He has been recognized as an expert in Corporations Law by the Superior Court in Ventura County. The Student Bar Association has on numerous occasions recognized his teaching with the "Outstanding Professor of the Year" award. He is a member of the California State Bar and has been admitted to practice before the United States District Court for the Central District of California.

Attachment 1

Prof. Kevin Mauseth received his Bachelor's Degree from University of California, Santa Barbara, in 2005. He graduated *cum laude* in July 2013 from the Southern California Institute of Law, as Valedictorian, and passed the CA GBX that same year. He is admitted to practice in California and before the Ninth Circuit. He is an associate of the law firm of Bright & Powell in Carpinteria. He edited the Westlaw "California Civil Jury Instruction Companion Handbook" 2012-2013, ed. by Justice Elizabeth A. Baron (ret.) He was Editor of the school newspaper: *The Advocate*. He has a variety of trial practice skills in personal injury and real property law.

Prof. Laurel Fielden received her Bachelor of Science Degree from Oregon State University. She completed her J.D. at the Ventura campus of the Southern California Institute of Law and passed the California Bar Exam. Prof. Fielden is the President of the Alumni Association. She has been a recipient of the "Outstanding Alumni Services" award for maintaining an active and engaged alumni association. She is the Director of Distance Learning. Prof. Fielden instructs the Self-Accountability Clinic.

The roles and responsibilities of the Institute's academic leadership are described in §17.3 of the Faculty Policy Manual.

The Institute's organizational structure consists of the President, the Board of Directors, the Dean of Law, the Vice Dean, the Director of Admissions, and the Director of Distance Learning

The President is responsible for the overall design, organization, delivery, supervision, evaluation, and fiscal management of academic support services and programs. The President is further responsible for the development and implementation of the Operational Plan and budget based on program need, priorities, and enrollment targets. The President, in collaboration with Deans and Faculty, develops, directs, coordinates, supervises, and evaluates the administration of the programs, personnel, operations, and activities of instructional programs, including program planning, self-study analysis and review.

The Institute's Dean of Law is charged with the day-to-day management of the academic and administrative operations that include, but are not limited to, working with Faculty and the Faculty Senate, and with the various Faculty Committees, in all aspects pertaining to Faculty hiring and compensation, student retention, Faculty peer evaluation, Faculty meetings, committee assignments, academic scheduling and examination, library requirements, and graduation matters.

The Dean of Law, with Faculty, is further responsible for assessing student outcomes. The Dean is also responsible for Administrative Staff hiring and supervision, and for the contracting and payments of regular business with landlords and vendors.

Attachment 1

The Dean, with the support of the Vice Deans, is in charge of developing, directing, coordinating, supervising, and evaluating the programs, personnel, operations, and activities of instructional programs, including program planning, analysis and review.

The Dean is charged with collaborating with the Faculty and the Faculty Senate when working with all governmental and administrative agencies, including the Bureau for Private Post-Secondary Education, the State Bar of California, Committee of Bar Examiners, and local legislators.

The Dean of Law, and the Vice Dean(s), along with Faculty Review Committee Members, are responsible for the ongoing assessment and progress in the implementation of the academic program. And, in collaboration with the Faculty and the Faculty Senate, the Deans are responsible for the review, revision, evaluation of Faculty, the academic governance of the Institute, and for ensuring the delivery of a professional legal education.

The Vice Deans work with the President and The Dean of Law to ensure compliance with the both Federal and State Education Codes, State and Federal regulations that are applicable to law schools, and agency accreditation standards.

The Institute's Vice Dean will hold the office as the Dean of Law during any absence.

The Director of Admissions is primarily responsible for the promotion of the Institute, student recruitment, assisting the Dean of Law and the Vice Deans in the interviewing of new and transfer applicants, organizing and conducting Information Seminars, Law School orientation, and working on matters relating to compliance issues with the licensing agencies, and tuition payments.

The Director of Distance Learning is charged with managing and coordinating the distance learning class instruction on *Populi*, the Institute's learning management system, as it relates to Faculty and online students at a synchronous and asynchronous level. The Director of Distance Learning ensures that distance learning students engage in experiential learning by acting as a focal point for creating, receiving, and transmitting working assignments to Faculty. The Director provides the necessary training and certification, as needed, for students and Faculty on online class procedures.

The Director of Distance Learning also manages the Institute's website, determines the necessary technical support required in troubleshooting hardware, software, and network connection.

The Director also supplies reports to the Dean of Law and the Vice Dean of Law on pertinent student data and surveys, and identifies issues requiring further development or innovation, or matters that need addressing by Deans and Faculty concerning compliance with federal and State government, and State agency distance learning requirements.

Attachment 1

The Institute's Faculty Senate is an organization that is formed of the entire Faculty body. The primary function of the Faculty Senate is to represent the Faculty, make recommendations to the Institute's Administration, and make recommendations to the governing Board of Directors with respect to academic and professional matters. The Institute's Faculty Senate consists of no less than three Faculty Members, all of whom have taught at the law school for no less than five years, and with at least two Faculty Members instructing at each campus.

The Faculty exercises collective governance over the curriculum, including its design, outcomes, assessment, systematic review, improvement, the enforcement of academic standards, and the Institute's honor code. For this purpose, in consultation with the Faculty Senate, various academic committees have been established.

The Chief Academic Officer, working with the Director of Distance Learning and other Faculty Members, has led the Institute to teach effectively online by working on a spectrum of legal frameworks that explains critical issues of law school exam writing that are delivered via *Populi*. This has led to a supportive learning environment in which students feel comfortable asking questions and engaging in collaborative group work.

For some time now, educators in the traditional arena have been abandoning the teacher-centered approach in favor of a more student-centered approach. However, in the traditional classroom there is always the temptation for the Faculty Member to slip back into the teacher-led paradigm, but this is more difficult when teaching online. In the online learning environment, law students become autonomous learners that gain more responsibility and independence to understand and fulfill their learning objectives.

The Dean and Faculty have adjusted to teaching online in a manner that requires the Faculty to become more of a coach and mentor motivating and encouraging students along the path to the acquisition of legal knowledge.

The Dean and Vice Dean, along with the Director of Distance Learning and Director of Admissions, have established one on one Faculty training programs that allow Faculty to develop pre-existing skills and acquire the new ones required to fully utilize the potential of the latest online learning environments.

The Institute has undergone a transformational model of Faculty development. The Institute's Faculty now focuses more closely on pedagogical innovation and student learning with *Populi*.

Attachment 1

Faculty has drawn upon their experiences of their own and instruction within the traditional classroom in order to create learning environments that allow them to explain legal concepts in greater depth than prior to the use of the Learning Management System expansion by the Institute. This expansion has increased the instructor-student ability to communicate and has enhanced opportunities to communicate and take part in classroom discussion where online and asynchronous options have been added. Review of subject matter, course materials, and the ease of its delivery has alleviated those concerns where only on-campus instruction was available.

The Institute plans live online Faculty development workshops as a way of accommodating distant participants, and encourages individual Faculty experimentation. The Institute recently carried out a successful online class in Electronic Legal Research with the Faculty Member delivering his live instruction from Sacramento to law students located in three counties in the south: Santa Barbara, Ventura and Los Angeles. Students were afforded with an on-campus option for class attendance via a big screen TV and sound system.

The Institute's Dean of Law and Chief Academic Officer has over four decades of experience in working at several California State Accredited, WASC Accredited, and ABA Accredited Law Schools. He has chaired Faculty recruitment, and academic planning and development committees at a number of law schools, and has been the principal author of self-study reports for law schools seeking California State Accredited, WASC, and ABA Accreditation, including the Institute.

QUESTION 10

Proposed Curriculum

1-unit = 45 hours

(1-unit = 15 hours of instruction + 30 hours of documented study and preparation.)

Click here for the [Tracking Academic Hours](#) form.**First-Year Curriculum**

(The student must complete at least 864 hours within 52 weeks.)

Fall Term (August-December-15 weeks) Spring Term (January-April-15 weeks)

Torts I	3-units	Torts II+ MBE - Torts	3-units
Criminal I	2-units	Criminal Law II	2-units
Legal Analysis & Wtg. I-1L	1-unit	Legal Analysis & Wtg. II-1L	1-unit
Contracts I	3-units	Contracts II	3-units
Crit. Thinking Skills (Leg. Skills)	1-unit		

Total No. of Units = 10 (450 hours) Total of Units = 9 (405 hours)

Total = 19 units (855 hours)**Second-Year Curriculum**

(The student must complete at least 864 hours within 52 weeks.)

Fall Term (August-December-15 weeks) Spring Term (January-April-15 weeks)

Civil Procedure I	3-units	Civil Procedure II	3-units
Community Property	3-units	Wills & Trusts	3-units
Real Property I	3-units	Real Property II	3-units
MBE - Real Property	1-unit		

Total No. of Units = 10 (450 hours) Total of Units = 9 (405 hours)

Total = 19 units (855 hours)**Third-Year Curriculum**

(The student must complete at least 864 hours within 52 weeks.)

Fall Term (August-December-15 weeks) Spring Term (January-April-15 weeks)

Constitutional Law I	3-units	Constitutional Law II	3-units
Evidence I	3-units	Evidence II	3-units
Legal Research	2-units	Advanced Legal Writing	2-units
Neg. & Drafting (Legal Skills)	1-unit	Lawyering I (Legal Skills)	1-unit
MBE - Evidence	1-unit		

Total No. of Units = 10 (450 hours) Total of Units = 9 (405 hours)

Total = 19 units (855 hours)

PROGRAM DURATION

The Juris Doctor Degree Program is a **four-year** degree program consisting of 85 units of credit completed in two 15-week semesters and a 10-week summer program per year.

1 unit = 45 hours (15 hours of instruction combined with 30 hours of documented study and preparation). See, [Tracking Academic Hours](#).

All students must complete **864** hours of instruction during each of the four years (52 months).

The curriculum is structured so that each student is required to earn 19-units (855 hours) in a 30 week (two semester curriculum). (See, [Curriculum Map](#))

To reach 864 hours, students will be required to take at minimum 1-unit (45 hours) during the summer term or earn those units through directed research or clinical study.

Curriculum Developers

The law school 's Dean, Dr. Pulle, has 4-decades of experience creating curriculum for law schools in relation to both required accrediting bodies as well as extensive research into new trends of curriculum development.

Members of the Board of Directors of the law school, Dennis Rasmussen, the Deans, and the faculty are all involved on a consistent basis, reviewing and working to implement new ideas for curriculum development.

Included in the Team were the Vice-Dean, Prof. Eric Pommer; Prof. Kevin Mauseth, the Director of Admissions and Students Affairs, and Prof. Laurel Fielden, the Director of Distance Learning, who holds a DEAC certificate and has full-time experience in managing *Populi*, the Learning Management System used for the Institute's distance learning program.

See, [Administrative and Faculty Profiles](#)

QUESTION 11

The Law School contracts with the Populi Learning Management System. The Law School enhances this service by contracting with Zoom conferencing. Although Zoom is technically able to be integrated directly on the Populi System, the Law School understands that it is necessary for both presentation purposes and privacy purposes to edit the contents of all class recordings prior to posting those recordings into the Populi system. The editing system we contract for use is Filmora.

The Law School contracts with Westlaw for all legal research and electronic library purposes.

Students must use their laptops for exam taking, and the Institute contracts with ExamSoft (w/ExamID and ExamMonitor) for the purpose of taking online exams.

From time to time, course work required for submission is not collected in the more formal exam setting. Thus, when general coursework is required to be completed, the Law School uses Unicheck, which is an integrated Plagiarism Checker, where work can be submitted to ensure to the Faculty that it is in fact original work or otherwise properly cited.

For office hours and online counseling purposes, the Institute uses Populi's integration of Big Blue Button's conferencing service, which is offered on each course page where each Instructor may schedule with their students at any time of day/evening a live conference meeting either individually or in groups, or otherwise be available at scheduled hours.

The Law School's website supports a student secure area where schedules, outlines, study materials, forms, and past exams, etc. can be easily accessed by students.

QUESTION 12

LAW LIBRARIES – Physical and Electronic

The campus is located within walking distance of the local county courthouse and county law library that contain extensive library holdings open to the public.

All law students are entitled to use these facilities in accordance with the rules and regulations of the library.

The Law School offers Westlaw passwords to all students, and the campus provides access to electronic research through Westlaw’s online legal research database.

Students may also access a number of free legal research websites that allow access to a broad scope of legal materials. These websites are listed in the Student Policy Manual.

The Law School Law library is open from 9:00 a.m. to 6:30 p.m. Mondays-Thursdays, and from 9:00 a.m.-12 noon on Fridays. Law students seeking library access on weekends may obtain a secure key to the library area only. The Institute has treatises for all required subjects tested on the California Bar Exam, including California Appellate Reporters, Digests, and Codes.

DIRECTORY OF INFORMATION

The Law School will provide to the Student Bar Association with a Populi “Course” Page devoted to the SBA for their use to post information and to connect online. The Law School also provides the law fraternity (DTP) a Populi “Course” Page so that students may be apprised of events and membership details according to the DTP and what they choose to provide on the platform.

EMPLOYMENT ASSISTANCE

Although the Law School does not provide job placement services, students often find employment through less formal means, such as through:

- Announcements of job opportunities posted on the Law School’s virtual bulletin boards;
- Faculty and Staff members providing informal referral networks;
- The Law School’s Legal Internship Program;
- Student membership in the local Bar Associations; and
- The Alumni Association.

SPECIAL ACCOMMODATION FOR STUDENTS

It is the Law School’s policy to provide reasonable accommodations for students with disabilities, including, but not limited to, learning disabilities and physical impairments.

Detailed requirements are provided in both the Catalog and the Student Policy Manual.

Attachment 1

STUDENT ONLINE ACCOUNTS

Each new law student will receive login credentials for the online platforms listed below, and guidance through these platforms by the Director of Distance Learning.

1) Populi: Course Information Pages for All Courses.

Go to www.southerncaliforniainstituteoflaw.com (the law school website), and scroll down to “online courses login” then click on that box and it will bring you to the Populi login option.

Or you can directly access that at:

<https://southerncaliforniainstituteoflaw.populiweb.com/>

Note: If you forgot your username and password, click that option at the login prompt, and then follow the directions that are provided.

2) Live Lecture Links: Access to Online Classes.

This will be placed into each course page on Populi under the heading “links” in the syllabus section of the page and titled as “Live Lecture”.

The live lecture link will change for each class.

You must always use the unique link posted inside your Populi course page to access each class lecture.

The link to access the live class lectures is posted by 6:15 pm prior to each class.

3) Westlaw/Twen: Legal Research, Online Library, and TWEN for Law Students.

Students are provided with Westlaw login information from the Registrar soon after the commencement of classes. (You will not need to have access to this on the first day of classes.)

4) Student Secure Area of the Law School Website: Student forms and other helpful links and information.

Students are be provided with the login for the Student secure area from the Registrar soon after the commencement of classes. (You will not need to have access to this on the first day of classes.)

5) Lawdegree.com e-mail account.

Each new student is issued an institutional e-mail account (domain address: “@lawdegree.com”).

The Law School will send important email communications *only* through this lawdegree.com address—personal e-mail addresses will not be used.

Attachment 1

Each student is responsible for checking their personal “lawdegree.com” e-mail account regularly to be aware of important communications.

The “lawdegree.com” address is not subject to change on student request.

Students may use the “lawdegree.com” “E-Mail Select List” located in the secure student area of the Law School website to locate e-mail addresses for fellow students, faculty, and staff.

Equipment

The law school leases: Populi, Westlaw, ExamSoft (w/ExamID & Exam Monitor), and secures the Website with a subscription with GoDaddy on the WordPress website.

The law school leases the campus/administrative offices premises.

The school owns: all electronic equipment necessary to provide live lectures, including the equipment necessary to project an online lecture from campus such as: Yeti Microphones, Laptops, Speakers, Projectors, Canon Cameras, camera memory cards, and the cords and furniture necessary to connect this equipment in various ways.

The law school owns all furniture and fixtures necessary to furnish a campus/administrative office, such as file cabinets, electronic memory equipment, printers and computers.

Attachment 1

QUESTION 13

The proposed start date for the Fall 2020 Term is August 24th.

QUESTION 14

[Click here to view the [Tuition and Fees](#) booklet]

Tuition and Fees – 2020-2021

Application Fee (Non-Refundable)	\$35.00
Tuition (Per Semester Unit : One Semester Unit Consists of 15 Hours of Instruction + 30 Hours of Documented Study and Preparation - Including a Week of Examinations.) for a total of 45 hours	\$395.00
Registration (Per Semester)	\$40.00
Late Registration	\$20.00
Transcript (Each Official Copy)	\$20.00
The Cost of books are not included in the cost of tuition and fees charged by the Law School. * (Approximate Cost Per Year)	\$400.00
Returned Checks	\$15.00
Graduation (Cap, Gown, Diploma and Diploma Cover)	\$350.00
Make-up Exams (Per Exam Question)	\$150.00
Student Bar Association (Per Semester)	\$80.00
Westlaw Password (Per Semester)	\$150.00
Distance Learning & Exam Platform	\$175.00
Late Tuition Payment (Payments Received More Than 10 days After Due Date)	\$10.00

* The Law School uses the same legal casebooks for law instruction purposes as those used at outstanding law schools in the country. Law students are required to purchase their own books at the time of registration, prior to the first day of classes; the price of the required textbooks varies from \$400-\$450 per academic year. Books can be purchased from [Legal Books Distributing](#).

Attachment 1

PAYMENT CALCULATION

1-unit=45 hours

(15 hours of instruction + 30 hours study & preparation)

Each Semester

15 weeks

Academic Calendar

Two Semesters + Summer Term

Units per 15-week Semester

9-units

Current per unit Tuition

\$395.00

Tuition Per Semester (\$395.00 x 9)

\$3555.00

Total Tuition Payment (Fall)

\$3555.00

Fees per Semester

Registration

\$ 40.00

SBA Dues

\$ 80.00

Westlaw

\$150.00

Distance Learning/Exam Platform

\$175.00

Sub-Total

\$445.00

TUITION & FEES PER EACH 15-WEEK SEMESTER

\$4000.00

(\$3555.00 +\$445.00)

Attachment 1

85 UNITS @ \$395.00/UNIT REQUIRED FOR GRADUATION

TUITION

4-YEAR/8 FALL & 8 SPRING SEMESTERS/72 UNITS

\$28,440.00

+

SUMMER/CLINICAL STUDY/DIRECTED RESEARCH/13 UNITS

\$5,135.00

TOTAL TUITION

\$33,575.00

FEES/CALENDAR YEAR

_\$445.00 x 3 (FALL/SPRING/SUMMER)

\$1335.00

4-YEAR FEES

\$5340.00

TOTAL TUITION & FEES FOR 4-YEAR J.D. PROGRAM

\$38,915.00 *

* Tuition and fees are subject to change every 3-years

Attachment 1

PAYMENT DUE DATES

The first payment is due at the time of registration, no later than the start date of the first class in each semester, and the second, third, and fourth payments of \$1000.00 each are due on or before the first day of the succeeding month as follows:

- Fall Term payments are made on or before the first day in September, October, November, and December.
- Spring Term payments are made on or before the first day in January, February, March and April.
- Summer Full-Term payments are made on or before the first day in May, June, July, and August.
- Summer Electives-Only Term payments are paid in the amount of one-half of the total tuition at the beginning of the term, and the remainder is due before the last week of the term.

LATE FEES

At the end of a ten-day grace period, a late fee of \$10.00 is added to your account for each consecutive week that you are late on your tuition payment. This fee may be waived for good cause.

There will be a \$15.00 fee for each returned check.

CANCELLATION, WITHDRAWAL, AND REFUND POLICY

Written notification of withdrawal must be received prior to the beginning of the eighth week of classes in order for a student to discontinue from the course(s) and remain in good standing.

Upon a showing of special circumstances, the Law School Administration may grant an exception for a late withdrawal.

The tuition refund policies shall apply to all withdrawals or dismissals.

The student has a right to a full refund of all charges if he/she cancels prior to, or on the first day of instruction, less the amount of the Registration Fee (\$40.00), and the amount of the Application Fee (\$35), where applicable.

Cancellation will occur when the student gives written notice of cancellation to the Law School at the address specified in the current Law School Catalog.

The Law School will refund any consideration paid by the student to the Law School within 30 days after receiving a notice of cancellation.

Withdrawal must happen within the first two weeks of class, otherwise all tuition is forfeited.

In the event that the student chooses to withdraw from the course(s), and the student has completed less than 60% of the instruction after instruction has begun, a pro rata refund will be issued for the paid remaining unused portion of the tuition and other refundable charges.

Attachment 1

For Example, since 1-unit cost \$395.00 (45 hours of lecture + study preparation), if the student has completed only 2-units (90 hours of instruction + study preparation), and has paid for a 3-unit course (135 hours of instruction + preparation), the student will receive a refund for 1-unit (45 hours of instruction + preparation). Thus, this refund would be in the amount of \$395.00.

3 UNIT COURSE = 135 HOURS

2 Units/90 Hours Completed and 1 Unit/45 Hours Not Completed= \$395 Refund.

$$\begin{array}{r} \$1,185 \times \quad \frac{45 \text{ hours of instruction not received}}{135 \text{ hours of instruction paid for but not received}} \quad = \$ 395.00 \text{ (Refund)} \end{array}$$

Refunds are available only upon written notice of discontinuance. Such notice is effective only when delivered or postmarked. The Law School shall disclose all fees and fee-related policies and procedures that are required by law.

All students are required to sign an enrollment agreement that reflects the student's right to cancel and acknowledgment of the refund information as written in the current Law School Catalog.

Receipt of the Law School Catalog is notice of disclosure of the current tuition and related fees for course instruction.

QUESTION 15

CLASS SIZE

- Classes are limited to 49 students. The instructor-student ratio is 49-1.

RECRUITMENT STRATEGY/PROCESS

Student recruitment is done indirectly by google ads, social media posts, and the public website, by providing basic general information.

Once contacted by a prospective student, their prior education and aptitude for the program is reviewed informally, and more detailed information is provided via e-mail, with links to specific areas of the Law School's website, such as general information about the program; Admissions criteria; foreign student information, where applicable; the Application Process; Tuition and Fees, and a link to the Application.

Once an application is received, it is funneled to Admissions, and each student's information is reviewed, and the student is thereafter contacted to schedule an appointment.

After Admissions determines that the student is qualified for the program, the student is directed to schedule an appointment with the Dean of Law via the Registrar.

The Dean of Law will introduce, and go over, all aspects that are necessary for the student to make a decision regarding whether the Juris Doctor Program is consistent with the student's needs.

If, or when, the prospective student has been approved to move forward, the student is provided with all necessary disclosures and the enrollment form applicable to the term of entry.

When that enrollment process is completed, the student will Register and be apprised of all aspects concerning online resources, and any certification process necessary to join in all areas of the online campus options.

QUESTION 16

The Law School's website will provide all disclosures related to the Admissions tab as stated in the B & P Code. The Law School complies with the social media disclosures as applicable to law and the guidelines requirements by posting the required disclosure as provided in the Guidelines. The website hosts the Law School Catalog, as well as a student portal that contains the Student Policy Manual, where disclosures are listed. Faculty is provided with all those disclosures as required by law that must be available to students and the public in the Law School's Faculty Policy Manual.

The following disclosure will be contained in all of the aforementioned and presented on or with the Application form, the enrollment form, and all e-mails, as per the CBE Guidelines and Rules:

Method of Instruction

The method of instruction at this law school for the Juris Doctor (J.D.) degree program is principally by technological means including interactive classes.

First-Year Law Students Exam (FYLSE or "Baby Bar")

Students enrolled in the J.D. degree program at this law school who successfully complete the first year of law study must pass the First-Year Law Students' Examination required by Business and Professions Code § 6060(h) and Rule VIII of the Rules Regulating Admission to Practice Law in California as part of the requirements to qualify to take the California Bar Examination. A student who passes the First-Year Law Students' Examination within three (3) administrations of the examination after first becoming eligible to take it will receive credit for all legal studies completed to the time the examination is passed. A student who does not pass the examination within three (3) administrations of the examination after first becoming eligible to take it must be promptly disqualified from the law school's J.D. degree program. If the dismissed student subsequently passes the examination, the student is eligible for reenrollment in this law school's J.D. degree program, but will receive credit for only one year of legal study.

Sitting for the Bar Exam or Practicing Law in States other than California

Study at, or graduation from, this law school may not qualify a student to take the bar examination or to satisfy the requirements for admission to practice in jurisdictions other than California. A student intending to seek admission to practice law in a jurisdiction other than California should contact the admitting authority in that jurisdiction for information regarding the legal education requirements in that jurisdiction for admission to the practice of law.

For more information, *see*, <https://lawdegree.com/wp-content/uploads/2020/07/Disclosure-Statement-2020.pdf>

QUESTION 17

The Law School currently has a functional website where disclosures are posted on a page titled “Law School Disclosures,” including the “Baby Bar” requirement as outlined below.

The website also hosts the Law School Catalog, as well as a student portal that contains the Student Policy Manual, where disclosures are listed. Faculty is provided with all those disclosures as required by law that must be available to students and the public in the Law School’s Faculty Policy Manual.

The First-Year Law Students Exam (FYLSE or “Baby Bar”)

Students attending unaccredited law schools intending to qualify to take the California Bar Examination must take the examination upon successful completion of their first year of law study. Students who pass the examination within the first three administrations of the examination after first becoming eligible to take it will receive law study credit up to the time of passage of the examination. Students who pass the examination on an attempt following the third administration of the examination after their first becoming eligible to take it will only receive credit for one year of law study toward qualifying to take the California Bar Examination. Guideline 1.3, Guidelines for California Unaccredited Law School Rules.

QUESTION 18

ADMINISTRATION

PRESIDENT & DEAN-STANISLAUS PULLÉ Ph.D.; (summa cum laude) Kings College, Faculty of Laws, University of London; Former Visiting Scholar, Yale Law School; and Research Fellow, University of London Institute of Advanced Legal Studies

VICE DEAN-Ventura & Santa Barbara-ERIC POMMER; J.D., Thomas Jefferson School of Law; Member, California Bar; M.S., University of Southern California; B.A., Pomona College.

DIRECTOR OF ADMISSIONS & STUDENT AFFAIRS-KEVIN MAUSETH; J.D., (cum laude) Southern California Institute of Law (Valedictorian); Member, California Bar; B.A., University of California, Santa Barbara.

DIRECTOR OF DISTANCE LEARNING-LAUREL A. FIELDEN; J.D., Southern California Institute of Law; B.S., Oregon State University; 2017 California Bar Exam Passer.

REGISTRAR-VIANNEY AMBRIZ.

FACULTY PROFILES

STANISLAUS PULLE- Dean
(2019-2020)

CONSTITUTIONAL LAW

Dr. Pullé was class valedictorian in law school. He received his Ph.D. from the Faculty of Laws at King's College, University of London, where his Ph.D. thesis was recommended with a written citation for publication "as submitted." This is the highest doctoral level of commendation by the University of London. He was Research Fellow of the Institute of Advanced Legal Studies of the University of London. While in London, on behalf of the Runnymede Trust of England he chaired an investigation into allegations of police misconduct by New Scotland Yard. The nation's major newspapers such as the London Times, Guardian, and Telegraph covered the publication of the report. He has written for law reviews.

Dr. Pullé was one of three annually appointed Post-Doctoral Visiting Scholars of the Yale Law School where he studied Constitutional Law. He taught for a year at Loyola Law School in Los Angeles. He was a former Vice President and Dean for Academic Affairs at the Ventura and Santa Barbara Colleges of Law. Currently, he is Dean of SCIL, and is a founding member of the Institute. His book *Constitutional Law-A Casebook Approach* Volumes I and II is used as a learning supplement to the casebook in constitutional law.

Attachment 1

ERIC POMMER- Vice Dean
(2019-2020)

BUSINESS ORGANIZATIONS; WILLS & TRUSTS; CRITICAL THINKING and LITIGATION SKILLS

Professor Pommer obtained his B.A. in English from Pomona College and went on to earn his Juris Doctor Degree (J.D.) with honors from Thomas Jefferson School of Law in San Diego - formerly Western State University School of Law. While in law school he was the recipient of American Jurisprudence Awards in several subjects. He has written for the Public Contract Law Journal and was the Comments Editor of the first issue of the Criminal Justice Journal.

Prof. Pommer obtained a M.S. degree from USC in Systems Management. He was Vice President and General Counsel for Technoconcepts and worked for Martin Marietta and Abex Aerospace in corporate contracts management. He has been recognized as an expert in Corporations Law by the Superior Court in Ventura County. He is a member of the California State Bar and has been admitted to practice before the United States District Court for the Central District of California.

KEVIN MAUSETH – Director of Admissions & Student Affairs
(2019-2020)

REAL PROPERTY; REMEDIES; LEGAL ANALYSIS & WRITING

Prof. Mauseth received his undergraduate Bachelor's Degree from UCSB in 2005. He graduated *cum laude* in July 2013 from the Southern California Institute of Law, as Valedictorian, and passed the CA GBX that same year. He is admitted to practice in California and before the Ninth Circuit. He is an associate of the law firm of Bright & Powell in Carpinteria.

He edited the Westlaw "California Civil Jury Instruction Companion Handbook" 2012-2013, ed. by Justice Elizabeth A. Baron (ret.) He was Editor of the school newspaper: *The Advocate*. He has a variety of trial practice skills in personal injury and real property law.

PHILIP J BAGLEY
(2017-2018)

LEGAL RESEARCH

Professor Bagley obtained his B.S. Degree at Utah State University in 2003, and graduated with Honors making Dean List at the Southwestern University School of Law in Los Angeles. He is a member of the California and Utah State Bar. He was a Judicial Law Clerk for the Seventh Judicial District I Utah. He is currently the only civil and criminal Legal Research Attorney for the Superior Court in Ventura.

**CARL D. BARNES
(2018-2019)**

CRIMINAL PROCEDURE

Professor Barnes earned his J.D. degree with honors from George Washington School of Law. He received both his B.A., and M.A. in Philosophy from the University of California in Santa Barbara. Prof. Barnes taught at American University, School of Public Affairs, and was a member of the adjunct faculty at Santa Barbara City College where he instructed in the Department of Philosophy. He is a member of the California Bar and is currently a Deputy District Attorney in Santa Barbara County.

**CHERIE L. BRENNER
(2019-2020)**

CONTRACTS

Prof. Brenner obtained her Juris Doctor Degree (J.D.) from Western State University School of Law. She received her Bachelor of Arts Degree (B.A.) in Communication Studies at the University of California, Los Angeles. Prof. Brenner completed a Master's Program in Marriage and Family Psychology. Prof. Brenner completed a Trial Advocacy and Negotiations Program at Harvard Law School. She served with the Public Defender's Office in San Diego as a senior deputy handling serious felonies, including capital death cases. She currently practices in Solvang and is a member of the California Bar.

**DAVID CHEN
(2018- 2019)**

LAWYERING and CRIMINAL TRIAL PRACTICE

Professor Chen earned his Bachelor of Arts degree in Criminology and Law and Society from the University of California, Irvine.

In the Spring of 2011, he completed a J.D., and Master's in Business Administration Degree (M.B.A.), at Loyola University, School of Law in Los Angeles. That same year he was admitted to the California Bar. He is currently a deputy District Attorney in the District Attorney's Office in Santa Barbara.

**BRYAN J. CLIFTON
(2017-2019)**

CONTRACTS

Prof. Clifton received his Bachelor of Arts Degree (B.A.) in Philosophy from the University of California at Santa Barbara.

He graduated Dean's List from the University of San Francisco Law School. He was the law school's Literary Editor of the Maritime Journal. He participated in Advanced Moot Court and was a member of the national Appellate Advocacy Competition Team. He also served as the president of the campus' Federalist Society. Prof. Clifton is a member of the California State Bar and has been admitted to practice before the United States Supreme Court.

**ERIK M O'DOWD
(2018-2019)**

LEGAL RESEARCH

Mr. O'Dowd received his Bachelor of Science Degree with a major in Political Science from Stanford University. He received his LL.B. with the Highest Distinction from Georgetown University Law Center and was Editor-in-Chief of the Georgetown Law Journal.

He went on to secure an LL.M. in International Law and Relations from the Harvard Law School. He was General Counsel of the American Civil Liberties Union (ACLU) in Arizona and was on the faculty of the University of Arizona College of Law instructing in Legal Research and Writing. He is a member of the Arizona State Bar, and has been admitted to the Ninth Circuit, and the United States Supreme Court. He is currently on leave.

**STEPHEN FAY
(2018-2019)**

TORTS

Professor Fay received his Juris Doctor Degree (J.D.) from Northrop University School of Law. He is Deputy Law Librarian of the Santa Barbara County Courthouse Law Library. Professor Fay has been instructing Torts at the Santa Barbara campus for over ten years and has received a number of commendations from the Student Bar Association for his outstanding instruction in Torts. He is a member of the California State Bar.

**LAUREL A. FIELDEN
(2019-2020)**

Prof. Fielden received her Bachelor of Science Degree from Oregon State University. She completed her J.D. at the Ventura campus of the Southern California Institute of Law, and passed the California Bar Exam. Prof. Fielden is the President of the Alumni Association. She is the Director of Distance Learning. Prof. Fielden instructs the Self-Accountability Clinic.

**BEATRIZ PIMENTAL FLORES
(2019-2020)**

COMMUNITY PROPERTY

Prof. Flores obtained her J.D. from Quinnipiac University Southwestern Law School, Hamden, Connecticut. Her Bachelor of Arts degree was from the University of California, Santa Barbara. She has been in practice for twenty-five years in the field of community property. She is a member of the California Bar.

GREGG S. GARRISON
(2015-2016)

REMEDIES and ENVIRONMENTAL LAW

Professor Garrison received his Bachelor of Arts (B.A.) majoring in English with honors from Texas State University in San Marcos. He went on to complete his Master of Arts (M.A.) degree in English from Texas State University. Professor Garrison received his Juris Doctor Degree (J.D.) from Southern Methodist University in Dallas. He completed a Trial Advocacy Program at Stanford University and a Certificate Program at Pepperdine University School of Law in Mediation. He is a certified Environmental Consultant and is a member of the California, Texas, D.C., and New York State Bars and has been admitted to practice in the United States Supreme Court.

ROBERT GOODMAN
(2015-2016)

CRIMINAL PROCEDURE

Professor Robert Goodman received his Bachelor of Arts Degree (B.A.) from Stanford University where he was Phi Beta Kappa. He earned his Juris Doctor Degree (J.D.) from George Washington University National Law Center in St. Louis. Prof. Goodman practices in the field of criminal and juvenile law and was a member of the Criminal Defense Defenders panel where he represents individuals who, for a variety of reasons, may not be represented by the Public Defender's Office. Since 1979 he has been a member of the California State Bar and has been admitted to practice before the United States District Court-Central District of California.

VIRGINIA A. GOODRICH
(2019-2020)

CONTRACTS

Professor Goodrich obtained her Bachelor of Science Degree (B.S.) with a major in Business Administration from the California State University in Northridge. Professor Goodrich earned her Juris Doctor Degree (J.D.) *cum laude* from the Ventura campus of the Southern California Institute of Law and was class valedictorian.

Professor Goodrich has over 20 years of experience working as a contract specialist in the aerospace and defense environment that included working as a contract administration manager for BAE Systems Aircraft Controls, Inc., in Los Angeles. Currently, Prof. Goodrich is Director, Contracts and Exports L-3 Communications Corporation at Datron Advanced Technologies Division. She is a member of the California State Bar.

SANFORD HOROWITZ
(2019-2020)

CRIMINAL LAW

Professor Horowitz graduated with a B.S. Degree in Accountancy from Cal. State University, Long Beach. He received his J.D. Degree from the University of San Diego School of Law, and thereafter went on to obtain an LL.M. in Taxation from the San Diego School of Law. He was an adjunct Professor of Law in the Master of Taxation Program at the University of San Diego School of Law. Professor Sanford served for five years as a Deputy District Attorney with the Santa Barbara County District Attorney's Office.

CATINA IRVIN
(2019-2020)

CIVIL PROCEDURE

Professor Irvin currently works at Wilson, Sonsini, Goodrich & Rosati, as a contract attorney. Professor Irvin obtained a Bachelor of Arts Degree (B.A.) in Communications (*cum laude*) from Howard University in Washington, D.C.

GURPREET KAUR
(2015-2016)

REAL PROPERTY

Prof. Kaur having received a Bachelor of Arts Degree (B.A.) from the University of California Riverside. Ms. Kaur graduated with a J.D. Degree from SCIL and passed the bar examination prior to her graduation. She has worked in the Neighborhood Legal Offices volunteering legal services. Currently she practices in landlord-tenant, real estate law, and immigration.

KENNETH W. KOSSOFF
(2015-2016)

ALTERNATIVE DISPUTE RESOLUTION

Professor Kossoff received his B.A. Phi Beta Kappa, high honors with distinction from the University of California, Berkeley and earned his J.D. with honors from Duke University School of Law. He was on the board of the Duke Law Journal. He was admitted to the practice of law in California the same year he graduated in 1983. He is a court appointed mediator.

ERIC B. KUNKEL
(2019-2020)

TORTS

Mr. Kunkel received his Bachelor of Science Degree (B.S.) in Business from Indiana University, and went on to complete his Juris Doctor Degree (J.D.) at Ohio Northern University. At law school, Mr. Kunkel was a member of the Law Review, and Student Articles Research Editor. He has published in the McGeorge Law Review and the Ohio Northern University Law Review. He is a member of the California State Bar, and is currently in private practice, focusing on insurance litigation and civil appeals and writs.

PRESTON MARX III
(2017-2019)

ELECTRONIC LEGAL RESEAERCH and CONTRACTS

Prof. Marx graduated *summa cum laude* with a Bachelor of Arts Degree (B.A.) in Political Science from Tulane University, and was Phi Beta Kappa.

He received his Juris Doctor Degree (J.D.) from Louisiana State University in Baton Rouge. At law school Prof. Marx received the American Jurisprudence Award in a number of subjects. He operated a national legal research service for lawyers. He has been instructing Contracts at SCIL for nearly 20 years, receiving several awards for his teaching. Additionally, he instructs in Electronic Legal Research. He is a member of the Louisiana and California State Bars.

GREGORY L. McMURRAY
(2019-2020)

CRIMINAL LAW

Having graduated with a Bachelor of Arts Degree (B.A.) from the University of California, Los Angeles, Professor McMurray earned his Juris Doctor Degree (J.D.) at William and Mary School of Law in Williamsburg, Virginia. This law school was founded by Thomas Jefferson and is considered the nation's oldest law school. Prof. McMurray served as a Deputy Public Defender both in Kern County and in Ventura County where he handled over 150 felony cases. He has acted as Judge Pro-Tem in Santa Barbara. He is a member of the California State Bar.

**MYRA D. MOSSMAN
(2014-2015)**

APPELLATE CRIMINAL PROCEDURE (FEDERAL)

As part of the joint law degree program between the University of Detroit, School of Law and the University of Windsor, Canada, Professor Mossman earned a Juris Doctor Degree (J.D.) from Detroit and an LL.B. degree from Windsor University, Canada.

At Carleton University, Ottawa, she completed, with honors, a Bachelor of Arts Degree (B.A.) in Anthropology and was on the Dean's List. She serves on the Federal Criminal Appellate Panel. Professor Mossman is a member of the Michigan Bar and is admitted to the Ninth Circuit and the U.S. Supreme Court.

**MICHAEL J. NEARY
(2016-2017)**

CRIMINAL PROCEDURE and EVIDENCE

Professor Neary received his Bachelor of Science Degree (B.S.) in Electrical Engineering from the U.S. Naval Academy, and his Juris Doctor Degree (J.D.) from Loyola University School of Law in Los Angeles.

Prior to his law degree, he earned a Master of Science Degree (M.S.) from CalTech. He worked for over 20 years as a Public Defender in Ventura County, and is currently in the private practice of Criminal Law. He is a member of the California State Bar.

**NATALIE A. PANOSSIAN
(2014-2015)**

LAWYERING SKILLS

Professor Panossian received her Bachelor of Arts Degree (B.A.) with honors from the University of California, Los Angeles, and obtained her Juris Doctor Degree (J.D.) from Whittier Law School. She went on to complete her M.B.A. Degree from the Pepperdine University School of Business & Management. Professor Panossian is currently corporate counsel for Ricoh Printing Systems American, Inc. She has served as Judge Pro Tem, and is President of Gold Coast Chapter of the Federalist Society.

She is a Business Law Fellow of the American Bar Association and was included by the Pacific Coast Times in the "Top 50 Women in Law." Prof. Panossian is a member of the California State Bar.

RYAN PEABODY
(2016-2017)

CRIMINAL PROCEDURE

Professor Peabody obtained his Bachelor of Arts Degree (B.A.) from the University of California, Los Angeles, and his Juris Doctor Degree (J.D.) from the University of Oregon, Eugene, where he completed a Criminal Practice Program. He has served as Deputy Public Defender in the counties of San Diego, Lassen, and currently works as a Public Defender in Santa Barbara. He has successfully handled appeals involving the Fourth Amendment. He is a member of the California Bar.

KRISTI JO PEARISO
(2016-2017)

CRIMINAL LAW

Professor Peariso graduated with a Juris Doctor Degree (J.D.) with Deans List Honors at the age of twenty-three from California Western School of Law, San Diego.

In law school, she received the highest grade of her class in Criminal Law. Her undergraduate Bachelor of Art's Degree (B.A.) was in Law & Society from the University of California, Santa Barbara. For two years, Ms. Peariso worked in the Public Defender's Office in Santa Barbara and Mendocino County, and from 2000-2007 she was at the Ventura County Public Defender's Office, spending her last year in felony trial assignments. She is currently in the private practice of Criminal Law. Prof. Peariso is a member of the California State Bar.

BARTON POKRAS
(2014-2015)

COMMUNITY PROPERTY

Barton Pokras received his Juris Doctor Degree (J.D.) with honors from the University of California, Hastings College of Law. He obtained a Bachelor of Arts Degree (B.A.) in English Literature from the University of California in Santa Cruz. He received a LL.M Degree in Taxation from Golden Gate University. He is a member of the California State Bar. While at Hastings, Mr. Pokras received his highest grade in Community Property. Mr. Pokras is the current President of the Coalition for Collaborative Divorce in Ventura County, and his practice is entirely devoted to all aspects of Family Law. He is licensed to practice law in the State of California, the United States Tax Court, and the U.S. District Court- Northern District of California.

ERIC REED
(2019-2020)

REMEDIES; PERFORMANCE EXAM WRITING; and PROFESSIONAL RESPONSIBILITY

Prof. Reed obtained his Juris Doctor Degree (J.D.) from the University of California, Hastings College of Law. He earned his Bachelor of Arts Degree (B.A.) *cum laude* from Claremont McKenna College. He has broad experience in construction contracts, real estate, personal injury and employment disputes. He has handled several civil and criminal appeals. He is a member of the California State Bar and the U.S. District Court for the Central and Eastern Districts in California.

CHRISTINE RENSHAW
(2017-2019)

LAWYERING; EVIDENCE and REMEDIES

Prof. Christine Renshaw received her Juris Doctor Degree (J.D.) from Duquesne University School of Law in Pittsburg, Pennsylvania. She went on to receive an LL.M. in Taxation from Loyola Law School in Los Angeles, California. Ms. Renshaw earned her Bachelor of Arts Degree (B.A.) from the University of California in Los Angeles. Prof. Renshaw is experienced in State and federal litigation for ten years and has argued several cases before the Second District Appellate Court, including one that is a published opinion. Ms. Renshaw is a member of the California State Bar.

JENNIFER ROMERO
(2019-2020)

CONTRACTS

Prof. Romero received her Juris Doctor Degree (J.D.) from the Southern California Institute of Law in Ventura. Her prior legal experience involved landlord-tenant litigation and legal work at the Children's Law Center in Los Angeles. She is a member of the California State Bar.

RICHARD F. SPERLING
(2016-2017)

COMMUNITY PROPERTY

Prof. Sperling graduated with a Bachelor of Arts Degree (B.A.) in Political Science from California State University at Northridge. He earned his Juris Doctor Degree (J.D.) with honors from Gonzaga University School of Law. He was a teaching assistant in Real Property and Community Property at Gonzaga and taught Business Law at Cal State, Northridge. He currently practices family law in Ventura County. Prof. Sperling is a member of the California State Bar.

**WILLIAM K. TOMLINSON
(2014-2015)**

TORTS and LEGAL WRITING

Prof Tomlinson received his B.A. *summa cum laude* with high honors in English from Vanderbilt University. He received his J.D. from Vanderbilt University School of Law in 1983. He was an Assistant Attorney General in Nashville, Tennessee, civil division, and prior to joining our Faculty, had been instructing in legal writing at UCSB. He practices in the field of civil appeals and writs, and civil law and motion, in State and federal courts. He is a member of the California State Bar.

**ANDRE VERDUN
(2019-2020)**

CRIMINAL PROCEDURE and MBE

Prof. Andre Verdun received his J.D. from Southern California Institute of Law in Ventura. He earned his Bachelor of Arts Degree (B.A.) from Ashworth College in Georgia. He successfully completed the LL.M. Degree Program in Criminal Trial Advocacy at California Western School of Law in San Diego. Prof. Verdun's trial practice includes criminal defense and plaintiff litigation involving consumer credit loans. He is a member of the California State Bar.

**HELEN C. ZAJIC
(2019-2020)**

CIVIL PROCEDURE; EVIDENCE and PROFESSIONAL RESPONSIBILITY

Prof. Zajic received her Bachelor of Arts Degree (B.A.) from Michigan State University, and her Juris Doctor Degree (J.D.) from Oklahoma City University School of Law. She was a National Merit Scholar and was awarded the Sneed Foundation Scholar and Outstanding Senior Award at law school. Further, she was awarded the prestigious Kerr Foundation Scholarship Award for academic excellence while in law school. She is a member of the Oklahoma and California State Bars.

QUESTION 19

[Link to [Disclosure Statement](#)]

DISCLOSURES

Method of Instruction

The method of instruction at this law school for the Juris Doctor (J.D.) degree program is principally by technological means including interactive classes.

First-Year Law Students Exam (FYLSE or “Baby Bar”)

Students enrolled in the J.D. degree program at this law school who successfully complete the first year of law study must pass the First-Year Law Students’ Examination required by Business and Professions Code § 6060(h) and Rule VIII of the Rules Regulating Admission to Practice Law in California as part of the requirements to qualify to take the California Bar Examination. A student who passes the First-Year Law Students’ Examination within three (3) administrations of the examination after first becoming eligible to take it will receive credit for all legal studies completed to the time the examination is passed. A student who does not pass the examination within three (3) administrations of the examination after first becoming eligible to take it must be promptly disqualified from the law school’s J.D. degree program. If the dismissed student subsequently passes the examination, the student is eligible for reenrollment in this law school’s J.D. degree program but will receive credit for only one year of legal study.

Sitting for the Bar Exam or Practicing Law in States other than California

Study at, or graduation from, this law school may not qualify a student to take the bar examination or to satisfy the requirements for admission to practice in jurisdictions other than California. A student intending to seek admission to practice law in a jurisdiction other than California should contact the admitting authority in that jurisdiction for information regarding the legal education requirements in that jurisdiction for admission to the practice of law.

Accreditation

The Law School is not accredited.

Pass Rate – past 5-years

Percentage = 21.1%

Faculty & Administration Profiles

See, <https://lawdegree.com/faculty/>

Prof/Student Ratio

The Instructor–student ratio has not exceeded 49 students per class in the last 5-years.

Attachment 1

Notice of Non-Compliance

The law school was issued a notice of non-compliance in 2019 due to the submission of a MPR below the requisite 40% for accredited law school status. After operating as an accredited law school for 25 years, based on this factor alone the law school’s accreditation and degree granting authority as an Accredited Law School was terminated.

On October 31, 2017, a State Bar Accreditation Inspection Team that included a Chair of the Committee of Bar Examiners, found that:

“[O]verall SCIL’s curriculum, admissions, scholastic standards, faculty, library, facilities, Dean and administrators [are] all compliant in offering students a sound program of legal education.”

The law school has applied to the State Bar of California Committee of Bar Examiners for authority to operate as a Registered Online Law School.

Attrition Rate in the Last 5-years

Please see the Annual Compliance Report filed with the Committee on November 15, 2019. See, <https://lawdegree.com/wp-content/uploads/2020/01/Compliance-Form.pdf>

First-Year Law Students’ Exam Pass Rate

Because the Law School was previously accredited by the Committee of Bar Examiners of The State Bar of California since 1996, the students of the Law School were not required to take and pass the FYLSE, and thus there is no current pass rate or percentage.

I have read and understood the disclosures made herein.

This disclosure statement is required to be signed by each student, who shall receive as a receipt a copy of his or her signed disclosure statement.

Print Name

Sign Name

Date

Official Use Only: Rec’d By

QUESTION 20

LAW SCHOOL ADMISSIONS - J.D

Law Students are admitted three times per year.

Enrollment is offered in the Fall Term (August), Spring Term (March), and Summer Term (June).

The regular academic year consists of courses spanning 30-weeks of instruction that commence in the *Fall Term* from August – December (15 weeks) and continues through the *Spring Term* from January – April (15-weeks).

The Law School also has a Spring-Summer enrollment. This involves 30-weeks of instruction that commences in the *Spring Term* from January-April (15 weeks) and continues through the *Summer Term* from May-August (15 weeks).

A student seeking admission to the Law School must present a completed application for admission on an official form accompanied by a non-refundable application fee of \$35.00. The application will not be processed unless the fee has been paid.

No later than forty-five (45) days from the date of registration, the Law School must have received from an applicant all prior official transcripts from all undergraduate, graduate and post-graduate colleges and/or universities attended, including, if applicable, the official transcripts of any prior law study. **These transcripts will not be returned.**

REGULAR STUDENTS

I. An applicant holding a Bachelor’s degree from a qualified institution, with generally no less than a 3.0 cumulative grade point average, may be admitted as a Regular Student. (A qualified institution is a college or university that has been approved by a regional or nationally accredited licensing agency approved by the U.S. Department of Education.); or

II. An applicant who has earned an Associate in Arts Degree or an Associate in Science Degree, with generally no less than a 3.0 cumulative grade point average from a qualified institution in California. The Specialized Associate Degree (Occupational) and the Associate of Applied Science Degree, and other associate level degrees which are vocationally orientated, do not satisfy this subsection; or

III. The studies completed prior to admission constituted not less than one-half the total acceptable for a Bachelor’s degree at a qualified institution, and

Attachment 1

(a) at least 90 percent of the total credits necessary to satisfy the requirements of this subsection were in courses with academic, non-vocational, and nonoccupational content,

(b) the applicant's grade average on all subjects undertaken was at least equal to that required for graduation from the institution attended, and

(c) the applicant's grade average on all courses with substantive content was at least equal to that required for graduation from the institution attended. The applicant must have satisfied the general education requirements for acceptance at a qualified institution.

It is the full responsibility of the student to ensure that he or she has no less than 60 undergraduate college units prior to admission, that are transferable toward a four-year college degree, that is approved by at least a regional accrediting agency recognized by the U.S. Department of Education.

SPECIAL STUDENTS

These are applicants who, for one reason or another, have been unable to complete enough collegiate work to qualify under the Regular Student status; *see*, section 1011.1.

Applicants in this category must take the LSAT and submit the score prior to admission.

An LSAT score at, or above, the 50th percentile is normally required. Scores that are more than four years old are generally not acceptable.

Applicants must also, as a condition of acceptance into the Law School Program, achieve the required passing scores listed below on designated CLEP (College Level Examination Program) exams:

1. The passing score for the mandatory English Composition or English Composition with Essay is 50 or higher.

2. Two of the following general examinations must also be taken, with a passing score of 50 or higher:

• Humanities • Mathematics • Natural Sciences • Social Sciences • History

Information about, and applications for, the CLEP exams may be obtained from the Director of Admissions, or directly from:

The College Board
2099 Gateway Place #480
San Jose, CA 95110
(408) 452-1400 ext. 129
www.collegeboard.com/clep

Attachment 1

Those applicants seeking admission as Special Students must also submit a written statement describing their experience and training in order to help to establish their potential to succeed in the study of law.

TRANSCRIPT VALIDATION

An applicant may be granted conditional admission based upon information contained in the application, and prior to the receipt of all required certified transcripts. However, within 45-days of registration, all required documentation must be received, and be in order.

Failure to comply with this rule will result in a delay of admission to, or exclusion from, the Law School.

Applicants who have attended any other law school(s) must comply with the foregoing requirements for admission, and provide a transcript of all previous law school coursework sent directly to this Law School by the law school(s) previously attended.

ADMISSION OF TRANSFER STUDENTS IN GOOD ACADEMIC STANDING

A student who qualifies for admission, and who has successfully completed academic work at a law school accredited by a regional or national accrediting body, or by the Committee of Bar Examiners of The State Bar of California, may be considered for admission to the Law School and granted appropriate credit for prior law study.

Maximum credit for work completed at another law school is 42 semester units.

The award of credit for work completed at another law school as defined herein is, in all cases, at the complete discretion of the Law School's Admissions Committee. And, in no event will credit be given for work in which the student received a grade lower than the minimum grade point average required for graduation at the school attended.

Transfer units accepted will count toward the requirements for graduation; but, the student's previous grade point average will not be computed into the student's grade point average at the Law School.

Any Applicant who is required to re-take any course(s) for which credit was awarded in the prior law school, will not be charged tuition for the course(s) repeated at this Law School.

If, for any reason, an Applicant, who qualifies for Admission and is awarded transfer units, disagrees with either (1) the number of transfer credits extended, or (2) the subjects for which credit is or is not awarded, such Applicant may appeal to the Academic Standards Committee for a review of the Admissions Officer's proposed transfer units.

Attachment 1

Note: The Law School does not offer credit for prior *experiential* learning.

FOREIGN STUDENTS

The Law School does not offer visas for foreign students and cannot accept foreign students unless they meet the requirements herein. All classes are taught in English. Translation and language services are not offered.

FIRST-YEAR LAW STUDENTS EXAM (FYLSE OR “BABY BAR”)

ADMISSION INTO UPPER DIVISION LAW COURSES

The First-Year Law Students Exam (FYLSE or “Baby Bar”)

“Students attending unaccredited law schools intending to qualify to take the California Bar Examination must take the examination upon successful completion of their first year of law study. Students who pass the examination within the first three administrations of the examination after first becoming eligible to take it will receive law study credit up to the time of passage of the examination. Students who pass the examination on an attempt following the third administration of the examination after their first becoming eligible to take it will only receive credit for one year of law study toward qualifying to take the California Bar Examination.” Guideline 1.3, Guidelines for California Unaccredited Law School Rules.

CREDIT TRANSFERS

TRANSFERABILITY OF CREDIT

Credits earned at the Law School may or may not be transferred to another educational institution. Transferability is dependent upon whether the other educational institution accepts credits earned from this Law School.

TRANSFER CREDIT FOLLOWING ACADEMIC EXCLUSION FROM AN ACCREDITED LAW SCHOOL

This section applies to the following prospective students:

- (i) Those students who have either passed the FYLSX at an accredited school, or
- (ii) who have passed the first-year law school examination at such school, and
- (iii) who are thus exempt from the FYLSX, and
- (iv) who have been academically excluded from such school after completion of upper division courses.

Applicants that fall into under this section may be granted credit on the following basis:

If the student is admitted, and has passed the Baby Bar, credit will be granted for all first-year courses in Torts, Contracts, and Criminal Law, not exceeding a total of eighteen units, and for all courses in which the student received a passing grade.

Attachment 1

If, however, the student is required to take the Baby Bar and has not passed it, no credit will be given for any first-year courses taken at such school until which time the student has passed the Baby Bar and is in good academic standing at the prior law school.

If the student is exempt from the Baby Bar and has been excluded at the end of the second or subsequent years of law school, and qualifies for readmission following academic exclusion, the Admissions & Re-Admissions Committee (“Committee”) may require that:

1. The student either re-take and pass all first-year courses; or
2. The Committee may admit the student to upper division courses, and may, at the discretion of the Committee, grant credit only for such courses for which the student received at least a “C” grade at the prior law school.

TRANSFER CREDIT FOLLOWING ACADEMIC EXCLUSION FROM AN UNACCREDITED LAW SCHOOL

Students who have passed the FYLSX at an unaccredited law school, and have been academically excluded from such school, and who qualify for readmission following academic exclusion, may be granted credit for completion of upper-division courses on the following basis:

1. If the student is admitted, credit will be granted for the first-year courses in Torts, Contracts, Criminal Law, and Legal Analysis and Writing; and
2. Credit for such other courses taken and passed may be granted only at the discretion of the Admissions & Re-Admissions Committee, based on such factors as:
 - a) the type and the level of difficulty of the course examination taken at the prior law school, and
 - B) the course grade received.

TRANSFER CREDIT CHECKLIST GUIDE

A number of factors affect transfer of prior law school credit(s), such as institutional policy, alignment with appropriate courses in the law school’s structured curriculum, procedures, requirements, and transfer application deadlines.

The Law School officials perform a quick checklist to help assist in evaluating request for prior law school(s) transfer credit(s).

Research and identify any prior law school(s) that meet(s) the Law School’s standards for transfer credit.

Learning and understanding the Law School’s policies and procedures as reflected in the Law School Catalog and the Student Policy Manual regarding transfer of credit(s).

Attachment 1

- Consult with the Dean of Law before communicating with the Applicant about nature and type of transfer credit(s) that may be applied.
- Review the Applicant's academic plan, identify potential Law School credit(s) for course credit(s) that may be transferable.
- Consider the level of the transfer credit recommendation and analyze the appropriateness to the graduation plan.
- Direct the Applicant to compare the transfer credit recommendations offered by the Law School against the learning outcomes for those courses listed in the Law School Catalog.
- Ensure that the Applicant understands which course(s) appropriate credit will be offered, and the courses that the Applicant must complete at the Law School as a student to earn credits applicable the B.S.L. and J.D. degree.

RE-ADMISSION FOLLOWING ACADEMIC EXCLUSION

1. A student previously excluded from law study due to low scholarship, whether at this Law School or another Law School, may be re-admitted when two or more years have elapsed since the disqualification, provided the nature of the student's work activities or studies during the interim indicates a stronger potential for the study of law. Exception will apply only under the following circumstances:

- (a) a sudden death in the student's immediate family at or about the time of a graded examination that contributed to the low grade(s) resulting in academic exclusion; or
- (b) if the Applicant demonstrates facts and circumstances which lead the Law School to conclude that the prior dismissal was occasioned not by the applicant's inherent lack of capacity for the study of law, but by outside causes (such as a traumatic event or serious hardship) of such severity as to have substantially impaired the applicant's ability to perform at his/her normal level; or
- (c) if the applicant passed the First-Year Law Student's Examination administered by the Committee of Bar Examiners.

2. In the case of applicants seeking re-admission to the Law School after exclusion for low scholarship, either as a first-year law student or as an upper division student with transfer credit, a conclusion that the prior exclusion was occasioned by outside causes should be supported by letters or memoranda from the Dean or the Faculty of the prior school.

3. In each case, the decision to reinstate a previously disqualified student (either from SCIL or from another law school) shall be determined through either an ad hoc committee of two or more members of the Administration/Faculty or by the Admissions & Re-Admissions Committee.

Attachment 1

4. Students who do not satisfy the any conditions on academic probation, or such other terms and conditions as may set by the Admissions and Re-Admissions Committee, may not advance into the next year of law studies.

5. In all cases of re-admission following exclusion, the Dean or the Registrar of the Law School shall sign and place in the student's file a statement of the considerations that led to the decision of re-admittance.

RE-ADMISSION FOLLOWING WITHDRAWAL DUE TO WEAK ACADEMIC PERFORMANCE

Withdrawals based upon the Advise-Drop Policy are reported as part of the Law School's annual filing requirements with the Committee of Bar Examiners as exclusions.

Students who withdrew in good academic standing based on the Advise-Drop Policy, or because of weak academic performance, will be required to demonstrate that they now possess a greater potential for the successful study of law. At least two letters of recommendation that attest to this fact will be required. Other criteria will include taking the LSAT and reporting a score at or above the 50th percentile.

STUDENT ADMISSIONS, ACCEPTANCE AND DECLINES

- 1) Applicants may first contact the Law School in person, via e-mail, telephone, or via the website inquiring about the Law School and enrollment procedures. Applicants are advised of the floor Admissions Standards applicable to California Registered Law Schools. If the prospective student does not meet these standards, they are advised not to apply at this time and thus save on related application fees.
- 2) If the applicant meets the basic floor requirements as stated in the Law School Catalog, they are advised that they may apply for admission.
- 3) If the applicant has met the basic Admissions Requirements, they are required to make a one-on-one appointment with one of the Deans. At this time, the Applicant is informed of the Law School's mission, its Academic Program, its Standards of Academic Good Standing, the teaching pedagogy, academic and ethical expectations, assessment and learning outcomes, as well as a discussion of the requisite time commitments.
- 4) If the applicant has met, or exceeded, the basic floor Admission Requirements, and there is nothing in the Law School Application form that would raise any question(s) concerning the Applicant's honesty and integrity, the Applicant will receive an Acceptance Letter, and a tentative class schedule, course syllabi, book list, and a list of fees, and a registration form. The Applicant must then schedule a one-on-one interview with the Director of Distance Learning. During this meeting, the Applicant is informed on all aspects of the Law School's learning management system and its operations.

Attachment 1

- 5) If the Applicant does not have a minimum undergraduate grade point average of 3.0, the Application, and the interview notes with the Dean, are referred to the Faculty Admissions Committee. If the Admissions Committee decides to accept the Applicant, the Applicant will receive a Letter of Acceptance. If the Admissions Committee does not accept the Applicant, the Applicant will receive a Letter of Denial with an explanation for the denial.
- 6) All Applicants who may be described as “special students,” that is, an Applicant who seeks admission based on a combination of CLEP and LSAT scores, the Applicant’s Application is referred to the Faculty Admissions Committee. Following a recommendation of the Faculty Admissions Committee, the Applicant may receive either a Letter of Acceptance or a Letter of Denial. If the Applicant is accepted, the Applicant must meet with the Dean and the Director of Distance Learning.

ACADEMIC GOOD STANDING, PROBATION, AND EXCLUSION

A student in academic good standing is one who is eligible to continue in the law program(s). All matters pertaining to academic good standing, probation, and exclusion, are determined at the end of all final examinations that usually occur in or around the end of April.

At the end of the **FIRST** academic year, a student with a grade point average of not less than 67, but less than 70, shall be passed to the second year on probation. Any student with a grade point average of less than 67 shall be subject to academic dismissal.

At the end of the **SECOND** academic year, a student who is already on probation following the first year of law studies, and who fails to secure a cumulative grade point average of at least 70, is subject to automatic academic dismissal.

At the end of the **SECOND** academic year, a student not already on probation, with a cumulative grade point average of 69, shall enter the third year on probation. Any student with a cumulative grade point average of less than 69 is subject to automatic academic dismissal.

At the end of the **THIRD** academic year, any student with a cumulative grade point average of less than 70 is subject to automatic academic dismissal.

At the end of the **FOURTH** academic year, any student with a cumulative grade point average of less than 70 is subject to automatic academic dismissal.

Attachment 1

Petition for Good Cause

For good cause, a student who fails to meet the terms of academic probation may submit a petition to continue with his/her studies. The Admissions and Re-Admissions Committee may either deny the petition and subject the student to academic exclusion; or may, upon review of the petition, subject the student to specific terms and conditions as a basis for continuing with the academic program. In such instances, the Committee will so inform the student, and a copy of this letter will be placed in the student's permanent file.

QUESTION 21

SAFEGUARDS ON FINANCIAL OPERATIONS

The Institute contracts with an outside independent book-keeper in confirming, reviewing, and compiling all financial transactions in check and cash and Paypal receipts and invoices. The staff salaries including Dean and Registrar are paid directly by the independent book-keeper. The Dean may only write regular operational checks for invoices duly submitted and faculty hourly compensation. The Institute uses a third-party CPA to file state and federal corporate tax filings.

The Board of Directors reviews these annual filings. In turn, the financial statements of SCIL and the detailed entries as to income deposits and disbursements on all income and expense items made by the book-keeper, are reviewed by a qualified independent CPA, the same individual charged with corporate tax filings. Both the financial statements and book-keeper entries are then provided by these individuals direct to an accountant who prepares the Annual Reviewed Statement.

The School uses an independent accountant, Wayne Smith, CPA. In the opinion letter provided with the financial statements, they are prepared under Generally Accepted Accounting Principles in the United States. It uses an accrual basis of accounting.

He is registered with the CA Department of Consumer Affairs, Board of Accountancy (Board) as a qualified CPA. He has a clear record with the Board.

QUESTION 22

FACULTY FREEDOM POLICY

The Institute, although a free-standing law school, recognizes that within the structure of a modern university, academic freedom is a prerogative of the university as a whole, of constituent academic units, and of the individual members who make up the body of the university.

At each level, the privileges of academic freedom are exercised in relation to academic purposes and within the bounds established by custom and the general practice of the academic community. It is the privilege of faculty members acting as a collective group to establish curricula in accord with established governance procedures and in compliance with licensing, approving, and accreditation agencies and within the prescribed governance procedures of individual faculty members to determine how they will articulate their discipline within a curricular structure that is compliance with the standards, policies, procedures, guidelines, and process of such agencies.

As an institution, our law school acknowledges that the ability to assert the rights and privileges of academic freedom depend on our willingness to accept concomitant responsibilities at each of the levels at which academic freedom is exercised. These include the responsibility to meet the highest scholarly standards in work that is carried out under the protection of academic freedom, the responsibility to respect the academic rights of others, and the responsibility to participate constructively in collective processes through which these rights are exercised. Most especially, it implies the responsibility to treat all members of the community of scholars that constitutes the university, including students as scholars under instruction, with the dignity that respects all honestly held opinions and all cogently articulated arguments.

With this in mind, faculty is prohibited from projecting a political preference at the expense of not having grounded the class in the rule, doctrine or principle articulated in the majority opinion of a case.

Faculty is reminded that this is an area fraught with particular danger in instructing constitutional law, but it has applications in such other areas as criminal law; criminal procedure; real property; and evidence where political predilections may intrude on teaching pedagogy.

Faculty is encouraged that if a minority view appears persuasive to by all means engage it as part of the Socratic technique, but by the end of the day the instructor must make every effort to insure students understand and can recite the rule of law as explained in a majority opinion even if the instructor disagrees with it.

Attachment 1

The law school is committed to full faculty academic freedom consistent with principles of the First Amendment as applied to private postsecondary educational institutions. A faculty member expressing personal opinions on any given issue under circumstances, which might reasonably be understood as official school views, has a duty to make clear that such is only the personal views of the speaker.

Finally, faculty is encouraged to use the Rules of Professional Conduct where relevant when instructing particular aspects of the subject-matter.

QUESTION 23

Past Library Waiver

This was granted when SCIL was a Fixed-Facility California Accredited Law School.
(The Institute understands that such waivers may not be applicable to online law schools.)

DECLARATION OF STANISLAUS PULLE

Re: LIBRARY

I, Stanislaus Pullé, am the Dean of The Southern California Institute of Law (SCIL). I have personal knowledge of the facts I state below and if I were called as a witness, I could completely testify about what I have written in this declaration.

2. This is declaration in support of an order from the Committee of Bar Examiners that permitted a permanent law library waiver when the Institute was accredited, pursuant to Guideline 8.6.

3. The local courthouse and county law library is now, and was at that time, located across the street from the Ventura campus, now at 1280 S. Victoria Avenue and previously at 877 S. Victoria Avenue.

4. The courthouse and county law library contain all mandatory library requirements of Guideline 8.4 and as reflected in the attached exhibits to the 2015 Annual Report.

5. The governing authority of the library has agreed in writing to permit the students and faculty of SCIL the same accessibility and conditions permitted under Guideline 8.3.

6. This declaration is executed in the City of Buenaventura in the County of Ventura, California.

7. We received a Letter dated 02/22/2011 from the Director of Educational Standards that unequivocally states that upon required declaration SCIL would meet the requirements of Guideline 8.6, and it will, for SCIL, “eliminate the need for any future waivers.” We had indeed dutifully provided the required declaration for the past five years.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

DATED: July 13, 2020

/s/ _____

Stanislaus Pullé, Ph.D.

Attachment 1

2019 Annual Report
California Accredited Law Schools

Law School: Southern California Institute of Law

Attachment 12

LIBRARY CONTENT

Indicate with an "X" the format of the following required library materials

TITLE	Hard Copy	Online
General National Materials:		
Corpus Juris Secundum, or American Jurisprudence, 2d	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Dictionaries:		
Legal dictionary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
General dictionary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Annotated Reports:		
American Law Reports – Federal	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
American Law Reports, 4 th and 5 th	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
American Law Institute Publications:		
Model Codes, Reports and Drafts	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Restatements of the Law, Reports and Drafts	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Forms of Pleading and Practice and Legal Forms:		
California Judicial Council forms	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Current set of California forms	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Current set of Federal forms	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Uniform Laws:		
Uniform Laws Annotated	<input checked="" type="checkbox"/>	<input type="checkbox"/>
California Materials:		
California Supreme Court Reports	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
California Appellate Court Reports	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
West's California Reporter	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
West's California Reporter 2nd	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Regarding the above, if the law school provides the official reporter through electronic means, then the unofficial reporter in hard copy is acceptable, or vice versa.		
West's Digest	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
California Jurisprudence, 3rd	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
West's or Deering's Annotated Codes, including Indices (for all code titles in bar-related subjects, including: Business and Professional; Civil; Civil Procedures; Commercial; Constitutional; Corporations; Court Rules; Evidence; Family Law; Penal; Probate)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
California Civil Jury Instructions, Civil (BAJI)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
California Jury Instructions, Criminal (CALJIC)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Law Revision Commission Reports	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Attorney General Opinions	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
California Code of Regulations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Attachment 1

Attachment 12 (continued)

TITLE	Hard Copy	Online
Federal Materials:		
United States Supreme Court cases, any set	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Federal Reporter, 1st through 3rd	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Federal Supplement	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Federal Rules Decisions	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Tax Court cases	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Board of Tax Appeals Decisions	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Federal Digest	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Supreme Court Digest	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Annotated edition of the U.S. Code	<input type="checkbox"/>	<input checked="" type="checkbox"/>
United States Statutes at Large	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Code of Federal Regulations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Looseleaf Tax Service	<input type="checkbox"/>	<input checked="" type="checkbox"/>
National Reporter System: (1st to date) for all of the following:		
Atlantic Reporter, New York Official Reports	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Northeastern Reporter	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Northwestern Reporter	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pacific Reporter	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Southeastern Reporter	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Southern Reporter	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Southwestern Reporter	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Texts and Treatises:		
Encyclopedia, treatises, or current text for all bar-tested courses taught	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Witkin, Summary of California Law	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Witkin, California Procedure	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Witkin, California Criminal Law	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Witkin, California Evidence	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Law Reviews and Journals:		
Number of journals adequate to meet the mission of the law school and the needs of the instructors	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Other Resources:		
Current Law Index or Index to Legal Periodicals	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Local county and city ordinances	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Local municipal codes	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Legislative history – United States Code, Congressional and Administrative News (USCCAAN)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Local court rules	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Cite Checking Resource:		
Shepard's Citation Service or Westlaw Key Cite	<input type="checkbox"/>	<input checked="" type="checkbox"/>