



Via Email

June 8, 2022

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

Re: ***Amendment to Update to March 15th Status Report re Distance Learning Curriculum and Name Change***

Dear Ms. Leonard:

As a follow up to your recent email regarding my June 1st update of my March 15th status report, I am pleased to confirm that I support your offer to propose to the Committee of Bar Examiners that Irvine College of Law's (ICOL) next reporting milestone be reset to a later date, preferably November 15th or at least November 1st. As noted below, an additional six to eight weeks of time to continue revising and redesigning ICOL's distance learning curriculum will significantly assist the law school's transition to its new and significantly more demanding online curriculum.

As required by the Committee of Bar Examiners (CBE), ICOL's next scheduled report of its operational and academic transition is due on September 15th. As with its prior report, ICOL is to submit for staff and CBE review all syllabi for courses to be offered in its 2023 winter/spring semester, scheduled to start next January. As noted in my recent submission of syllabi for courses offered in the upcoming summer/fall semester, preparation of each new course syllabus is a labor intensive, time-consuming task, one that ICOL's faculty and I are using to conduct a thorough evaluation of the form and content of all course materials used and how they are taught.

As the deans and faculties of the best law schools now know, assigning and discussing only cases from a casebook during class (whether in-person or online) is an inefficient and often ineffectual method of teaching law to law students educated in the age of the Internet. Virtually all law students today completed their undergraduate education using various online academic resources. In doing so, they developed study and learning skills that require similar support in their study of law. In response, major legal book publishers and other legal content creators now offer a wide array of online legal academic resources to help students learn the law.

With these resources now widely available (and surprisingly affordable even for a program of ICOL's size) the goal I have set for ICOL's new course curricula is to embed and make mandatory a minimum number of hours of online study and "homework" our students will be required to complete to earn credit in each of their courses, about 15% of the total number of hours students will spend attending classes, preparing for class and review when it comes time to

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prepare for final examinations. For a four-unit course in ICOL's new curriculum, students will be required to verify that they have completed at least 25-27 hours of time spent on various online academic support resources, such as West Publishing's CasebookPlus or CALI, as compared to zero hours of such mandatory study to earn credit in a fixed-facility program.

The means to achieve this goal in each new ICOL course is a simple function of time and money. As noted in my prior report, on average it takes a faculty member 40-50 hours of time to review, evaluate and then decide which resources to assign within a semester's curriculum. As dean, I then devote several more hours reviewing, revising, and editing each new syllabus. All while faculty members teach each week and I conduct my many academic and operational duties as dean, such as creating course schedules, student counseling and internal operational matters.

Thus, to keep ICOL operating compliantly, while we continue our transition into a new and challenging academic environment, any additional time the CBE sees fit to provide to help us accomplish that task, while meeting the CBE reporting demands, will be both helpful and very much appreciated, by me, the law school's faculty, and our students.

Sincerely,

George C. Leal

George C. Leal, Dean
Irvine College of Law

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