



Monterey College of Law  
100 Col. Durham Street  
Seaside, California 93955

## Major Change Request

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### “Hybrid” Onsite/Online JD Degree Curriculum

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Submitted: February 26, 2018

#### A. INTRODUCTION

Pursuant to Rule 4.165 of the *Accredited Law School Rules*, Monterey College of Law (MCL) is notifying the Committee of Bar Examiners (Committee) of a contemplated major change and requests approval by the Committee. The major change is defined in Section 4.165 (E) “... offering any new program in law study, whether a degree program, non-professional degree program, or non-degree program.”

Under Rule 4.165 (E), MCL requests approval from the Committee to add a new program of law study - a hybrid JD curriculum - to its traditional residential JD program. The new curriculum will utilize a combination of onsite courses and class sessions, as well as online, synchronous and asynchronous courses and class sessions.

*[Important Note: If Amended Guidelines 6.5, 7.11, and 8.1 are effective prior to the March 23-24, 2018 Committee meeting, the following waiver request will not be required.]*

*In order to implement the new program, MCL requests that the Committee of Bar Examiners grant a waiver of Accredited Law School Guideline 7.11(A) to allow the law school to offer a hybrid JD curriculum that will exceed the current 12-unit distance education credit unit limitation for an accredited JD program. This hybrid JD curriculum will be in addition to, not as a replacement of, its existing traditional residential JD curriculum.*

The new curriculum will not change the number of units required for the JD program (90 units), the number of required courses, the substantive topics for required courses, the curriculum sequence of courses, the required research and writing requirements, the clinical and practical skills training requirements, the grading standards, the requirement for mediation certification, or the requirement for documented student engagement. The admission requirements for students accepted into the initial hybrid JD cohort will remain unchanged, as will the academic standards and performance measures required for eligibility to progress through the JD course of study.

What will change is that the hybrid JD curriculum will utilize a combination of onsite and online classroom methodologies for teaching. The Committee’s 2017 approval of a major

change request for Santa Barbara and Ventura Colleges of Law that waived Guideline 7.11 (A) to allow a 70% online hybrid JD curriculum has provided a valuable framework for MCL's current hybrid JD proposal.

Furthermore, the Committee has approved specific guidelines for distance education in amendments to Guidelines 6.5, 7.11, and 8.1 that were developed by a working group of deans, attorneys, Committee members, and Committee staff over a period of more than four years. The process included numerous public hearings, opportunities for public comment, and subsequent review and approval by the Rules Advisory Subcommittee, Ed Standards Subcommittee, CBE, and the State Bar Board of Trustees. This proposal meets the standards and criteria of the amended rules and guidelines [although at the time of this filing, the effective date of the amended guidelines has not been announced].

The law school anticipates initiating the hybrid curriculum by enrolling a limited pilot program cohort of 15-18 students per year for the initial five-year development phase. The five-year phase includes the four-year hybrid JD curriculum and the post-graduate year of bar preparation.

During the developmental phase, delivery of the required onsite courses and class sessions may be limited to a single MCL campus location to allow for consistent oversight, monitoring, and feedback from faculty and students during the early stages of the new program. Prior to enrolling as participants in the initial program cohort, students will be provided written notification of the specific parameters of the program curriculum, including details, schedules, and locations of course offerings, including required onsite courses and class sessions, technology and equipment requirements, course sequence, practical skills training, and previews of hybrid course delivery methods. It is important to note that because the hybrid JD curriculum tracks the residential JD curriculum, students in the initial program cohort may transfer to the residential JD program at any of the MCL locations if at any point in time they believe that the residential program is a better educational format for them.

Although the initial cohort for the hybrid JD curriculum will be limited in size and location, once the hybrid JD curriculum has been fully developed, the law school anticipates offering the hybrid JD curriculum at all MCL locations. At that point it is anticipated that students will be eligible to enroll in combinations of onsite and online courses at all MCL locations and in all MCL degree programs. Under the amended versions of Guidelines 6.5, 7.11, and 8.1, it is also possible at some point in the future that MCL students will be eligible to take 100% of the JD curriculum online. However, that is a discussion and proposal reserved for a future date.

#### **B. Waiver of the Existing Guideline 7.11 (A)\***

*\* [Important Note: If Amended Guidelines 6.5, 7.11, and 8.1 are effective prior to the March 23-24, 2018 Committee meeting, the following waiver request will not be required.]*

*The existing Guideline 7.11(A), as amended August 28, 2015, limits the number of distance education credits within an accredited JD program to 12 semester units or their equivalent. A waiver of Guideline 7.11(A) is necessary in order to pilot test the proposed 70% online hybrid course design that will exceed the 12-unit limitation.*

*7.11 Distance-Education Credit.*

*(A) A law school may grant up to twelve distance-education semester credit units or the equivalent in quarter credit units toward its J.D. degree and other professional law degree programs.*

The proposed hybrid degree curriculum will allow completion of up to the equivalent of 63 semester units of distance education courses or classes out of the 90-unit JD program. This represents 70% of the JD curriculum. A minimum of the equivalent of 27 units (30%) in the hybrid JD curriculum will be required to be completed in traditional residential onsite courses or classes. Of the 27 residential onsite courses, eighteen (18) will be completed as part of the required 1L residential program, six (6) units will be completed as practical skills and Moot Court training, and three (3) units will be completed as part of the required annual Colloquia (1 unit per year) described in the curriculum section of this proposal.

The proposed hybrid curriculum and classes will be in compliance with all other requirements of 7.11 (B)-(G) and the amended Guidelines 6.5 and 8.1 (See Section C. and F. below and Appendix B).

*7.11 Distance-Education Credit.*

*(B) For purposes of this guideline, "distance-education" is defined as a course in which more than one-third of the instruction is provided by means of:*

- (1) Technological transmission, whether by the Internet, open broadcast, closed circuit, cable, microwave, satellite, or otherwise;*
- (2) Audio or computer conferencing;*
- (3) Audio or video cassettes, discs, or other electronic media; or (4) Correspondence.*

*(C) To be eligible to receive distance-education credits, a student must be currently enrolled and in good academic standing. An auditor or visitor may participate in distance-education courses, subject to the requirements of Guideline 7.12.*

*(D) A law school's acceptance of distance-education credit as transfer credit is subject to the requirements of guidelines 5.7 and 5.8.*

*(E) A law school may award credit for a distance-education course if:*

- (1) The academic content, the method of course delivery, and the method of evaluating student performance are evaluated and approved as part of the law school's regular curriculum approval process;*
- (2) A structured format for interaction with the instructor and other students is available during the course; and*
- (3) A method for monitoring and recording student participation, effort, and accomplishment is integrated into the course methodology.*

*(F) A law school's approval of credit for a distance-education course must include a specific*

*explanation of how the course credit was determined. Credit awarded must meet the requirement of fifteen contact hours of instruction for each semester credit granted or the equivalent in quarter units.*

*(G) Distance-education courses must be graded on the same basis as classroom-based courses.*

### **C. PROGRAM DESCRIPTION**

Traditional Curriculum Plan - One of the first distinctions of MCL's hybrid JD curriculum is that it will follow the exact same 90-unit curriculum plan as the law school's current residential programs. The curriculum will include the same bar-tested courses in the same sequence, as well as the same requirements for legal research and writing, professional responsibility, practice-based skills training, and mediation certification. The primary difference for the MCL hybrid curriculum will be that 70% of the courses will be taught using a combined asynchronous/synchronous online methodology and 30% of the courses will be taught using a classroom-based methodology.

Online and Onsite "Interplay" - The second important distinction of MCL's hybrid curriculum is that it does not require separate course mapping that would prohibit students from exercising the option of transferring between online and residential JD programs. Because the MCL hybrid curriculum tracks the same curriculum schedule as the residential JD curriculum, if a student enrolls in online JD courses and subsequently determines that a residential learning environment is a better fit for their learning style, the student is eligible to transfer to a residential JD degree program without disruption of their degree plan.

Required 1L Onsite Curriculum - The third important distinction of the proposed MCL hybrid program is that students will be required to complete their three first-year (1L), 6-unit, bar tested subjects - Contracts, Torts, and Criminal Law & Procedure - in residential classes. The same experienced law professors who have been teaching these onsite courses will continue teaching these courses as part of the hybrid curriculum. Upon successful completion of the required residential 1L courses, students in the pilot program will continue their upper division curriculum delivered in asynchronous/synchronous online courses. Adjunct faculty for the new online courses will be selected using the same rigorous selection criteria as used for traditional onsite courses and will be licensed attorney practitioners and judges with experience in the topics they teach. A number of the current MCL faculty have already indicated an interest in potentially teaching online sections of their courses.

Required 6-Unit Practice-Based Skills Training - The recently adopted Rule 4.160(F) requires the following practice-based skills and competency training:

*4.160 (F) Competency Training. The law school must require that each student enrolled in its Juris Doctor Degree program satisfactorily complete a minimum of six semester units (or their equivalent) of course work designed to teach practice-based skills and competency*

*training. Such competency training must teach and develop those skills needed by a licensed attorney to practice law in an ethical and competent manner.*

Students in the hybrid JD will complete at least six (6) units of required practical skills and Moot Court training in the same format as the residential program during years 2, 3, and 4. These courses will include courses such as advanced trial practice courses taught at the courthouse by local judges, a required moot court program, required participation in supervised law school sponsored community law clinics, and individual supervised internships and externships at law firms, public law departments, and public service law agencies.

Rigorous Academic Standards - Students in the hybrid JD will be required to meet all of the same rigorous academic standards and grading as students in MCL's residential programs in order to be eligible to progress through the second, third, and fourth years of legal study.

Required Residential Colloquium – In order to develop, enhance, and continue faculty and student relationship-building during the second, third, and fourth years of the hybrid JD curriculum, students will be required to attend at least one residential “colloquium” per semester. The mandatory one-day colloquia will be held in both the Fall and Spring Semesters and will include substantive, interactive student/faculty discussions related to professionalism, legal ethics, the rule of law, individual practice skills, and the practice of law. The interactive sessions will be developed and facilitated by faculty members and practicing lawyers and judges.

Compliant Course Design - The online curriculum will be designed to meet the amendments to Guidelines 6.5 and 7.11 (See Appendix B). To verify student academic engagement, the law school will comply with amended Guideline 7.11(D)(I) and will confirm student engagement utilizing an online system for tracking and reporting. In addition, the degree program and each online course will follow the nationally adopted standards for distance education published by the Distance Education Accrediting Council (DEAC). (See Appendix A and <https://www.deac.org/Seeking-Accreditation/The-DEAC-Accrediting-Handbook.aspx>).

Technical and Content Design Team - As part of the preliminary design and development of the hybrid JD curriculum, the law school is working with instructional design and educational technology experts from California State University Monterey Bay (CSUMB). The current development team includes Marc Oehlman, Associate Director of the Center for Academic Technologies at CSUMB and Denise Castro, Instructional Designer at the Center for Academic Technologies at CSUMB. It is particularly important to acknowledge that Ms. Castro is QM Certified (<https://www.qualitymatters.org>) for online course development. These professionals are well versed in best practices in digital teaching and learning, online pedagogy, and the technology resources required to make courses engaging and accessible.

The technical design team will be working under the direction of Dean Elizabeth Xyr who

has been in charge of development of the proposed hybrid JD curriculum and who has been developing and teaching MCL's existing online pilot courses over the past three years. Dean Xyr and MCL Adjunct Professor Philip J. Candreva will be working with the technical design team to oversee the development of law-related content. Professor Candreva is co-developer and co-faculty with Dean Xyr for the law school's current *Fundamentals of Law* hybrid course. Professor Candreva is an JD honor graduate from MCL who has designed and taught more than 80 distance education courses using multiple modalities over the past decade at the highly regarded Naval Postgraduate School of Business and Public Policy in Monterey.

Dean Xyr and Professor Candreva are assisted by two part-time law-related content design staff. Chelsea Jourdenais is a JD graduate of MCL and UC Davis where she was the author of "Using Literacy Strategies and Discussion to Improve Scores on Short Answer Tests". Ms. Jourdenais has been working with MCL faculty for the past five years in developing our existing online MBE-formatted quiz program for bar-tested subjects. Andrew Blomquist, is also an MCL JD graduate, who prior to law school worked as a QA Analyst for Atari Games. For the past two years, Mr. Blomquist has been developing and converting traditional online course content for law classes utilizing programs such as *Go Animate* and *Camtasia*.

Proven Digital Program Platforms - The law school will be utilizing several established digital education platforms for hosting the online courses and developing academic presentations and content. The law school has utilized Populi (<http://populiweb.com>) as its course management platform for more than four years. It is specifically designed for small colleges and provides a platform for online course pages, admissions enrollment data, course registration, course grade books, transcripts, secure faculty/student communications, and student invoicing. In addition, over the past two years, the law school has been pilot testing programs such as *Zoom Video* (<http://www.zoom.us>), *Prezi* (<http://www.prezi.com>), *Camtasia* (<https://discover.techsmith.com>), and *Go Animate* (<https://goanimate.com>) for course materials.

#### **D. COMPLIANCE WITH APPLICABLE RULES AND GUIDELINES**

Compliant Course Design - The online curriculum will be designed to meet the amendments to Guidelines 6.5 and 7.11 (*See Appendix B*). To verify student academic engagement, the law school will rely on methods provided in proposed amendment 7.11(D)(I) that will meet the student engagement requirements. The law school will confirm student engagement in the program through online tracking and reporting. The courses will meet all of the other requirements of Guideline 7.11 (B) through (G) related to student engagement, student monitoring, course design, course content, examinations, and grading.

As previously indicated, the degree program and each online course will follow the nationally adopted standards for distance education published by the Distance Education Accrediting Council (DEAC). (*See Appendix A and <https://www.deac.org/Seeking-Accreditation/The-DEAC-Accrediting-Handbook.aspx>*). The DEAC standards are recognized as "best practices" for distance education by the U.S. Department of



Education. DEAC is a national accreditor of online educational institutions. Therefore, once the MCL hybrid program is operational, MCL will inquire whether the hybrid JD degree program is eligible for DEAC accreditation.

Law Library: All students in the hybrid JD program will be provided with online Lexis Nexis accounts that meet the library requirements of amended Guideline 8.1. In addition, students enrolled in the hybrid JD curriculum will have access to law libraries of each of the law school's residential locations and local county law libraries if needed.

*[If the effective date of the amendments to Guideline 8.1 approving on-line library resources is not in place at the time that the online hybrid courses will be implemented (Fall 2019), an appropriate waiver will be sought for online students in the initial cohort.]*

*Rule 2.10 Statement of Provided Student Services, Experiences, and Activities; Adequate Support and Resources for Provided Services, Experiences, and Activities.*

Academic Support: The same categories of academic support services provided in the residential program, including special skills courses, tutoring, and academic advising will be provided online for students taking the hybrid JD curriculum. The academic support program will be coordinated by Elizabeth Xyr, Dean of Academics. Dean Xyr has served as an academic advisor at the law school since 2008. She previously served the law school as Assistant Dean of Academic Support, Associate Dean of Student Success, and Dean of Academics. Dean Xyr also developed the law school's unique bar skills program that is integrated into the law school's primary curriculum.

Clinical Programs and Practical Skills Training: First-year law students do not traditionally participate in clinical programs at the law school. However, for the upper division hybrid law students, clinical opportunities will be developed in collaboration with the current law school clinics and local bar association clinics. The six (6) units of required practical skills training will be provided through residential courses, internships, and externships that follow the same rules and requirements as those in place for the existing MCL residential programs.

Student Organizations: the hybrid students will participate in Student Bar Association activities through election of student representatives to the MCL student bar association.

Business Services: Heather English serves as the law school's full-time Business Manager and is located at the primary administrative office. Students at all of the law school's locations manage their student financial accounts on-line through Populi, the law school's course management system. Ms. English is available to all students by telephone, e-mail, and through the Populi system during regular business hours, Monday through Thursday, 9:00 a.m. to 6:30 p.m.

**Admissions:** Assistant Dean Wendy LaRiviere has served as MCL's Dean of Admissions for more than 15 years. Dean LaRiviere also manages the law school's marketing and recruiting program and the web-based admissions portal that serves as one of the primary methods of inquiry for prospective law students. Dean LaRiviere is also available to prospective students for all MCL locations by telephone and e-mail during regular business hours, Monday through Thursday, 9:00 a.m. to 6:30 p.m. Admissions files for prospective hybrid students will be compiled and maintained at the law school's primary administrative offices. All enrollment decisions for students applying for the hybrid curriculum will be made by the law school's Admissions Committee at the main campus and will follow the same standards, policies, and procedures that are utilized for all MCL locations.

*Rule 4.1 Law School Dean; Full-Time Administrator; Registrar Duties*

**President and Dean:** Mitchel L. Winick has served as the full-time dean of the law school since August 2005. He previously served as the Assistant Dean at Texas Tech University School of Law, an ABA approved law school, and has more than three-decades of experience in law, legal education, and business. Dean Winick received his J.D. from the University of Houston Law Center and B.A. (with emphasis in economics and political science) from the University of the Pacific.

Dean Winick was an early adopter of law school distance education, having developed and taught one of the earliest ABA synchronous distance education courses as a pilot program in 2000. The course, *Courtrooms of the Future*, was taught simultaneously at Texas Tech University Law School in Lubbock, Texas and the University of New Mexico School of Law in Albuquerque, New Mexico. Dean Winick also produced several of the earliest bar-certified, web-based, MCLE programs in 2003 while serving as Education Director for the Texas Center for Legal Ethics and Professionalism.

Dean Winick is active in higher education leadership, recently completing a term as chair of the CBE Rules Advisory Committee (RAC) and currently serving as the chair of the Law School Council. He previously served on the State Bar's Presidential Task Force on Admissions Regulatory Reform (TFARR) and on the Standing Committee for the Delivery of Legal Services. Locally he has served on the higher education advisory committees of the Monterey County Business Council, the Panetta Institute for Public Policy, and Leadership Monterey Peninsula.

**Registrar:** Shashi Chand is the law school's full-time Registrar and is located at the primary administrative offices in Seaside. Ms. Chand has served as Registrar for the law school for more than two decades. Ms. Chand is responsible for recording grades, maintaining all permanent student records, and registering students through Populi, the law school's on-line course management system. The vast majority of all information related to registration and student records, including transcripts, grades,



and formal student notifications are provided to students through the web-based Populi system. Ms. Chand is available by telephone, e-mail, and through the Populi system during regular business hours to students at all MCL locations.

## **E. FACULTY**

Following the successful model that MCL has employed for the past 45 years, the adjunct law faculty for the hybrid JD curriculum will be practicing lawyers and judges. MCL does not employ any full-time law faculty. The current law school faculty will serve as the adjunct professors of law for the proposed onsite courses. Adjunct faculty for the new online courses will be selected using the same rigorous selection criteria as used for traditional onsite courses and will be licensed attorney practitioners and judges with experience in the topics they teach. A number of the current MCL faculty members have already indicated an interest in potentially teaching online sections of their courses.

## **F. ACADEMIC PROGRAM**

First Year Curriculum: MCL will offer the following first-year law courses using the same Monday through Thursday evening schedule (6:30-9:30 p.m.) that is used at the law school's residential locations:

Contracts	6 units
Torts	6 units
<u>Criminal Law</u>	<u>6 units</u>
Total	18 units

Each of these courses will utilize the same syllabi and the same casebooks as the first-year courses offered at MCL's residential locations. First year students will also take the same format of examinations and be graded following the same rubrics as first year students attending the MCL residential locations. The syllabi, course materials, examinations, and grading rubrics for these courses have all previously been submitted for review and approved by the Committee as part of MCL's 2013 five-year site visit.

Practical Skills Training and Moot Court: MCL will offer a minimum of six (6) units of required practical skills training courses, Moot Court, internships, externships, and clinical programs that will be delivered as residential courses during the second, third, and fourth years. Additional practical skills units will be imbedded within the online curriculum to meet the 15-unit requirement of Guideline 6.9.

Upper Division Hybrid Curriculum: MCL will offer the same required upper division course curriculum online as offered at the law school's residential locations.

Professional Responsibility

Legal Writing I and II  
Legal Research  
Civil Procedure  
Evidence  
Real Property  
Appellate Writing  
Constitutional Law  
Community Property  
Business Organizations  
Wills and Trusts  
Remedies  
Mediation Certification

(See Appendix C for specific course listings and implementation schedule.)

**Academic Policies:** MCL will follow all of the same academic policies for hybrid courses that are currently in place at all MCL locations related to grading, attendance, academic honesty, equal opportunity, anti-harassment, faculty evaluations, course syllabi, examinations, academic probation, course repetition, and disqualification.

**Bar Review Resources:** MCL has a special license agreement with BarBri and Kaplan to provide a comprehensive bar review programs and skills courses that are included in the law school's tuition and fees. Students taking hybrid courses will have access to the same programs, many of which are already offered online.

**Student Handbook:** All policies and procedures are the same for all MCL locations with the exception of the definition of attendance and student engagement for the online courses.

**Faculty Handbook:** All faculty policies and procedures are the same for all MCL locations.

## **G. DEVELOPMENT OF THE HYBRID JD CURRICULUM**

The primary emphasis in developing the proposed hybrid JD is to design and deliver a curriculum that will provide a high quality, engaging, and rigorous educational experience that is comparable to the existing residential JD program.

Although programs for law school distance education are relatively new to the CALS, they are not new to the Committee or to California legal education. Concord Law School has been offering a 100% online legal education program since 1998. In addition to Concord Law School, the Committee has had direct oversight of at least four other 100% online law schools for several years, including Abraham Lincoln University School of Law, St. Francis School of Law, American Heritage University School of Law, and California School of Law. The Committee has also had direct

oversight of numerous correspondence law schools that utilize online law school curriculum as well, including Northwestern California University School of Law, California Southern University School of Law, and Taft Law School.

In recent months, the American Bar Association granted the first hybrid JD curriculum variance in California to Southwestern Law School in Los Angeles. The ABA previously granted similar hybrid curriculum variances to both Mitchell Hamline College of Law and Loyola University in Chicago. A report from the recent AALS mid-year conference in San Diego indicated that there are 5-6 additional ABA hybrid proposals under consideration. In addition, John Marshall Law School, Vermont Law School, Florida Coastal College of Law, New York University Law School, Washington University School of Law and the University of Alabama School of Law are just a few of the ABA law schools with established online LL.M. law degree programs, many of which allow JD students to take LL.M. courses for credit in the JD program.

As previously discussed, one of the important distinctions of MCL's hybrid curriculum is that it will follow the exact same 90-unit curriculum plan as the law school's current residential programs. The curriculum will include the same bar-tested courses in the same sequence as well as the same requirements for legal research and writing, professional responsibility, practice-based skills training, moot court, and mediation certification. The only difference for the MCL hybrid curriculum will be that 70% of the courses will be taught using a combined asynchronous/synchronous online methodology and 30% of the courses will be taught using a classroom-based methodology. The curriculum is designed to meet the rigorous curriculum standards in the amended guidelines that have been approved by the RAC, the CBE, and the BOT.

In the online courses and classes, many of the assignments and techniques will be the same as the residential courses. Faculty will assign readings, just as in a residential course. Depending on the course, faculty may choose a traditional casebook or develop course material specifically for their class. Faculty will follow the methods provided in proposed amendment 7.11(D)(1) to verify academic engagement. Student and course records will include digital logs of student participation. Faculty will guide the students' learning through podcasts, video lectures, *PowerPoint* and *Prezi* presentations, or other multi-media resources such as *Camtasia* and *Go Animate*. Similar to traditional residential courses, students will analyze statutes and case law, and provide either written or video "case briefs." Students will engage in both asynchronous and synchronous online classroom discussions, submit written assignments, take quizzes and exams, and collaborate with classmates using *Zoom* video, *Populi* postings, blogs, discussion groups, and e-mail.

Final exams for online courses will be administered in a similar format to onsite exams. In some cases, students may be required to take final exams in person at an MCL campus. However, for most of the online courses a secure testing environment will be established by using an online secure testing proctoring system such as one of the following:

- Examity  
[http://examity.com/?gclid=EAIaIQobChMItb29y-uW1wIVBDNpCh1A0AWheEAAYASAAEgKgSPD\\_BwE](http://examity.com/?gclid=EAIaIQobChMItb29y-uW1wIVBDNpCh1A0AWheEAAYASAAEgKgSPD_BwE)
- ProctorU  
<https://www.proctoru.com>
- ProctorFree  
<http://proctorfree.com>

Faculty will be provided external support in all aspects of the digital classroom and curriculum development by the school's technical design team, educational consultants, and law school professional staff.

## **H. FINANCIAL COMMITMENT**

MCL has budgeted an initial development investment of \$150,000 to fund the initial development and design of the hybrid curriculum. The development investment has been funded as part of a testamentary bequest that the law school received in Fall 2017. This initial investment will be supplemented by student tuition from 15-18 new students enrolling in the pilot cohort. It is anticipated that the combination of initial investment funds and student tuition from the hybrid JD courses will be adequate to initiate and sustain the program.

## **I. SUMMARY**

Under Rule 4.165 (E), MCL requests approval from the Committee to add a new program of law study - a hybrid JD curriculum - to its traditional residential JD program. The new curriculum will utilize a combination of onsite courses and class sessions, as well as online, synchronous and asynchronous courses and class sessions. This hybrid JD curriculum will be in addition to, not as a replacement of, its existing traditional residential JD curriculum.

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*In order to implement the new program, MCL requests that the Committee of Bar Examiners grant a waiver of Accredited Law School Guideline 7.11(A) to allow the law school to offer a hybrid JD curriculum that will exceed the current 12-unit distance education credit unit limitation for an accredited JD program.*

MCL requests the Committee to take action at the March 23-24, 2018 meeting in order to allow the law school to enroll the first student cohort to the hybrid JD curriculum in Fall 2018.

Submitted by:

A handwritten signature in black ink, appearing to read "Mitchel L. Winick". The signature is fluid and cursive, with a large loop at the end.

Mitchel L. Winick  
President and Dean