



The State Bar *of California*

**OPEN AGENDA
AGENDA ITEM O-100
OCTOBER 2021
COMMITTEE OF BAR EXAMINERS**

OPEN SESSION MINUTES

**THE COMMITTEE OF BAR EXAMINERS
OF
THE STATE BAR OF CALIFORNIA**

August 20, 2021

Zoom Meeting
State Bar of California Offices

A zoom meeting of the Committee of Bar Examiners of The State Bar of California convened in open session at 9:00 a.m., Friday, August 20, 2021, Chair Esther P. Lin presiding. Officers and members present were: Chair Esther P. Lin, Vice-Chair Alexander C. Lawrence, Jr., James A. Bolton, Ph.D., Michael Cao, M.D., Alex H. Chan, James H. Efting, Kareem Gongora, Dolores Heisinger, Judge James E. Herman, Michael A. Iseri, Larry Kaplan, Paul A. Kramer, Vincent Reyes, and Don Ajené Wilcoxson, Members. Member Robert S. Brody joined the meeting at 1:30 p.m. Members Bethany J. Peak, Judge Shelly Torrealba, and David A. Torres were absent. State Bar staff members in attendance were: Leah Wilson, Executive Director, Donna Hershkowitz, Chief of Programs; Amy C. Nuñez, Director III, Admissions; Audrey Ching, Assistant Director, Admissions, Lisa Cummins, Program Manager III, Examinations, Christina Doell, Program Manager I, Examination Grading; Tammy Campbell, Program Manager I, Operations and Management; Tara Clark, Program Manager I, Moral Character; Natalie Leonard, Principal Program Analyst, Educational Standards; Kim Wong, Administrative Supervisor, Admissions; Caroline Holmes, Attorney II, General Counsel; Jean Krasilnikoff, Attorney III, General Counsel; David Lane, Attorney, Moral Character; and Devan McFarland, Sr. Administrative Assistant, Admissions. The open session portion was concluded at approximately 12:39 p.m. The meeting went into closed session at approximately 12:40 p.m. The closed session concluded at 1:40 p.m. The meeting went back into open session at approximately 2:03 p.m. The meeting adjourned at 3:40 p.m.

PUBLIC COMMENTS

The Committee of Bar Examiners received 8 written public comments and 2 public comments pertaining to the technical issues with ExamSoft during the July 2021 California

Bar Exam, and 1 public comment pertaining to the Moral Character and Fitness process.

JUNE 18, 2021 COMMITTEE OF BAR EXAMINERS
PUBLIC MEETING MINUTES

It was moved, seconded and duly carried that the minutes taken during the public session of the meeting on June 18, 2021, be approved.

Moved by Reyes, seconded by Efting.

The motion passed. Roll call vote:

Bolton – yes

Cao – yes

Chan – yes

Efting – yes

Gongora – yes

Heisinger – yes

Judge Herman – yes

Iseri – yes

Kaplan – yes

Kramer – yes

Lawrence – yes

Reyes – yes

Wilcoxson – yes

MAY, JUNE, AND JULY 2021 STATISTICAL INDICATORS

It was by common consent agreed that the May, June, and July 2021 Key Indicators for the Office of Admissions/Committee of Bar Examiners be received and filed.

SCHEDULE FOR OCTOBER 15-16, 2021 COMMITTEE MEETING

It was by common consent agreed that the schedule for the October 15-16, 2021 Meeting, which will be held via a Zoom webinar, be received and filed.

2022 SCHEDULE OF COMMITTEE MEETINGS

It was by common consent agreed that the 2022 schedule of the Committee of Bar Examiners Meetings, be received and filed.

PRESENTATION ON BAR EXAM STRATEGIES AND STORIES

It was by common consent agreed that the Committee's appreciation be extended to Victor Quintanilla and his team for the presentation on the Bar Exam Strategies and Stories.

EXAMINATIONS

2020 – 2021 EXAMINATIONS GOALS AND ACCOMPLISHMENTS

It was moved, seconded and duly carried that the 2020 – 2021 Examinations goals and accomplishments be approved.

Moved by Gongora, seconded by Reyes.

The motion passed. Roll call vote:

Bolton – yes

Cao – yes

Chan – yes

Efting – yes

Gongora – yes

Heisinger – yes

Judge Herman – yes

Iseri – yes

Kaplan – yes

Kramer – yes

Lawrence – yes

Reyes – yes

Wilcoxson – yes

OPERATIONS AND MANAGEMENT

2020 – 2021 OPERATIONS AND MANAGEMENT GOALS AND ACCOMPLISHMENTS

It was moved, seconded and duly carried that the 2020 – 2021 Operations and Management goals and accomplishments be approved.

Moved by Gongora, seconded by Heisinger.

The motion passed. Roll call vote:

Bolton – yes

Cao – yes

Efting – yes

Gongora – yes

Heisinger – yes

Judge Herman – yes

Iseri – yes

Kaplan – yes

Kramer – yes

Lawrence – yes

Reyes – yes

Wilcoxson – yes

EDUCATIONAL STANDARDS

MINIMUM CUMULATIVE FIVE-YEAR BAR EXAM PASS RATE (MPR) COMPLIANCE REPORTING FOR ACCREDITED LAW SCHOOLS (RULE 4.160(N))

It was moved, seconded and duly carried that the Committee of Bar Examiners receives and files the 2021 MPR compliance report as set forth in Attachment A, directs that it be published on the State Bar's website and further directs that each California accredited law school add its 2021 MPR value to its disclosure documents, including the disclosure required pursuant to California Business and Professions Code section 6061.7(a) to be reposted on each school's website, and accepts those law schools reporting a value of 40 percent or more as in compliance, pending any further discussion of the status of John F. Kennedy School of Law at Northcentral University.

Moved by Cao, seconded by Bolton.

The motion passed. Roll call vote:

Bolton – yes

Cao – yes

Chan – yes

Efting – yes

Gongora – yes

Heisinger – yes

Judge Herman – yes

Iseri – yes

Kaplan – yes

Kramer – yes

Lawrence – yes

Reyes – yes

Wilcoxson – yes

CONTINUATION OF PROBATION FOR SAN FRANCISCO LAW SCHOOL DUE TO NONCOMPLIANCE WITH THE MPR REQUIREMENT

It was moved, seconded and duly carried that the Committee of Bar Examiners continues the probationary status of San Francisco Law School through July 1, 2022 consistent with its order issued in January 2021;

and

FURTHER MOVED, that the law school shall affirmatively communicate its status consistent with its responsibility under guideline 2.1 “to establish and maintain procedures and practices that demonstrate an on-going commitment to ensuring that every law school activity is conducted honestly and in a forthright manner” using the notice language below:

Notice of Probationary Status through July 1, 2022

This law school has been placed on probation by its accreditor, The State Bar of California,

through its Committee of Bar Examiners, due to reporting a five-year cumulative bar exam pass rate (MPR) of 36.0 percent for 2020 and 39.0 for 2021, when a minimum of 40 percent is required under Rule 4.160(N); the law school must raise this MPR to 40 percent or more by July 1, 2022 or the law school's accreditation may be terminated. If the law school's accreditation is terminated, the law school will be required to apply for and be granted registered, unaccredited status before it can continue to operate. See current MPR statistics for all accredited law schools on the State Bar's website;

and

FURTHER MOVED, that this notice should be included anywhere necessary to fulfill the law school's responsibility under guideline 2.1, including, but not limited to, the following locations in a font size of 12 point or larger if fonts on the page are larger: a written communication to current students that must be acknowledged in writing by each student; any advertising, information, or outreach to prospective students; the law school's disclosures and enrollment agreements; the law school's website home page; and the law school's accreditation or consumer information webpage. Where space limitations make insertion of the full notice impossible, the law school may provide a clearly labeled live link to the information.

Moved by Heisinger, seconded by Cao.

The motion passed. Roll call vote:

Bolton – yes

Cao – yes

Chan – yes

Efting – yes

Gongora – yes

Heisinger – yes

Judge Herman – yes

Iseri – yes

Kramer – yes

Lawrence – yes

Reyes – yes

Wilcoxson – yes

CONTINUATION OF PROBATION FOR LINCOLN LAW SCHOOL OF SAN JOSE DUE TO
NONCOMPLIANCE WITH THE MPR REQUIREMENT

It was moved, seconded and duly carried that the Committee of Bar Examiners continues the probationary status of Lincoln Law School of San Jose through July 1, 2022 consistent with its order issued in January 2021;

and

FURTHER MOVED, that the law school shall affirmatively communicate its status consistent with its responsibility under guideline 2.1 "to establish and maintain procedures and

practices that demonstrate an on-going commitment to ensuring that every law school activity is conducted honestly and in a forthright manner” using the notice language below:

Notice of Probationary Status through July 1, 2022

This law school has been placed on probation by its accreditor, The State Bar of California, through its Committee of Bar Examiners, due to reporting a five-year cumulative bar exam pass rate (MPR) of 36.0 percent for 2020 and 39.0 for 2021, when a minimum of 40 percent is required under Rule 4.160(N); the law school must raise this MPR to 40 percent or more by July 1, 2022 or the law school's accreditation may be terminated. If the law school's accreditation is terminated, the law school will be required to apply for and be granted registered, unaccredited status before it can continue to operate. See current MPR statistics for all accredited law schools on the State Bar's website;

and

FURTHER MOVED, that this notice should be included anywhere necessary to fulfill the law school's responsibility under guideline 2.1, including, but not limited to, the following locations in a font size of 12 point or larger if fonts on the page are larger: a written communication to current students that must be acknowledged in writing by each student; any advertising, information, or outreach to prospective students; the law school's disclosures and enrollment agreements; the law school's website home page; and the law school's accreditation or consumer information webpage. Where space limitations make insertion of the full notice impossible, the law school may provide a clearly labeled live link to the information.

Moved by Gongora, seconded by Cao.

The motion passed. Roll call vote:

Bolton – yes

Cao – yes

Chan – yes

Efting – yes

Gongora – yes

Heisinger – yes

Judge Herman – yes

Iseri – yes

Kramer – yes

Lawrence – yes

Reyes – yes

Wilcoxson – yes

**CONSIDERATION OF TERMINATION OF PROBATION FOR
JOHN F. KENNEDY SCHOOL OF LAW AT NORTHCENTRAL UNIVERSITY REGARDING
NONCOMPLIANCE WITH THE MPR REQUIREMENT**

It was moved, seconded and duly carried that the Committee of Bar Examiners finds that John F. Kennedy School of Law at Northcentral University has met its terms of probation

and, therefore, the Committee acts to end the law school's probation effective immediately.

Moved by Gongora, seconded by Heisinger.

The motion passed. Roll call vote:

Bolton – yes

Cao – yes

Chan – yes

Efting – yes

Gongora – yes

Heisinger – yes

Judge Herman – yes

Iseri – yes

Kramer – yes

Lawrence – yes

Reyes – yes

Wilcoxson – yes

PROPOSED AMENDMENT TO NEW RULES FOR ACCREDITED LAW SCHOOLS,
MPR RULE 4.160(D)6

It was moved, seconded and duly carried that the Committee of Bar Examiners recommends that the Board of Trustees post the amendments to Rule 4.160(D)(6) of the new Rules for Accredited Law Schools as set forth in Attachment B for a 30-day period of public comment, after which they may be considered for modification or approval.

Moved by Gongora, seconded by Reyes.

The motion passed. Roll call vote:

Bolton – yes

Cao – yes

Efting – yes

Gongora – yes

Heisinger – yes

Judge Herman – yes

Iseri – yes

Kramer – yes

Lawrence – yes

Reyes – yes

Wilcoxson – yes

PERIODIC INSPECTION REPORT OF UNIVERSITY OF LA VERNE COLLEGE OF LAW

It was moved, seconded and duly carried that the Committee of Bar Examiners receives and files the 2021 Periodic Inspection Report of University of La Verne College of Law, and the response from the law school accepting the report;

and it is

FURTHER MOVED, that the report's recommendations be adopted; that the law school is directed to implement the recommendations and to document the completion with supporting evidence as part of the law school's 2021 Annual Report;

and it is

FURTHER MOVED, that the accreditation of University of La Verne College of Law be continued; and that the law school's next periodic inspection be scheduled for spring 2026, unless an earlier visitation is deemed necessary by the Committee

Moved by Gongora, seconded by Iseri.

The motion passed. Roll call vote:

Bolton – yes

Cao – yes

Efting – yes

Gongora – yes

Heisinger – yes

Judge Herman – yes

Iseri – yes

Kramer – yes

Kaplan – yes

Lawrence – yes

Reyes – yes

Wilcoxson – yes

PERIODIC INSPECTION REPORT OF UNIVERSITY OF WEST LOS ANGELES SCHOOL OF LAW

It was moved, seconded and duly carried that the Committee of Bar Examiners receives and files the 2021 Periodic Inspection Report of University of West Los Angeles School of Law, and the response from the law school accepting the report;

and it is

FURTHER RESOLVED, that the report's recommendations be approved; that the law school is directed to implement the recommendations and to document the completion with supporting evidence as part of the law school's 2021 Annual Report;

and it is

FURTHER RESOLVED, that the accreditation of University of West Los Angeles School of Law be continued; and that the law school's next periodic inspection be scheduled for spring 2026, unless an earlier visitation is deemed necessary by the Committee.

Moved by Gongora, seconded by Reyes.

The motion passed. Roll call vote:

Bolton – yes

Cao – yes

Efting – yes

Gongora – yes

Heisinger – yes

Judge Herman – yes

Iseri – yes

Kramer – yes

Kaplan – yes

Lawrence – yes

Reyes – yes

Wilcoxson – yes

MAJOR CHANGE REQUEST FROM UNIVERSITY OF WEST LOS ANGELES
SCHOOL OF LAW TO ADD HYBRID JD PROGRAM

It was moved, seconded and duly carried that that the University of West Los Angeles School of Law's Request for a Major Change to add an online JD program as set forth in Attachment A be received and filed; that the request be granted effective immediately; and that the following progress reports be required to be filed with the Committee: 1) a letter confirming the start date of the program and initial enrollment within 30 days of the program launch or advising the Committee by November 1, 2021 of any delay in the program's launch; and 2) an annual progress report regarding the online JD program's enrollment and performance, as compared to the law school's classroom JD program, be included with the law school's Annual Reports each year until the law school is inspected again.

Moved by Cao, seconded by Heisinger.

The motion passed. Roll call vote:

Bolton – yes

Cao – yes

Chan – yes

Efting – yes

Gongora – yes

Heisinger – yes

Judge Herman – yes

Iseri – yes

Kramer – yes

Kaplan – yes

Lawrence – yes

Reyes – yes

Wilcoxson – yes

PROGRESS REPORT FROM TAFT LAW SCHOOL REGARDING
RECOMMENDATIONS FROM PERIODIC INSPECTION REPORT

It was moved, seconded and duly carried that that the Committee of Bar Examiners receives and files Taft Law School's progress report as set forth in Attachment A;

and it is

FURTHER MOVED, that the law school provide a further progress report documenting compliance or continued compliance as to each of these recommendations along with its 2021 Annual Report;

and it is

FURTHER MOVED, that the law school take steps to timely file all required compliance documents in the future.

Moved by Judge Herman, seconded by Wilcoxson.

The motion passed. Roll call vote:

Bolton – yes

Cao – yes

Chan – yes

Efting – yes

Gongora – yes

Heisinger – yes

Judge Herman – yes

Iseri – yes

Kramer – yes

Kaplan – yes

Lawrence – yes

Reyes – yes

Wilcoxson – yes

REPORT ON ADMINISTRATIVE UPDATES AT ACCREDITED AND
UNACCREDITED LAW SCHOOLS

The Committee received the report on administrative updates at accredited and unaccredited law schools, including the following information: Lincoln Law School of Sacramento the appointment of Professor Filomena Yeroshek as the Dean; from Peoples College of Law that Dean Ira Spiro is retiring in August 2021; from Trinity Law School that Dean Myron Steeves is retiring and will become Dean Emeritus in August 2021; and from Lincoln Law School of San Jose that the school has completed its transition of its web domain and email addresses to lincolnlawschool.edu.

2020 – 2021 EDUCATIONAL STANDARDS GOALS AND ACCOMPLISHMENTS

It was moved, seconded and duly carried that the 2020 – 2021 Educational Standards goals and accomplishments be approved.

Moved by Heisinger, seconded by Cao.

The motion passed. Roll call vote:

Bolton – yes

Cao – yes

Chan – yes

Efting – yes

Gongora – yes

Heisinger – yes

Judge Herman – yes

Iseri – yes

Kramer – yes

Kaplan – yes

Lawrence – yes

Reyes – yes

Wilcoxson – yes

MORAL CHARACTER

2020 – 2021 MORAL CHARACTER GOALS AND ACCOMPLISHMENTS

It was moved, seconded and duly carried that the 2020 – 2021 Moral Character goals and accomplishments be approved.

Moved by Kramer, seconded by Gongora.

The motion passed. Roll call vote:

Bolton – yes

Cao – yes

Efting – yes

Gongora – yes

Heisinger – yes

Judge Herman – yes

Iseri – yes

Kramer – yes

Kaplan – yes

Lawrence – yes

Reyes – yes

Wilcoxson – yes

ADJOURNMENT

Having concluded all the business scheduled for consideration during the open and closed sessions of the meeting, the meeting was adjourned at 3:40 p.m., Friday, August 20, 2021.



The State Bar of California

OFFICE OF ADMISSIONS

2021 Minimum Cumulative Five-Year Bar Examination Pass Rates for California Accredited Law Schools (MPR)

Five-Year Reporting Period: August 1, 2015–July 31, 2020¹

California Accredited Law Schools (CALS) must “maintain a minimum, [five-year] cumulative bar examination pass rate” of 40 percent or more, as calculated under Guideline 12.1 of the [Guidelines for Accredited Law School Rules](#). Schools report their MPR on July 1 and the State Bar posts these figures in August.

Law schools approved by the American Bar Association’s Section of Legal Education and Admissions to the State Bar must maintain a 75 percent two-year cumulative pass rate under Standard 316. Unaccredited law schools are not required to maintain a minimum bar pass rate.

California Accredited Law School	2018 MPR (%)	2019 MPR (%)	2020 MPR (%)	2021 MPR (%)
Cal Northern School of Law	72.9	73.9	71.1	75.7
Concord Law School, Purdue University Global	NA	NA	NA	56.3
Empire College School of Law	55.4	46.9	46.1	59.3
Glendale University College of Law	66.7	62.2	64.3	77.1
Humphreys College Laurence Drivon School of Law	45.6	41.9	46.0	52.3
Lincoln Law School of Sacramento	66.7	60.8	60.1	66.3
*Lincoln Law School of San Jose	56.1	44.1	31.5	36.5
Monterey College of Law	47.9	54.3	53.7	53.8
Northwestern California University School of Law	NA	NA	NA	58.3
Northcentral University, John F. Kennedy School of Law	48.8	44.4	39.7	41.9
*San Francisco Law School	46.2	41.7	36.0	39.0
San Joaquin College of Law	77.4	72.4	68.8	77.7
Santa Barbara and Ventura Colleges of Law	58.9	57.7	58.0	65.4
St. Francis Law School	NA	NA	NA	59.3
Thomas Jefferson School of Law	70.5	67.4	61.7	65.6
Trinity Law School	44.6	44.7	44.1	47.3
University of La Verne College of Law	...	69.0	66.0	75.1
University of West Los Angeles	54.1	50.0	41.8	49.4

¹ The 2021 MPR includes the results of the October 2021 bar exam, as well as the results of the February 2021 bar exam for those who graduated in March 2016 or later.

July 1, 2021

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*Must raise MPR to at least 40 percent by July 1, 2022 under the terms of its probation, or the school's accreditation may be at risk. If accreditation is terminated, the law school may apply to operate as an unaccredited law school.

PROPOSED AMENDMENT TO TITLE 4, DIV. 1, CHAP. 2, RULE 4.160(D)6
MPR Calculation in the New Rules for Accredited Law Schools

4.160(D)(6): Minimum Cumulative Pass Rate: The [California accredited] law school must maintain a minimum, cumulative bar examination pass rate (MPR) of 40 percent in each reporting period.

- a. The “reporting period” covers the five most recent 12-month periods (August 1 through July 31) prior to the calendar year in which the MPR is reported to the Committee.
- b. For purposes of MPR calculation, a “qualified taker for the reporting period” includes any individual who both graduated from the law school’s JD program during the reporting period and took any administration of the California Bar Examination during the reporting period or the first February administration after the reporting period that was also no more than 10 administrations after the taker’s graduation. The October 2020 California Bar Examination shall be treated as if it were administered in July 2020 for purposes of MPR calculation. A student who does not meet both requirements is not a qualified taker for the purpose of the MPR report and is not to be included in the calculation of a law school’s MPR.
- c. A law school’s MPR is to be calculated as a fraction that is the sum of all ~~applicants~~ qualified takers who took the bar exam during the reporting period and who passed any administration of the California Bar Examination during the reporting period or the first February administration after the reporting period that was no more than 10 administrations after the taker’s graduation, plus the sum of all qualified takers who have satisfied the requirements for the alternative pathway to licensure set forth in California Rule of Court 9.49.1(i)(4) by the July 1 reporting deadline (the numerator) divided by the sum of all qualified takers for the reporting period who, whether they passed or failed, took any administration of the California Bar Examination, during the reporting period or the first February administration after the reporting period that was also no more than 10 administrations after the taker’s graduation minus the sum of all qualified takers who are provisionally licensed lawyers pursuing the alternative pathway to licensure set forth in California Rule of Court 9.49.1 and who have not yet completed or exited the program by the July 1 reporting deadline (the denominator), unless that program has concluded (the denominator), with the resulting numeral being expressed as a percentage. The MPR for a law school with one or more branch campuses is to be calculated and reported as the combined rate of all such campuses.

University of West Los Angeles School of Law

Major Change Request

Online Juris Doctor Program

INTRODUCTION:

Pursuant to Rule 4.165 of the Accredited Law School Rules, the University of West Los Angeles (UWLA) is notifying the Committee of Bar Examiners (Committee) of this Major Change Request and seeks approval by the Committee. The Major Change request is to offer UWLA's currently-accredited JD program 100% online beginning in the fall semester (August 2021).

APPROVALS OF ONLINE J.D. PROGRAM:

The content, curriculum, outcomes, and proposed budget have been reviewed and approved by the Curriculum Review Committee, Director of Assessment, School of Law Dean/Provost, and the University President. UWLA is an accredited WASC Senior College and University Commission (WSCUC) institution. UWLA is concurrently seeking approval for WSCUC to grant accreditation to the same online JD program; see attachment 2021-26, Univ of West-JD (distance education). Our proposal to offer an online JD was submitted to WSCUC on May 21, 2021, and the WSCUC tentative proposal review date for that sub-change request is currently scheduled for July 15, 2021. Once we receive a response to our proposal, we will forward said response to the Committee.

PROGRAM OVERVIEW:

The JD program for the School of Law seeks approval to offer this degree program 100% online, starting with our fall 2021 class. The curriculum which makes up the degree, the faculty and administration, our admission standards, and course scaffolding will largely remain the same as it currently exists in the on-ground program. Additionally, this has been the methodology employed by UWLA since March 2020 due to COVID-19. By way of example, UWLA extensively surveys its stakeholders, in one such survey students were asked to rate UWLA's response to the COVID-19 required transition to distance education the following summarizes the response: "86% rated UWLA's response to the COVID-19 pandemic as either strong or outstanding." Further, UWLA's most recent "Returning to Campus Survey" evidenced the following: 1) 85% of students surveyed would prefer to remain in an online educational environment even post COVID-19 and 2) 75% of faculty surveyed would also prefer to remain in an online educational environment even post COVID-19. It is UWLA's intention that although its on-site program and proposed distance education program will be separate, UWLA will allow students in either program to petition to take courses in the other program subject to both 1) UWLA's Academic Council's petition for special action process and 2) UWLA's accreditors, Rules, Guidelines, and CFRs.

Below is a description of how UWLA's proposed online JD program aligns with our institutional Mission, Values, and Vision, as well as the State Bar's mission and goals. Additionally, our adherence to the Rules and Guidelines will be maintained as set forth below.

a. Description and Alignment with Mission, Values, and Vision.

This program is currently offered by UWLA in an on-site modality and is aligned with the community that we serve. UWLA was founded 55 years ago with the purpose of "democratization of the practice of law" this founding bedrock principle has guided our institution for more than half a century. UWLA believes that the legal profession should reflect and be composed of the same populations that it serves in California (i.e. racial, ethnic, gender, religious, and sexual orientations). UWLA's pedagogical approach has been to provide an opportunity for those that may not normally have access to a legal education, for whatever reason. That pedagogical approach has infused UWLA's JD program with a practitioner focus rather than the traditional theory based pedagogy of many law schools. Our JD program is supportive, rigorous, and stresses practical skills training and sound preparation for the California Bar Examination. We have met this goal for more than half a century via our day, evening, part time, and full time programs. Our holistic admission criteria meets our opportunity mission charge while at the same time, still requiring an LSAT based credential for admission. Offering an online JD continues to advance our Mission, Values, and Vision.

Mission Statement

University of West Los Angeles is a family.

Our culture of diversity creates a unique equitable educational empowerment environment. We provide opportunities for resilient learners to become servant leaders to their communities.

Values:

FEEL Definition - An Experience
(an emotion or sensation)

Family

Equity

Educational Empowerment

Leadership

Definitions of Our Values:

Family –

Our Family value of interpersonal relationships requires that we care for and treat all *members of our community in a constructive but honest and respectful manner.

*members of our community are all who share our values.

Equity –

Our value of Equity encompasses diversity and inclusion, it requires that we support each member based upon their unique needs for support and gives them fair access to educational empowerment. UWLA affirms its position as an antiracist institution.

Educational Empowerment –

Educational Empowerment adds to and refines the members of our communities' existing capacity and knowledge with the creation of opportunities for professional development and social mobility.

Leadership –

Irrespective of titles or names, the value of Leadership is the ability to bring about transformative change from vision to completion, while at the same time remaining a humble lifelong learner.

Vision Statement:

Liberation through Education.

Thus, an online modality will add greater flexibility and accessibility in terms of cost, time management, and location to those students who would otherwise struggle to access education necessary to enter the profession.

UWLA strives to continually improve the JD program to better ensure student success. As part of the program's continual improvement, our assessment of learning outcomes supports our conclusion that our students need additional learning opportunities and greater formative feedback throughout the program. The online modality will allow UWLA to better service its students by bringing higher education to their home and workplace and thus meeting the learner where they are.

b. Curricular Design and Nomenclature

The curriculum will mirror our current on-ground offering. We will offer a 15-week cohort model, accepting new students in fall and spring semesters, as we do under the current model. The scaffolding of courses will remain the same, with theory and practical application throughout. With regard to pedagogical method and instructional theory, the online curriculum will be enhanced with problem-based learning, rather than an exclusively Socratic approach, providing students with the opportunity to apply their understanding to real world scenarios. The content will be a live synchronous video stream in place of the on-campus in classroom three hour lecture discussion, all other pedagogical modalities will be applied equally to the online JD program as they currently are within the on-campus JD program. Assessments of course learning objectives will be conducted in the same manner as they currently are for the on-campus JD program through our Learning Management System (LMS) Desire2Learn (D2L) in the form of formative assessment artifacts administered during the twelfth to thirteenth class session.

The degree nomenclature will remain a Juris Doctor (JD).

c. Alignment with State Bar Mission and Goals

UWLA's request for approval of a fully online JD program aligns with and advances the mission of the State Bar, with particular emphasis on increasing both the diversity of the profession and increasing access to justice to underserved populations in California.

Please see:

<https://www.calbar.ca.gov/About-Us/Our-Mission> ("Mission"),
<http://www.calbar.ca.gov/Portals/0/documents/reports/Diversity-Inclusion-Plan-Report.pdf> ("Diversity Plan"), and
<http://www.calbar.ca.gov/Portals/0/documents/accessJustice/Attorney-Desert-Policy-Brief.pdf> ("Access to Justice").

One of the great advantages of the online modality is that it instantly creates access to law school for people in areas that are not otherwise served by a brick-and-mortar school as well as for people who do not have the wherewithal (financial or otherwise) to move to large cities with law schools (and a higher cost of living). Providing access to qualified applicants from these communities will not only increase access to justice for those communities, but will also increase the diversity of those practicing law throughout the state, which are two of the stated goals of the State Bar.

Even though the COVID-19 pandemic has still not run its course to conclusion, Los Angeles' notorious traffic has already returned. Distance learning allows our students to save anywhere from thirty minutes to three hours driving time over a typical thirty-mile drive to campus. Thus, a distance learning modality will allow our students who typically come onto campus twice per week to save from two hours to twelve hours of commute. They can then dedicate that saved time to additional study time to master their subjects or more importantly, to engage in much needed self-care for their mental health under these trying times.

The Online Modality Results in Less Overall Student Debt

The California Accredited Law School online modality will allow students to incur far less student debt than the traditional ABA law school model, thus increasing access to law school to students with less financial resources. One of the primary goals of offering an online JD is to reduce the cost of a legal education. UWLA's tuition is currently \$90,015.00. Additional cost savings will be realized via electronic texts embedded into the LMS, as well as both cost of living and cost of commuting for those not in the immediate area.

The Online Modality Will Increase Diversity in The Practice of Law

Currently there are numerous, qualified people throughout the State of California and Los Angeles County who do not pursue a legal education. This is not because of a lack of desire, but rather due to the cost of legal education and the difficulties of traveling to a physical campus from either their worksite or their home for those that care for family members. Greater access to law school for these populations through an online program will create a higher probability of bringing diversity, equity, and inclusion due to the multicultural landscape of Los Angeles County.

The Online Modality Will Yield Data Consistent with The State Bar's Goals

The State Bar's Diversity Plan focuses on the disproportionate attrition rate of diverse students in law school, collecting and analyzing statewide data to identify systemic issues that need to be addressed, and developing programs to address them. (Diversity Plan, p. 2). Not only is the online modality a potentially systemic solution to some of these problems, but it will also generate numerous data that can help the State Bar track and understand the needs, learning processes and success or failure of its students. By its nature, the online modality will yield a tremendous amount of data and information that is not available in the traditional on-campus law school format.

UWLA's PLAN FOR ONLINE DEVELOPMENT:

The online JD program has been developed as a system-wide partnership between the School of Law Dean, full-time faculty, adjunct faculty, Director of Assessment, Director of Faculty Development, Director of Institutional Research and eLearning, and UWLA's Curriculum Review Committee. UWLA, since March of 2020, through the joint acquiescence of the Committee as well as WSCUC has conducted its existing on-campus JD program through a distance learning modality online. Thus, this fifteen month process has enable UWLA to established best practices that create the structure of the online JD program that we are requesting permission to offer here.

UWLA's online modality is currently being held via synchronous Zoom classroom sessions that are held on a one-to-one ratio of hours as if the courses were being offered on-campus. Law students access their Zoom rooms through our online student LMS, D2L, and have been granted additional access to our new Student Information System (SIS), Campus Café. Campus Café, which was implemented in March of 2021, allows a greater level of transparency for all UWLA stakeholders, by way of example, students may now access remotely through the internet their unofficial transcripts, register for classes, pay their tuition, and receive grades once they are released. Additionally, these technological systems are overseen by our eLearning Virtual Instructional Support team (ELVIS) which consists of: Director of eLearning, Jesse Aldava in conjunction with library staff Mauricio Canas, Jeff Gast, Aria Golshorkhi, and Chris Kukta. This ELVIS team is available to students and faculty all day every day.

COMPLIANCE WITH THE GUIDELINES

Division 1: General Provisions.

No changes will be made with respect to our current policies and procedures under Division 1.

Division 2: Honesty and Integrity

No changes will be made with respect to our current policies and procedures under Division 2.

Division 3: Governance

No changes will be made with respect to our current policies and procedures under Division 3.

Division 4: Dean, Full-Time Administrator, and Faculty

No changes will be made with respect to our current policies and procedures under Division 4.

Division 5: Admissions

No changes will be made with respect to our current policies and procedures under Division 5.

Division 6: Academics

No changes will be made with respect to our current policies and procedures under Division 6, sections 6.1-6.4.

Guideline 6.5 Quantitative Academic Requirements

Pursuant to **Guideline 6.5 (A)**, the minimum requirement for the J.D. Degree is the satisfactory completion of a course of study requiring 1,200 hours of verified academic engagement. In pertinent part, **Guideline 6.5 (B)** states that “academic engagement” includes instruction in a compliant Juris Doctor degree curriculum offered through any of the following means: ... (b) student participation in a synchronous or asynchronous curriculum offered through distance-learning technology.

The online JD Program requires a student to successfully complete 85 units. Our 3-unit courses will require 45 hours of academic engagement. Our 2-unit courses will require 30 hours of academic engagement, and 15 hours of academic engagement will be required for our 1-unit courses. The number of hours of academic engagement in our currently offered, on-ground program remains the same in the proposed online JD program. We expect the student/instructor ratio to be no greater than 20:1, which is in line with our current ratio.

The full-time faculty and School of Law Administration have developed a plan for online course development that ensures 1,200 hours of verified academic engagement, and includes weekly student to faculty and student to student engagement opportunities which directly match UWLA’s on-campus JD program. Unverified academic engagement, such as case book readings, case briefing, outlining of course material and study time in groups or alone will continue to be required for student success, as it currently is in UWLA’s on-campus JD program. Weekly course design, with anticipated verified engagement hours, for the courses is below:

- a. Required case book readings
- b. Verified interactive synchronous video lectures with questions to elicit student understanding

Weekly verified academic engagement for a 3-unit course:

Academic Engagement	Time Estimate	Three Unit Course
Interactive synchronous video lectures	Three hours	Student-faculty engagement

Weekly verified academic engagement for a 2-unit course:

Academic Engagement	Time Estimate	Two Unit Course
Interactive synchronous video lectures	Two hours	Student-faculty engagement

Weekly verified academic engagement for a 1-unit course:

Academic Engagement	Time Estimate	One Unit Course
Interactive synchronous video lectures	One hour	Student-faculty engagement

Unverified Academic Engagement – Student Preparation

Expected unverified academic engagement hours per week will not change in the online modality. In alignment with the Carnegie system, UWLA students are expected to spend at least three hours per course unit preparing for class. For a three-unit course, students are expected to spend at least nine hours per week in preparation, six hours per week for a two-unit course, and at least three hours for a one-unit course. Unverified academic engagement includes case book readings, content review and outlining, preparing case briefs and written assignments, and study of the material. Where unverified academic engagement is conducted within the online platform (i.e., embedded case books, outlining tools, time spent within the course content, etc.), the average time students spend in preparation will be tracked and reviewed annually. All faculty are required to assign readings and other preparatory work to students which, in our estimate, takes the student the number of hours required per unit for outside-of-class preparation. This requirement will not change and all syllabi will continue to be checked and reviewed to ensure adequate preparatory time is required within each course, each week.

Exams

Each bar tested substantive course will have a proctored online timed final exam. UWLA uses Exemplify and will use ProctorU to proctor online exams which will ensure 1) authenticity of the student taking the exam, and 2) protect the integrity of the exam against cheating. Which is in alignment with the methodology employed by the Committee within both the October 2020 as well as the February 2021 General Bar Examination. To ensure authenticity of the examinee, students will create their Exemplify profile. During this process, a student uploads a government-issued photo ID (such as a passport or driver's license), answers security questions, and enters their first and last name. This information acts as the signature proctors use during the authentication process. All information is encrypted and stored on servers residing in the United States. UWLA and Exemplify hold strict security standards, and the information is only used during the authentication process and in compliance with all FERPA and HIPPA requirements where applicable. Once the student is authenticated, the proctor watches the student during the exam to ensure no outside resources (e.g., online, notes, people) are utilized. Pursuant to and **Guideline 2.7 (5)**, grading of all exams will continue to be anonymous.

The Online JD courses are below:

The School of Law's JD program has an 85-unit requirement comprised of: 55 units in course work mandated by the State Bar of California to meet the content of the California Bar Examination; 18 units in required professional practice-based courses; and the remaining 12 units in electives which are largely practice oriented.

***All courses that have already been conducted in an online environment by UWLA since March of 2020 are indicated below by the inclusion of *** preceding the course name. Thus, UWLA has already conducted in an online format, as UWLA is requesting within this Major Change Request, all 24 Required Courses from its curriculum as well as 21 of the potential 33 or 64% of the Electives that it historically offers its students.

Required Courses

*****Advanced Legal Writing (3 units)**

Building on the skills mastered in Legal Research and Writing, this course provides students with advanced legal research skills training as well as additional writing practice including closed and open office memoranda of points and authorities.

*****Appellate Advocacy (3 units)**

This course is designed to study the methods and procedures attorneys use at trial. Students will learn through active participation in all aspects of trial, including opening statement, direct examination and cross-examination of witnesses, closing arguments, objections, demonstrative

evidence, exhibits, and moving exhibits into evidence. The instructor and classmates will provide feedback to students on their presentations. The course will emphasize the importance of ethical courtroom demeanor and the skills needed for effective oral advocacy.

*****Business Organizations (3 units)**

A study of the law relating to corporations, agency, and the various forms of limited liability entities, including general and limited partnerships (LLC's and LLP's) and uniform acts such as the Uniform Partnership Act and the Model Business Corporations Act.

*****Civil Procedure (4 units)**

The course provides an overview of traditional, classic Federal and California Civil Procedure doctrines, comparing selected areas where the two systems differ. Students will discover that procedural devices and rules can decide who wins a case the way military strategy delivers victory to a weaker combatant who outsmarts a stronger foe. Among the techniques students learn how to use to determine outcomes: 14th Amendment *in personam* jurisdiction; Federal subject matter jurisdiction; venue; Erie Doctrine choice of law; 7th Amendment right to jury; res judicata and collateral estoppel; Collateral Order Doctrine appealability.

*****Community Property (3 units)**

The law of California marital property. Topics include classifying marital property, management and control of community property, the liability of marital property for the debts and torts of the spouses, the division of community property upon dissolution or death, and the property rights of putative and meretricious spouses. The course also includes coverage of selected California family law topics.

*****Constitutional Law I (3 units)**

An introductory study of the Constitution of the United States. Subjects include the structure of the federal republic, the constitutional powers of government, separation of powers, the theory and practice of judicial interpretation and review, individual rights, including due process of law.

*****Constitutional Law II (3 units)**

A further study of the Constitution of the United States. Subjects include equal protection, freedom of expression and association, and free exercise and establishment of religion.

*****Contracts I (3 units)**

The first semester of the year-long course in contract law covers the agreement process (intent to contract, offer, acceptance, consideration, etc.), alternative doctrines under which a noncontractual promise may be legally enforced (promises made in recognition of a benefit received, promissory estoppel), "policing the bargain, doctrines (status, misconduct, public policy), Statute of Frauds (the requirement of writing).

*****Contracts II (3 units)**

The second semester of the course begins with parole evidence and contract interpretation. With all aspects of contract formation covered; the course goes on to contract performance doctrines (conditions, impossibility/impracticability, frustration of purpose, breach). The course is then

completed with remedies (damages, restitution, specific performance), the rights and duties of third parties (assignment, delegation, third party beneficiaries), and finally, remaining doctrines of contractual discharge (mutual rescission, accord and satisfaction, novation).

***Criminal Law (3 units)

Criminal law is the study of the substantive law by which society regulates the conduct of its members and imposes criminal liability. Criminal liability is normally referred to as punishment. That liability may be discharged by a fine, by imprisonment, or by death. We will study general principles of criminal liability as well as the specific crimes of homicide, conspiracy, assault and battery, rape and sexual assault, attempts, theft crimes including robbery, and burglary, as well as justification defenses and excuses for criminal conduct. While there is no such thing modernly as common law crimes and while all criminal systems must be provided for by statute of the jurisdiction involved; we will study cases from a variety of jurisdictions as well as the Model Penal Code promulgated by the American Law Institute in 1962.

***Criminal Procedure (3 units)

Rules relating to the exclusion of evidence against a criminal defendant alleged to be in violation of one or more of the first Ten Amendments and the Fourteenth Amendment to the U.S. Constitution. Includes illegal search and seizure of the person or property, search warrants, double jeopardy, self-incrimination, confessions, right to counsel, right to bail, right to a fair and speedy trial, right of witness confrontation, right to trial by jury, right of due process of law, pretrial criminal procedures, and post-conviction remedies.

***Evidence I (3 units)

The admission and exclusion of evidence and the basis and logic/or policy underlying the rules. Topics include relevancy and materiality; hearsay and its exceptions. The allocation of the burden of persuasion and of producing evidence and the effect of presumptions are also examined.

***Evidence II (3 units)

Materials include competency of witnesses; privileged communication; impeachment and cross-examination; and scientific, demonstrative, and documentary evidence.

***Introduction to Legal Studies (3 units)

The substance and structure of legal analysis and legal method, including reading, briefing, and understanding cases and statutes. Extensive in-class and out-of-class written work emphasizing the application of case law and statutory law to specific fact situations.

***Legal Research and Writing | (3 units)

Basic techniques of manual and computer-assisted legal research, legal writing, and updating research. Course requires submission of written research assignments, an office memorandum, and a memorandum of points and authorities.

***Pretrial Litigation Procedure (3 units)

Students explore pre-trial procedures (including pleadings, discovery and planning the trial).

*****Professional Responsibility (3 units)**

Organization, regulation and ethical obligations of the legal profession; unauthorized practice; forming the attorney-client relationship; limitations on advertising, solicitation, and group legal service plans; compensation for legal services; fiduciary duties to client; avoiding conflicts of interest; competent representation; withdrawal from employment; duties and limitation on zealous representation; relations with other attorneys and the court; judicial ethics.

*****Real Property I (3 units)**

An introduction to the law of real property, including the states and other interests in land at common law, concurrent ownership, modern methods of creating, acquiring and transferring interests in land, including the contract and the deed and remedies for failure of performance.

*****Real Property II (3 units)**

Includes the recording system, title insurance, covenants of title and implied warranties; private restrictions on the use of land and zoning; duties and rights of landlord and tenant; easements; covenants; equitable servitudes.

*****Remedies (3 units)**

A study of legal and equitable remedies. Includes damages, injunctive relief, specific performance, restitution and defenses. Emphasis will be placed upon the choice of appropriate remedies for achieving the best strategic result.

*****Torts I (3 units)**

An introduction to Tort theory and the nature of public policy. Extensive study of the laws governing intentional torts and negligent conduct.

*****Torts II (3 units)**

Continued study on the laws governing negligence. Other topics covered include strict liability, product liability, defamation, invasion of privacy and business torts.

*****Trial Advocacy (3 units)**

Students explore trial procedures and strategies (including selecting a jury, examining witnesses, raising objections and making legal and factual arguments to the jury).

*****Trusts and Estates (3 units)**

The nature and use of inter vivos and testamentary trusts; elements of private and charitable trusts; use of trusts in estate planning; duties of trustees; rights of beneficiaries; enforcement of trusts; intestate succession; nature, validity, and operation of wills with particular emphasis on the California Probate Code, and probate and administration of estates.

Elective Courses

The following is a list includes all elective courses offered by UWLA in the preceding two years and it is not exhaustive as new electives are developed every year. Note that not all electives are offered every year, but on a rotating basis based upon student interest.

***Bankruptcy (3 units)

A study of the substantive law of Bankruptcy and its application, including voluntary and involuntary liquidations, discharge of debts, exemptions and creditor claims. Chapter 11 reorganizations, Chapter 13 plans and adversary proceedings will be detailed.

Billing and Case Management (1 unit)

Focuses on the art of billing and file organization. This hands-on course will provide students with skills they will need in every field of law they practice. With the assignments in this class, the students will be exposed to various tasks involved in multiple fields, and will learn how to capture billing. The familiarity with billing practices and case management that students will gain from this class will help provide the competitive tools needed to advance in the areas of law they choose to practice.

California DUI & Traffic Defense (3 units)

The purpose of our DUI & Traffic Course is to prepare students for the practice of criminal law in the defense of infractions, misdemeanors, and felonies relating to the California Vehicle Code. This course is designed to cover legal issues, forms, pleadings, procedures, preparation of the case and defense thereof, and issues dealing with Traffic Court and Diversion Drug Court Programs. In addition, this course may touch upon DMV Administrative Hearings, hearing procedures, administrative reviews, and grounds for setting aside suspensions and/or reinstating driver licenses. Although there is abundant material to cover in this course, particularly in DUI Defense, this course is designed to give students sufficient background to be familiar with traffic and DUI cases as they may arise in their professional careers

Civil Rights Law (3 units)

This course provides students with the principles of the primary federal and California civil rights legislation, as well as a working knowledge of the historical, moral, and social policies that gave rise to these legal rules and that affect their continuing application today. The course analyzes noncriminal statutes Congress and the California Legislature enacted to protect civil rights, and litigation under those civil rights laws. The course will first focus on federal law, including 42 United States Code section 1983, and laws prohibiting sex discrimination, discrimination in employment and housing, and disability discrimination. California law will also be examined, including the Fair Employment and Housing Act, the Unruh Civil Rights Act, and other state civil rights legislation

Client Counseling (3 units)

This is a client-centered course on client counseling and interviewing. We shall employ some traditional concepts, strategies and techniques for interviewing and counseling both new and existing clients with which you will find yourself once entering the practice of law. You will be introduced to a range of strategic options that exist when confronted with varying problems with clients. This course is much more than teaching you how to execute a given skill or technique, but will help you become better interviewers and counselors.

***Criminal Litigation Workshop (3 units)

This class will be a hands-on introduction to complex criminal litigation. We will evaluate a large current criminal case that involves hundreds of evidentiary documents and we will discuss how to analyze and organize the case in preparation for a hearing. Students will be evaluating arguments presented by (real) counsel and will be preparing counter-arguments. We will also be observing similar proceedings taking place in real courts during the semester. Each student will prepare a pleading addressing their assigned portion of the case.

***Criminal Practice (3 units)

A course covering the practical aspects of criminal practice and procedure from arrest through trial. Emphasis on pre-trial proceedings such as arraignments, motions, preliminary hearings, discovery, and trial. Designed for those who are interested in careers as prosecutors or criminal defense lawyers in either public or private settings.

Debtor-Creditor Relations (3 units)

This course is designed to familiarize students with many of the applicable laws that apply to nearly every aspect of a client's personal and business life and recognize the pervasive nature of the Debtor-Creditor Relationship: The Debtor-Creditor Relationship is central to everyone's life, and is central to the day-to-day life of a practicing attorney.

Domestic Violence (3 units)

This course will examine the legal system's response to domestic violence using an interdisciplinary approach. The course will address the legal issues of domestic violence in the areas of criminal, family, tort, immigration, employment, human rights, federal, and constitutional law. Ethical and policy issues will be included throughout. Specific legal issues will include the effectiveness of civil restraining orders, how intentional torts have applied to domestic violence, the erosion of interspousal immunity, how domestic violence is taken into account in custody and support proceedings, and interstate custody problems. The course will also analyze in the criminal area the efficacy of mandatory arrest and no-drop prosecution policies, including claims of self-defense and the use of expert testimony.

*****Employment Discrimination Law (3 Units)**

This course will examine State and Federal statutes and case law that cover the cause of antidiscrimination in the workplace. The types of discrimination to be covered will be race, sex, sexual harassment, sexual orientation, gender identity, disability, age and religious discrimination. The review of federal statutes will include Title VII of The Civil Rights Act of 1964, and its amendments, The American with Disabilities Act (ADA) and The Age Discrimination in Employment Act (ADEA). The principle California statute to be reviewed will be The Fair Employment & Housing Act (FEHA). Students will learn practical skills and applications of this field through drafting an Employment Discrimination Complaint, an Answer to an Employment Discrimination Complaint, a Discovery Request and a Discovery Response, based upon fun and interesting real- life fact patterns. Students will also learn about the administrative agencies charged with the enforcement of these statutes (the federal Equal Employment Opportunity Commission and the California Department of Fair Employment & Housing).

*****Entertainment Law (3 units)**

A comprehensive and systematic approach to entertainment transactions, with an emphasis on film and television production. Basic copyright and trademark law will be covered as it relates to the transactions.

*****Family Law (3 units)**

Family relations, including the law of marriage and annulment, dissolution and judicial separation, property settlement agreements, spousal support, legitimacy of children, custody, and adoption.

*****How to Start a Successful Law Practice (3 units)**

This is a practical course/workshop which will cover everything a new Attorney needs to know too start a new law practice. The class will feature at least one guest lecturer. Students will be taught how to interact with potential clients through role play and other methods. Students will prepare a business plan for their own mock law practice.

*****Immigration Law (3 units)**

The law relating to enforcement agencies, administration, requirements, exclusion process, elements of deportation, aliens, citizenship, naturalization, and customs.

Independent Study (1-3 units)

Comprehensive individual research projects under supervision of a faculty member, resulting in a scholarly paper. Topic and unit credit must be approved in advance by the Academic Council. Students who elect to do independent study must be in good standing academically.

This is an opportunity for advanced students to pursue new and different areas of the law not covered in the standard curriculum. Generally, projects will be awarded 1 to 3 units of credit, based upon the amount of identifiable and pre-approved time spent in research and writing. Independent study units are graded on a pass/fail basis and are included in the maximum eight non-classroom units. Before a student may register for Independent Study, the student first must petition the Academic Council for permission, submitting a detailed written proposal jointly prepared by the student and the professor who is willing to supervise the project, and receive approval by the Academic Council in advance of beginning the project. The written proposal must include a time-line of steps to be taken and the estimated number of hours of each step, including research, a bibliography, drafts, editing, rewriting, and the like. If the Academic Council approves the petition, the Council will determine the number of acceptable units.

NOTE: If a student opts to participate in Independent Study under the supervision of a professor who is not scheduled to supervise the course for that semester, it is the student's responsibility to make ALL of the arrangements and to pay the professor's salary for the course.

***Jurisprudence (3 units)

Law students must be able to think critically and write well in order to succeed in law school and pass the California Bar Examination. However, these objectives cannot be fully realized without a grasp on the foundational conceptions and theories regarding the fundamental nature of law.

Jurisprudence is the theory and philosophy of law. Scholars of jurisprudence, or legal philosophers, hope to obtain a deeper understanding of the nature of law, of legal reasoning, legal systems and of legal institutions. The semester will be spent exploring central issues in Jurisprudence as well as the various approaches and philosophies underlying it. This will be done in part through the study of various theories about the purpose and function of law in the Western legal tradition including Legal Realism (e.g., Karl Llewellyn, Jerome Frank), Natural Law (e.g., Aquinas, Ronald Dworkin, John Finnis) and Positivism (e.g., H.L.A. Hart, Joseph Raz). We will also examine the implications and affects of these theories on law as well as life in general. After a preliminary overview of the differences between pre-modern, modern, and post-modern thinking, students will be required to complete a group assignment which will be presented in class. Details of this group assignment will be provided at a later time.

***L.A.W. B (2 units)

Legal Analysis and Writing (LAW) is a practicum-based course in which students will spend two hours per week reviewing essays fact patterns and writing responses to those questions, while at the same time receiving immediate feedback from their professors focused on Spring semester substantive subjects.

*****Law School Bootcamp (1 Unit)**

This is an introductory course to the fundamentals of law school and surviving your first week. Covering topics from briefing, legal writing, and understanding the law school process.

*****Legal Writing (2 units)**

Legal writing is a practicum-based course in which students will spend two hours per week reviewing essays fact patterns and writing responses to those questions, while at the same time receiving immediate feedback from their professors focused on Fall semester substantive subjects.

*****Legal Clinic Educational Law (IEP) (3 units)**

The objective of the Legal Clinic is to provide a wide range of support to families and children with physical and/or mental disabilities or other special needs. Students enrolled in the Legal Clinic course will provide assistance to families as it relates to Individualized Education Plans (“IEP”). Students will provide support and counseling prior to, during, and after the IEP Process whereby the family will have the opportunity to meet with the law student(s) at the UWLA Campus for free assistance with their IEP. Students will subsequently serve as “Advocates” with the family during their IEP Meeting. In addition to providing families with the above-mentioned services, it is the goal of the Legal Clinic to promote community awareness of the University of West Los Angeles thereby enhancing student achievement. Further, the Legal Clinic will provide UWLA law students the unique opportunity to learn various aspects of special education law. Students will receive hands on experience in hopes of enhancing their skills as law students and as effective practitioners.

*****Legal Externship Program (LEP) (1-3 units)**

Students who have completed 21 units with a satisfactory GPA may participate in LEP. They place with public agencies, the District Attorney, the Public Defender, legal aid clinics, judges, and law firms and companies. Students work under the supervision of an attorney dealing with clients and courts, handling real-world legal problems. Prior to beginning LEP, students obtain (1) determination of administrative eligibility to take externship units from the Registrar or Associate Dean, and (2) determination of academic approval from the Director of the placement chosen by the student. The State Bar permits up to 8 units of non-classroom work. More than 3 LEP units in a semester, or a total of 9 LEP units, are permitted if good cause is shown. Students log their time on monthly reports signed by their attorney supervisor, and complete assignments, including viewing legal ethics videos and submitting reports, a final report on the student’s work at the placement, an exit report describing the student’s level of satisfaction with the placement, and weekly journals for students placing at private law firms. The course is Credit/No Credit. Students may concurrently participate in the State Bar’s *Practical Training of Law Students* program under its rules.

*****Lex Parsimoniae (Bar Exam Prep) (3 units)**

Focusing on test-taking techniques with an emphasis on essay questions, the objective of this course is to enhance the student’s knowledge and mastery of subjects tested on the California Bar Examination. The class is not intended as a substitute for any other course in the curriculum or for an outside bar review course.

*****Litigation Management & Courtroom Decorum (3 Units)**

This is a course managing litigation from a perspective of the judiciary. This course will provide a real world, hands on approach to courtroom decorum, trial preparation, jury selection, and witness management. This course will consist of practical and mock hearings.

*****MBE B (1 unit)**

Focusing on test-taking techniques with an emphasis on multiple choice questions. The objective of this course is to enhance the student's knowledge and mastery in multiple choice questions of subjects offered and tested during the FALL 2017 semester and on the California Bar Examination. The class is not intended as a substitute for any other course in the curriculum

*****Moot Court (3 units)**

Upper-division students are given an appellate problem for use in representing UWLA in Moot Court Competition. This course is available by invitation only.

*****Moot Court Project (1, 2 or 3 units)**

Upper-division students are given an appellate problem for which they must write a judged research brief and participate in a judged oral argument on behalf of both appellant and respondent. The topic is an actual (but modified) recent CIVIL appeal involving employment law. Following the preparation of the brief, done individually and with individual and group meetings with the instructor, all members of the Project meet for a series of group class sessions and simulated oral arguments. Participating students must have previously completed the Appellate Advocacy class. Class sessions are scheduled to accommodate other class/work obligations of the Project participants, and therefore meetings typically take place in the evenings and on weekends. Although there are informational meetings held during the brief writing portion of the Project, the majority of class meetings take place following the conclusion of the brief, when simulated oral arguments are conducted. At those simulated court sessions, students alternate advocating on behalf of either party, and also serve as appellate judge, evaluating presentations of the advocates. Students will be evaluated by Professor Glassman, other advocacy instructors, fellow students, and invited attorneys and judges. Participation will also provide students to attend oral argument sessions of the California Court of Appeal, during which related actual case hearings will be evaluated. The Project concludes in the first week of April, providing students ample time to prepare for examinations in other classes and for graduating students, commence bar preparation. Class is Pass/No Pass.

Police Misconduct and Excessive Force (3 units)

This course focuses on litigating civil rights claims under 42 U.S.C. Section 1983, in lawsuits suit government officials (including City agencies and individual police officers). This course will discuss the nuances between filing in Federal versus State jurisdiction. There will be a discussion of the potential federal and state causes of action. The primary focus will be to learn how to use federal and state statutes to vindicate constitutional rights or defend governmental entities. We will also cover the proper defendants and theories under Section 1983; what kind of constitutional violations must be shown; how causation works for governmental and tort claims; immunity and other defenses that have been read into the statute; and how damages are assessed.

There will also be a discussion surrounding the attorney's fees provision in Federal court. We will discuss high profile police misconduct cases while discussing a wide range of substantive civil rights violations, including due process violations, equal protection violations, denial of free speech, excessive force, and unlawful searches and seizures. Finally, we will discuss the discovery process as it relates to section 1983 cases (including Pitchess Motions). There will also be discussions regarding the intersection of the criminal and civil proceedings.

Post-Conviction Relief Other Than Appeal (3 units)

Course includes There are legal mechanisms available in the trial court simply to improve a criminal record – usually done to improve employment opportunities. This is a practical “how to” class on what can be done, and the underlying legal principles involved, including supporting statutory and case law. Topics include, early termination of probation, reduction of a felony conviction to a misdemeanor, post-conviction dismissal (expungement), certificate of rehabilitation and pardon, and motion to seal records (factual innocence).

Preparing for Law Practice in California (3 units)

This course, Preparing for Practice in California for Solos and Small Firm Practice, will introduce the student to traditional concepts, strategies and techniques for preparing to open, opening, surviving the first year of a solo or small firm practice and beyond. The student will be introduced to a range of strategic issues faced by the new practitioner, including preparing a business plan, financing and capitalization, and marketing. We shall explore the use of new technology, including software for general and client trust accounting, conflict screening, billing, and more. The underlying principles introduced in this courses' practical approach is grounded in the rules and laws of ethics.

Sales and Secured Transactions (3 units)

This is a basic course dealing with contracts for the sale of goods under Article 2 of the Uniform Commercial Code. Its goals include the development of skills in statutory analysis and an in-depth understanding of the process of contract formation and performance in the modern world of sales of goods. An understanding SECURED TRANSACTIONS This practical course focuses on the formation, enforceability and use of security interests in personal property and in basic commercial transactions. Secured transactions are covered under Article 9 of the Uniform Commercial Code Both Sales and Secured Transactions relate to and control fundamental everyday legal issues that impact our clients.

***Introduction to Federal Income and Other Taxes (3 Units)

An introductory course on federal income taxes with a focus on different types of taxable income, deductible expenses, and the general structure of an income tax return. The course will also cover the tax consequences of varied financial and non-financial transactions and an overview of various other taxes. No prior tax knowledge is required.

Trademark (3 units)

This course will make students familiar with the fundamentals of trademark law and begin exploration into the trademark prosecution with the United States Patent and Trademark Office (USPTO)

*****Workers Compensation Practice I (3 units)**

Workers Compensation Practice I prepares students for the practice of Workers' Compensation law before the State of California Workers' Compensation Appeals Board. The course covers all legal issues, forms, pleadings, procedures, preparation/file management/litigation of applicant's cases and defense thereof. The course includes practicum portions with training in depositions, cross-examination techniques and skills, rating and analyzing reports, and completing settlement and trial documents. The course focuses on the actual practice of workers' compensation and the assignments were designed to walk the students through the initial handling of a workers' compensation case up to litigation.

Guideline 6.5 (C) requires regular and punctual attendance in academic engagement. The online JD will require not less than 80% of the minimum number of hours required for academic engagement required in each course. This amount will be calculated in the same manner as it is conducted on campus in which the professor will call roll and then submit that verified attendance roster to UWLA's Registrar.

Guideline 6.5 (D) Curriculum, is set forth above.

Guideline 6.5 (E – N): No changes will be made with respect to our current policies and procedures.

Guideline 6.6 Externship, Clinical, Law Review, and Similar Programs:

UWLA has a highly developed and compliant Legal Externship Program. Please see Attachments LEP 1 through 11.

Additionally, UWLA has a highly developed and highly impactful Clinic which benefits our community by providing representation to families denied reasonable accommodations in the form of Individualized Educational Programs by the Los Angeles Unified School District. Please see course descriptions for both the LEP and Clinic above as well as take note that both courses have been offered continuously since March 2020 in an online modality.

Guideline 6.7 Content of Curriculum

Guideline 6.7 mandates that a school must design its curricular offerings, units per course, and requirements for graduation in a manner consistent with Rule 4.160C and Guideline 6.1. The online JD includes all subjects tested on the California Bar Examination, offered annually. Additionally, a course in Professional Responsibility will continue to be required.

Guideline 6.8 Balanced and Comprehensive Course of Study

The courses set forth above are to be taken in sequence. At UWLA students are required to take 12 units of electives, 18 units of UWLA practicum courses, and 55 units of substantive law courses to satisfy the 85 units to complete the program.

Guideline 6.9 Practical Skills

Guideline 6.9 (A) requires that schools provide the opportunity for students to complete a minimum of fifteen (15) units of practical-based skills and competency training. The online JD exceeds this requirement by mandating 18 units as described below as well as offering many Electives to satisfy this requirement additionally with the 12 units that students may self-select in their areas of interest.

UWLA Practicum Courses: 18 units

Intro to Legal Studies-3 units
Legal Research & Writing-3 units
Advanced Legal Writing-3 units
Pre-Trial Litigation Procedure-3 units
Trial Advocacy-3 units
Appellate Advocacy-3 units

Guideline 6.10 Student Interaction

The online JD will include numerous opportunities for student-to-student interaction. All courses will include live discussion within the three-hour course class sessions synchronously wherein students and faculty can engage with one another on course content.

Features to help engage student interaction on Zoom include the following: Polling, break out rooms, etc.

Guideline 6.11 Required Examinations

No changes will be made with respect to our current policies and examination practices, other than our use of Exemplify and ProctorU as our proctoring mechanism. All courses, except those requiring substantial oral or written work, will have final examinations testing student knowledge and ability for advancement.

Guideline 6.12 Restrictions on Use of Past Examinations

No changes will be made with respect to our current policies and procedures.

Guideline 6.13 Examination formats; Evaluation of Examination Effectiveness

No changes will be made with respect to our current policies and procedures. All bar tested substantive examinations will involve both essay questions, where applicable, and MBE-style

multiple choice questions. The School of Law faculty chairs constitute UWLA's Examination Review Committee and they will continue to review all examinations in advance of them being given to ensure they will test the students' ability and knowledge of the fundamental principles of the course.

Guideline 6.14 Grading Standards

No changes will be made with respect to our current policies and procedures.

Division 7: Scholastic Standards

No changes will be made with respect to our current policies and procedures.

Division 8: Library Requirements

No changes will be made with respect to our current policies and procedures. All required materials will be accessible online and students will be provided both Westlaw and LexisNexis access as they are currently. Additionally, students will have access to all Committee required materials in an online format as well as hard copies available at each campus.

Division 9: Physical Resources

Guideline 9.1 requires that a law school have physical and technological resources in an infrastructure adequate for its programs and operations. There will be no changes made to our physical structure in the online JD. The administrative office and technology platform will be maintained in California as required by this guideline, as it has for the past fifteen months in employing the online teaching modality.

Guideline 9.3 requires a school to have and maintain instructional equipment and distance learning technology that is adequate to support its educational program. The online JD will utilize the D2L platform. The D2L platform is one provided by an industry-leader in LMS, and is now used by over 1200 schools, colleges, universities, and businesses around the world. Since the program is online, support for the platform is provided 24 hours a day to ensure that, should students run into infrastructure concerns while attempting to complete their coursework, they can receive resolution in that session and complete on time as scheduled. In addition to immediate service support to redress any issues, there are monthly and bi-weekly meetings to continue to refine and improve the experience and platform. Additionally, as discussed above UWLA has transitioned to a new SIS, Campus Café, to further enable both student and faculty access to student information as needed remotely.

Division 10 Financial Resources

Guideline 10.1 - 10.3

No changes will be made with respect to our current policies and practices governing financial resources. UWLA's 2020 Annual Compliance Report and related financial disclosures was submitted to the State Bar.

Division 11 Records and Reports

No changes will be made with respect to our current policies and procedures. Our Annual Compliance Report has been submitted. Pursuant to **Guideline 11.1 (O) (2)**, the School of Law has an extensive assessment process. Attached please see JD Curriculum Map, which articulates the alignment between the courses and program learning outcomes. Also attached please see UWLA Assessment and Program Review Handbook 2018. Consistent with University practice, each academic year two PLO's are chosen by faculty to be assessed.

In addition, the JD Program will undergo a scheduled five-year program review (program self-study). The internal five-year self-study includes annual PLO assessment data, including results and either an affirmation of existing good practices or proposed programmatic changes in an effort to close the loop. All of this flows in alignment with UWLA's Mission, Values, and Vision while at the same time being student success centered.

Division 12 Minimum, Cumulative Bar Examination Pass Rate

No changes will be made with respect to our current policies and procedures. Our MPR has been verifiably and compliantly reported as follows:

2018: 55.34%

2019: 49.43%

2020: 41.80%

UWLA's as of yet unverified MPR calculation for 2021, taking into account both the October 2020 and February 2021 Bar Examinations will be reported at between 47.77% and 49.37%. The range in the MPR calculation is due to the need of validation as to which UWLA alums within the MPR calculation are currently PLLs on a pathway to licensure.

Division 13 Awarding of Professional Degrees in Addition to the JD Degree

If the School of Law decides to offer any professional law degree in addition to the JD, the School of Law will seek prior Committee approval in accordance with this guideline.

Division 14 Equal Opportunity and Non-Discrimination

No changes will be made with respect to our current policies and procedures.

Ms. Natalie Leonard
Principal Program Analyst, Educational Standards
The State Bar of California
180 Howard Street
San Francisco, CA 94105

Dear Ms. Leonard:

Taft Law School did accept the Report and its Recommended Mandatory Actions and its Recommended Suggestions to Enhance Compliance. Taft Law School has implemented the Recommendations.

Listed below are the Recommendations in italics and the actions taken. All Mandatory Recommendation have been implemented.

Recommended Mandatory Actions

1. Guidelines 2.3, 5.32 and 5.33: It is recommended that the school correctly define the Committee's categories of regular and special admissions in its publications, including its website, and that where conflict exists between policies of DEAC and the Committee, the policies should be stated clearly, so that DEAC policies are not attributed to the Committee.

Response: Taft Law School has modified both its catalogs and website to correctly define the Committee's categories of Regular and Special admissions. It has also clarified the conflict between the DEAC requirements and the Committee's Guidelines. Here is the language of these modifications:

REGULAR APPLICANTS:

The California Committee of Bar Examiners has determined that an applicant who has a bachelor's degree from an institution approved by the Committee is admissible as a Regular Student. An applicant who does not have a bachelor's degree, but who has completed at least one-half of the work required for a bachelor's degree at a college or university approved by the Committee, is also admissible as a Regular Student.

Our accrediting body, the Distance Education Accrediting Commission (DEAC) has determined that Applicants who have earned a Bachelor's degree or higher from a college or university accredited by an accrediting agency recognized by the United States Department of Education generally qualify as regular applicants.

SPECIAL APPLICANTS:

Individuals, who do not qualify as a regular applicant, may apply as a special applicant. Special Applicants must satisfy the standards established by the Committee of Bar Examiners of the State Bar of California with respect to prelegal education. An applicant may not be admitted as a Special Student unless he or she has satisfied the examination requirements (currently the College Level Equivalency Program examination) of § 6060(c)(2) of the California Business and Professions Code and Rule VII, Section 1 of the Rules Regulating Admission to Practice Law in California.

Other than the minimum threshold mandated by the Committee of Bar Examiners, the School has not developed any pre-established criteria for special admissions. In the admission of special applicants, the major consideration is whether the applicant has the ability to succeed in the Program and if the applicant will benefit from the Program. All applicants that do not hold at least a bachelor's degree must be interviewed by a faculty member and provide supplemental application information. (The interview can either take place in the School's offices or via telephone.)

2. Guideline 2.8: It is recommended that the school adopt, publish, and implement a written student discipline policy that meets all requirements of the guideline as to all forms of student conduct subject to discipline by the school.

Response: Taft Law School has adopted and published in its Student Handbook a written Student Discipline Policy. Here is the language of the Student Discipline Policy;

STUDENT DISCIPLINE POLICY

Taft Law School has developed this written policy for the imposition of student discipline. It will be applied when Taft Law School has reason to believe that a student has cheated on work or examinations submitted to Taft Law School or has taken some action toward another student, faculty member or Taft Administrator that requires discipline. This policy, which provides for a hearing may also be requested by a student who feels that he or she may have been harmed or prejudiced by a Taft Law School policy or administrative decision. It is our intent that this policy be fair to both the student, the student body as a whole and to Taft Law School.

(A) This policy on Student Discipline, shall apply to all of the situations discussed above, where the penalty may be but is not limited to, cancellation of an examination, denial of course credit, suspension, or dismissal.

(B) Under this policy the student will receive:

- (1) Written notice of the specific charge(s);
- (2) An opportunity to confer with counsel and respond to the charge(s) in writing;
- (3) An opportunity to review any written evidence Taft Law School possesses;

- (4) An opportunity for a hearing before a panel of disinterested members of the faculty, administration, and/or students, as Taft Law School chooses;
- (5) An opportunity to have the assistance of counsel (at the student's expense) at the hearing and the opportunity to call witnesses; and
- (6) A written final determination, which includes a statement of the facts, conclusions, reason for the conclusion and sanctions, if any.

3. Guideline 2.9(A) and Guideline 9.1(D)(6): *It is recommended that the school must publish its policy regarding expunging grades below 2.0 in Contracts, Criminal Law and Torts when a student passes the First Year Law Students' Examination and replacing those grades with a 2.0. Further, the school should address this FYLSX procedure in the written policy on transcript changes recommended in paragraph 8 below and, in implementing the FYLSX policy, adhere to all Guideline 9.1(D) requirements.*

Response: Taft Law School has adopted and published in its Student Handbook a written policy regarding expunging the grades below a 2.0 for students that pass the First Year Law Students Examination. It has also placed an explanation of this policy in its transcript key. Here is language we have placed in the Student Handbook:

CURING ACADEMIC PROBATION BY PASSING THE FIRST YEAR LAW STUDENTS EXAMINATION

A student that is on Academic Probation after the first year will be removed from First Year Academic Probation and his or her first year GPA will be raised to a 2.00 at the time Taft Law School receives verification that the student has passed the First Year Law Students' Examination (FYLSX).

Such a student's first year course grades will be raised to a 2.0 on the student's transcript. However the transcript will note that the student's grades were raised due to passing the FYLSX. The first year course grades that were replaced will show up in the transcript in a comment section.

4. Guidelines 5.11, 5.23, 2.1, and 2.3: *It is recommended that, as to courses designed for transfer students, the school adopt, publish, and implement a written policy that accurately describes the academic content and enrollment limits for such courses and that ensures that students taking such courses are not being awarded duplicate academic credit.*

Response: Taft Law School has placed a notation in its catalogs explaining that certain "Advanced" courses are designed specifically for transfer students. Upon matriculation, the law courses that the transfer student took at another school are compared to similar courses offered at Taft Law School. If there is course content that could be tested on the General Bar Examination that was not a part of the courses that the transfer student took, an advanced course is created to bridge the gap in the student's knowledge. The examples used in the notification is California Evidence and California Civil Procedure which is often not taught in ABA

accredited law schools, particularly out of state law schools. Here is the notation we have created to explain the Advanced Courses:

The courses listed below as “Advanced” courses, may only be taken by transfer students. We have found that some law schools do not teach all of the law that may be tested on the California General Bar Examination. For example, the California Bar Examination can test California Evidence and California Civil Procedure. Many law schools only teach the federal law in these areas. The lesson assignments for the Advanced Courses will be individually designed for a transfer student that needs to fill a gap in the student’s knowledge.

5. Guideline 5.12: It is recommended that the school revise its curriculum to provide instruction in all of the skills enumerated in the Guideline and implement that revision no later than Fall 2020.

Response: Taft Law School is in the process of developing three new courses that focus on the practical skills of legal research, drafting legal documents, trial and appellate advocacy, and other professional skills. These courses are tentatively called Trial Advocacy, Appellate Advocacy and Law Office Management. These new courses, along with the existing courses of Alternative Dispute Resolution and Legal Writing will give our students the opportunity to take up to 12 semester units of instruction in the practical skills designated in Guideline 5.12.

6. Rule 4.240(F): It is recommended that the school adopt, publish, and implement a written policy to ensure that any transfer student will complete at least six units of competency training prior to graduation.

Response: Taft Law School has adopted and published a written policy that mandates competency training as part of the degree requirements. The policy will require any graduate, including all transfer students to complete at least six semester units of competency training while attending Taft Law School. Here is the language:

DEGREE REQUIREMENTS

The professional degree of Juris Doctor is awarded to those students in the *JDATSM Program* who have fulfilled all of the following requirements:

1. Satisfactory completion of 96 semester units within a period of not more than seven years with at least 24 semester units completed at Taft;
2. Satisfactory completion of a minimum of six semester units of Taft Law School course work designed to teach practice-based skills and competency training. These units are available in a variety of required and elective courses.
3. Cumulative grade point average (GPA) of 2.00 or higher in Taft courses; and
4. Completion and submission of the School’s *Program Evaluation Form*.

7. Guideline 5.19: It is recommended that the school adopt, publish, and implement a written policy that meets all requirements of the guideline, including the requirement that power to grant policy exceptions must be vested in a faculty committee and not in any one individual.

Response: Taft Law School has adopted, published in its Student Handbook and implemented a revised written policy on determining academic standing, disqualification, advancement, and graduation. That policy vests such power in the Academic Review Committee. Here is the language that has been placed in the Student Handbook:

REVIEW OF ACADEMIC STANDING, DISQUALIFICATION, ADVANCEMENT AND GRADUATION

It is the responsibility of Taft Law School to fairly evaluate the performance of each student and disqualify a student if the School does not believe that the student will ultimately be successful. Satisfactory Academic Performance (SAP) is evaluated at the end of each academic year. Information about SAP, how it is determined, and the consequences for failing to meet the SAP standards can be found in both this Handbook and also the Consumer Information Guide Catalog Supplement.

Once a student fails to make SAP and is subject to dismissal, the following steps will be taken:

1. The Dean, on behalf of the Academic Review Committee (ARC) will contact the student and provide written information to the student of the failure to meet the SAP requirement and information about the academic review process;

2. The student has the following rights:

- a. to review the student's work product, including final examinations;
- b. to ask questions about the evaluation of the work product;
- c. to provide any information that is relevant to the failure to meet SAP;
- d. to request a meeting with the Academic Review Committee (ARC) to exercise his/her rights in person or via a teleconference.
- e. During each step of the Academic Review Process, the Student has the right to consult with Counsel and to have Counsel present. It will be the student's responsibility to pay for any fees and cost of such Counsel.

3. If the student chooses to not meet with the ARC, the Dean will seek a written response from the student regarding any reason for the Student failing to meet SAP and any other information the student wishes to provide;

4. The Dean will organize all information available from the student, faculty and staff regarding the failure to meet SAP and present it to the ARC;

5. The ARC will review all information available and render a decision. The basis of the decision will be recorded in the minutes of the ARC.

6. Once a decision has been reached, the student will be notified in writing of the decision. The decision will also be noted in the student's file.

8. Guideline 9.1(D): *It is recommended that the school adopt, publish, and implement a written policy that meets all requirements of the guideline, including procedures and standards with respect to transcript changes. The policy should address any specific provisions as to transcript changes, such as the FYLSX policy addressed in paragraph three above. Further, the school should adopt procedures to ensure that: (a) the permanent transcript will contain any credit allowed for law study at another institution, listing the law school, course or courses taken, when taken, unit credit allowed, and grades received (Guideline 9.1(D)(5)); (b) if there is a change or correction on the face of the transcript, the transcript will contain a notation of the reason for the change (Guideline 9.1(D)(6)); and (c) transcript entries will be changed only upon a proper showing of good cause.*

Response: Taft Law School has adopted published and implemented a written policy regarding the preparation and maintenance of transcripts that complies with Guideline 9.1 (D). Specifically, the policy regarding any transcript changes due to a student passing the Baby Bar is published in the Student Handbook and noted on the Transcript Key on the back of the transcript. Further, transfer credit allowed to a student is now placed on the transcript under a listing that shows prior law school, specific courses taken, attendance dates, course grades and units granted. Also, if changes are made to the transcript, the reason for the change will be indicated in a footnote, which will be based upon the written statement from the faculty member, Dean or Committee specifying the change. Here is the language about Transcripts that has been placed in the Student Handbooks:

TRANSCRIPTS.

Upon review and approval of calculated grades by the Dean or Associate Dean, grades are entered into the student database record that creates permanent student transcripts. Taft Law School will prepare and keep a permanent transcript for each student who was or is enrolled in any course at Taft Law School. The Transcript will contain:

- (1) Information sufficient to clearly identify the student;
- (2) Information sufficient to establish admission status as a Regular or Special Student;
- (3) Date of admission;
- (4) Whether the student is or is not a J.D. degree candidate;
- (5) Any credit allowed for law study at another institution, either at the time of admission or thereafter, listing prior law school, course or courses taken, when taken, unit credit allowed, and grades received;

(6) All academic credit granted for courses taken at the law school and all courses in which the student registered, clearly indicating, beginning and ending dates of the semester, quarter, or other applicable academic period and year, the courses and their unit value, credit granted and grade(s) received, and if there is a change or correction on the face of the transcript, a notation of the reason(s) for the change;

(7) The date or dates on which the student took the First Year Law Students' Examination and whether the student passed or failed each examination;

(8) A notation of any academic, administrative, or disciplinary action taken, indicating the nature and date thereof;

(9) A notation of any leaves of absence granted or other interruptions in study, whether authorized or not; and

(10) The date and nature thereof as to withdrawal, disqualification, transfer, graduation, or otherwise, and if graduated, the degree conferred.

The Policies and Procedures manual for the Registrar contains the following policy:

Once grades are recorded on a transcript, such grades may only be changed for good cause. Such good cause shall be noted on a Transcript Change Request Form and signed by the Dean, Associate Dean, or Chairperson of the Academic Review Committee

9. Guideline 9.1(D): It is recommended that the school review and, as necessary, correct, the transcripts of current students to meet the guideline requirements in all situations, including, but not limited to, JDAT students in each of the following circumstances, showing compliance with Guideline 9.1(D): a student admitted without prior law study; a transfer student; a student whose grades were changed after passing the FYLSX, and a student who was given a grade of Incomplete who later earned a numerical grade.

Response: The Taft Law School Registrar has completed her initial review of current student transcripts and made corrections to bring them into compliance with Guideline 9.1 (D). Upon completion of a second review, the Director of Compliance will also review the transcripts.

RECOMMENDED SUGGESTIONS TO ENHANCE COMPLIANCE

1. Pursuant to Guideline 2.3(C), it is suggested that the school clarify its explanation of academic requirements and expectations of students in the more flexible JDAT Independent Study program, particularly with respect to due dates for written assignments.

Response: Taft Law School is in the process of reviewing the academic requirements of its independent study program. Upon completion, it will rewrite the description of the program in its catalog.

2. Pursuant to Guideline 2.8, it is suggested that the school address in the Faculty Handbook the duty of faculty members to continually improve their teaching skills and substantive expertise.

Response: Taft Law School is researching online courses to recommend to faculty members that will improve their teaching skills. We will then update the Faculty Handbook with recommendations for improving teaching skills and substantive expertise.

3. Pursuant to Guideline 5.18, while the school has a duty to disqualify students who are not qualified to continue, the school should also take steps to address unusually high attrition. As for academic disqualification, the school should inform students about the demands of its program and to expand opportunities for students to practice, and receive feedback on, the legal analytical skills they must develop to succeed. The school should also continue to study the factors contributing to high voluntary attrition after the first year, and use the study results to consider changes to its communications, admissions, curriculum, or other elements of the program to improve retention.

Response: Taft Law School is studying this recommendation to determine the best way to achieve better retention and improve Bar Examination results. We will review our admission process to see if it can be strengthened. We will also examine course content and rigor and the student withdrawal surveys to ascertain if there are specific reasons for the high attrition during years one and two.

4. Pursuant to Guideline 10.1, it is suggested that the school continue its efforts to recruit and retain diverse faculty.

Response: Taft Law School will continue its efforts to recruit and retain a diverse faculty.

If you or the Committee has any questions or concerns regarding this response please feel free to contact me.

Sincerely,

Melody Jolly

Dean, Taft Law School