

January 23, 2016

California Southern University School of Law seeks an acquiescence to offer a Master of Laws (LLM) and Master of Science in Dispute Resolution (MSDR) program to adult learners throughout the world who are interested in completing an LL.M or MSDR degree in a 100% distance-learning format. Consequently, both programs are well suited to mid-career working adults, from all races and ethnicities, desiring the freedom to advance their careers and education. This group responds well to the online format at CalSouthern because of its flexibility, rigor, affordability and depth. Our diverse and multidisciplinary Faculty Mentors have the education, experience and enthusiasm to mentor learners and provide a high quality graduate educational experience.

School Mission

The mission of the School of Law is to provide a thorough understanding of the law while promoting analytical and critical thinking, service to society, and an appreciation for legal, social, ethical and professional issues. It accomplishes these objectives by delivering a comprehensive legal education in a rich and dynamic academic distance-learning environment that fosters a scholarly and respectful exchange of ideas between experienced Faculty Mentors and adult Learners.

The law school's pedagogy allows adult learners to tailor their academic and professional experience to enhance their ability to communicate effectively, both orally and in writing and to think critically using higher order thinking skills of analysis, synthesis, and evaluation during their program of study.

Target Market

Students for both programs are mid-career working adults with family and/or work responsibilities. They range from ages 30 – 60 which is due to the fact that most baby boomers are changing careers or continuing their education to increase their chances of finding jobs. This target market is in alignment with projections by the National Center for Education Statistics (NCES). According to the NCES, "... the percentage increase in the number of students age 25 and over has been larger than the percentage increase in the number of younger students..." Also, according to NCES, from 2001 to 2021 student enrollment among 25-year olds will rise to 41 percent while those younger than 25 will rise to 35 percent.

Curriculum

Master of Laws LL.M

The Master of Laws program is an 18-month, 24-semester unit program. It is designed to provide an intellectually stimulating and challenging environment that will prepare students to gain advanced knowledge in a specific area of law while demonstrating critical thinking and application of legal principles. The program targets professionals who have earned a juris

doctor degree or its equivalent in the United States or abroad and wish to gain a deeper understanding of specific areas of law, become experts, earn an advanced degree or stay competitive. It offers exciting specialties for professionals who wish to expand their knowledge in a specific area. A sample course is attached.

Master of Laws (LL.M) Program

Courses	Semester Credits
Required Core Courses	12
Elective Law Courses	12

LLM in Alternate Dispute Resolution (ADR)

Required Core

LAW 85215- Negotiation Theory and Practice	3
LAW 85216- Group leadership, Process and Facilitation	3
LAW 85210- Contract Drafting	3
LAW 85199- Research Paper	3 - 6

Electives

LAW 85221- Arbitration	3
MSD 86730- Mediation	3
LAW 85167- Alternative Dispute Resolution	3
MSD 86715- Communication in Conflict Resolution	3
LAW 85223- Pre-trial Practice	3
MSD 86735- Cultural Diversity	3
LAW 85220- International Commercial Arbitration	3
LAW 85225- International Law: Policy and Conflict Resolution	3
LAW 85134- Professional Responsibility	3

LL.M in Commerce and Global Trade (CGT)

Required Core

IB 87517 - International Business Law	3
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LAW 85210- Contract Drafting	3
LAW 85143- Uniform Commercial Code	3
LAW 85199- Research Paper	3 - 6

Electives

LAW 85144- Corporate Taxation	3
IB 87512- International Economics	3
IB 87518- International Financial Management	3
IB 87516- Global Business Strategic Management	3
LAW 85255- European Union Law	3
LAW 85248- Internet Law	3
LAW 85225- International Law: Policy and Conflict Resolution	3
LAW 85220-International Commercial Arbitration	3
LAW 85134- Professional Responsibility	3

LLM in Environmental Policy and Resources (EPR)

Required Core

NS 1107- Environmental Science	3
LAW 85157- Environmental Law	3
LAW 85210- Contract Drafting	3
LAW 85199- Research Paper	3 - 6

Electives

LAW 85252- International Environmental Law	3
LAW 85253- Aviation Law	3
LAW 85254- Climate Change Law	3
LAW 85255- European Union Law	3
LAW 85256- Energy Law	3
LAW 85126- Property Law II: Land Use	3
LAW 85257- Admiral and Law of Sea	3

LAW 85225- International Law: Policy and Conflict Resolution	3
LAW 85134- Professional Responsibility	3

Curriculum

Master of Science in Dispute Resolution (MSDR)

The Masters of Science in Dispute Resolution (MSDR) is a 2-year, 36-semester unit, program that provides students with a broad range of theoretical and practical principles including critical thinking, research, ethical standards of practice, so as to provide an integrated understanding of the field of conflict and dispute resolution. This program equips students with a variety of techniques, tools and skills to prevent, reconcile, resolve or mitigate disputes across a broad spectrum of social situations. This is particularly true as courts, domestic and international businesses and non-profit organizations grapple with cost cutting measures and a very diverse workforce. While it enhances many other professions, it is ideal for managers, executives, school administrators, counselors, psychologists, mediators, conciliators, arbitrators, attorneys, human resource personnel, consultants in federal, state, and local agencies, private, public and non-profit organizations, humanitarian groups, government diplomacy, and many others. A sample course is attached.

Courses	Semester Credits
Core Courses	21
Elective Law Courses	15

Required Core Course Requirements	Credits
MSD 86705 American Legal Process & Writing	3
MSD 86715 Communication in Conflict Resolution	3
MSD 86720 Purposeful Interviewing	3
MSD 86725 Strategies and Ethics in Negotiations	3
MSD 86730 Mediation	3
MSD 86735 Cultural Diversity	3
CAP 86700 Capstone Project	3

Elective Courses (15 units required)

Concentration One: Dispute Resolution

LAW 85216 Group Leadership, Process and Facilitation	3
LAW 85167 Alternative Dispute Resolution	3
LAW 85221 Arbitration	3
MSD 86750 Family Law Disputes	3
MSD 86760 Managing Workplace Conflict	3
LAW 85225 International Law Policy and Conflict Resolution	3
LAW 85171 Real Estate Transactions	3
MSD 86755 Immigration Law: Policy & Disputes	3
MSL 86150 Contract Law	3
MSL 86350 Business Associations	3
LAW 85121 Civil Procedure	3
LAW 85220 International Commercial Arbitration	3

Concentration Two: Workplace Specialist

LAW 85216 Group Leadership, Process and Facilitation	3
LAW 85221 Arbitration	3
MSD 86760 Managing Workplace Conflict	3
MSL 86150 Contract Law	3
MSL 86350 Business Associations	3

Concentration Three: International Trade and Disputes

LAW 85216 Group Leadership, Process and Facilitation	3
LAW 85225 International Law Policy and Conflict Resolution	3
MSD 86755 Immigration Law Policy and Disputes	3
LAW 85220 International Commercial Arbitration	3

MSL 86150 Contract Law 3

Concentration Four: Court Procedures

LAW 85216 Group Leadership, Process and Facilitation 3

LAW 85167 Alternative Dispute Resolution 3

MSD 86750 Family Law Disputes 3

or LAW 85171 Real Estate Transactions 3

LAW 85121 Civil Procedure 3

MSL 86150 Contract Law 3

Impact on Juris Doctor Program

The main focus of the law school is the juris doctor degree. The university has therefore evaluated the areas below to ensure that the two new programs do not ‘detract’ the Juris Doctor (JD) program from compliance with the Unaccredited Law School Rules (*Rules*) and the Guidelines for Unaccredited Law School Rules (*Guidelines*).

The university maintains a Learner/Faculty Mentor ratio of 20:1 to deliver instruction in academic programs. The law school has typically maintained a ratio of 8:1 (or lower) and therefore has room to grow. One full time dean, one associate dean, an executive assistant and 15 Faculty Mentors currently support curriculum development in the school of law. The curricular committee of the faculty senate, made up of Faculty Mentors from the entire university, also supports the program in terms of program development and evaluation of educational effectiveness. Additional faculty will be hired to maintain ideal ratios as the program grows.

In accordance with the *Rules* and *Guidelines*, faculty hiring for the law school will continue to be based on an evaluation of educational background, qualifications and experiences to teach specific courses. Faculty must be members of State Bar of California or admitted in another jurisdiction and not disbarred. All Faculty Mentors are trained and prepared on instructional methods, software and operating systems on an on-going basis. Faculty is compensated for mentoring students, course development, professional development and scholarship. Please see attached list of current faculty qualifications.

Faculty Mentors provide help to students on an individual basis. Faculty are assigned to individual students as they enroll in courses based on our one-on-one model. Therefore, "class size" normally required in traditional classroom settings does not apply. Faculty load consists of

students in a cohort. The university anticipates increasing adjunct faculty to handle increases in student load.

Staffing

The Law school will continue to be managed by the dean and associate dean. The staffing of the existing dean, associate dean and executive assistant is sufficient for the start-up programs. As students are enrolled, the existing academic advisor will support the academic and administrative needs of the students. Academic advisors will work with students to identify issues promote academic success. The law school will continue to provide academic support to all students, and in particular JD students. Additional advisors will be needed when enrollment in the program increases.

The primarily responsibility of the dean is to hire and evaluate faculty and staff, while ensuring that faculty development of course syllabi, course content and exams is sound, is aligned with course and degree objectives, and in compliance with the *Rules and Guidelines*. The associate dean will continue to advise JD students on matters relating to state bar *Rules and Guidelines*. The associate dean and executive assistant both support the dean and advise all law students on academic and administrative policies.

Library and Technological Resources

All students in the law school receive help from a dedicated CalSouthern librarian as well as Faculty Mentors, and the LexisNexis and WestLaw attorney/help desk. The university anticipates adding another librarian when enrollment reaches 3,000 students since the present director of library services can properly handle current student needs. The existing library resources such as LexisNexis, WestLaw, CALI – Center for Computer Assisted Legal Instruction, etc. meet the requirements of the *Rules and Guidelines* and are available to support new students at no additional cost.

Technology is primary to the delivery of instruction. Therefore, the university invests heavily in technology. The existing technology and proprietary Learning Management System can handle student growth as well as faculty and staff needs many times our present size. Students have access to a 24/7 help line. The technological impact of the new programs will be minimal.

Finances

The JD program will not experience any negative financial impact, as budgetary allocations for 2016 have already been approved. Start-up costs for the two new programs consist of such expense categories as salaries, payroll and benefit costs, equipment, WASC and Bureau fees, curriculum development, library resources, and marketing. The financial impact of the two new programs is minimal.

Costs for the deans, academic advisor(s), faculty, library, support services, overhead, operating/administrative expenses, marketing/recruitment, and development amount to \$124,847 in the first year for each program, with a projected enrollment of 15 students. Therefore, expenses are prorated based on existing costs.

In the first year, students are projected to generate a revenue of \$83,625 resulting in a loss of \$41,222 which is offset in years two and three with net gains of \$91,818 and \$362,922 respectively. Therefore the financial "burden" of the programs in the first year of operations is more than offset with the net gain in years two and three. Additionally, with total institutional enrollment of 4,000 students projected for 2016 (3,000 currently at the time of this response), the projected tuition revenue is \$16,000,000. Overall profitability should be at 7% based upon current operations. Therefore the first year's start-up operating loss for the LL.M and MSDR is covered by the profit generated by the university as a whole.

Projected financial start-up costs begin in October 2015 and are projected to end on March 31, 2016. The projection for the 2015 and 2016 start-up timeframes is as follows:

	2015	2016
Salaries - prorated	\$ 8,239	\$ 8,239
Payroll and Benefit costs - prorated	\$ 350	\$ 410
Start-up Equipment	\$0	\$ 0
WASC fees	\$ 0	\$ 2,000
Bureau fees	\$ 0	\$ 250
Curriculum Development	\$ 500	\$ 500
Library Resources (no additional)	\$ 0	\$ 0
Marketing	\$ 0	\$ 10,000
TOTAL:	\$ 9,089	\$ 21,399

Resources are available to support the start-up costs of the programs based on ongoing revenue generated by the university from its existing programs and from investment resources of over \$4 million in an account established to support strategic growth.

Course Enrollment and Instructional Delivery

JD students may not take any 'MSD' courses for credit towards the JD degree. JD students can take 'LAW' courses in the LL.M program as electives. The university takes the stand that JD students who take LL.M courses will benefit from the experiences and background that LL.M. students bring to the online 'classroom.' Also, JD students will continue to receive a sound education because at CalSouthern, delivery of instruction occurs through a one-on-one mentoring process. This means all students receive an individualized CalSouthern email account and password that provide access into the CalSouthern Learning Management System. JD students will continue to access course syllabi, course information, and weekly assignments without interference from students in other degree programs. After accessing the course syllabi JD students will continue to receive one-on-one mentoring by submitting assignments directly to the Faculty Mentor, receiving feedback directly from the Faculty Mentor and communicating directly with the mentor through our proprietary system, email, telephone calls or WebEx meetings. Thus, JD students will continue to complete all academic work without being detracted by the new programs.

JD students taking LL.M courses will enjoy the same scholastic standards present in the JD courses. And, in some cases, the work in the LL.M courses is more challenging and provides hands-on experience. The LL.M courses like the JD courses are created by highly qualified law practitioners and are sound. A similar grading rubric is embedded in each JD and LL.M syllabus to ensure that grading practices are guided by the outcomes that have been determined to be critical to student success in the practice of law and passage of state bar exams. The rubric, created by faculty, provide an objective and rigorous standard for grading JD and LL.M level work.

JD grading practices will continue to be enforced in both JD and LL.M programs, in that graded exams and assignments will be randomly evaluated to determine whether grade allocation is reasonably related to the quality of work submitted. Training exercises (based on peer graded assignments and examinations) for grade calibration, quality feedback, use of grading marks etc. will continue to be covered in Faculty meetings to ensure that JD students are fully supported in their academic success and preparation for the GBX. Grades are awarded to students based upon individual performance in meeting performance criteria for the course and not on a curve. The law school continues to ensure that JD assignments and exams are rigorous and reflect current issues in the legal workplace and reasonably prepare students for passage of the GBX.

All systems, operations, policies, procedures and forms used by the law school, to ensure that JD students are receiving a sound education and faculty is administering adequate time to instruction and student counseling, will be maintained in compliance with the *Rules and Guidelines*. This includes policies and procedures governing areas such as academic integrity, grading, minimum standards of academic progress, probation, dismissal, and appeals, among

others. Bar mandated disclosures for prospective and current JD students as well as those completing other professional law degrees are automatically generated and will be adhered to.

At CalSouthern, a JD student who experiences academic challenges is usually assigned a support team. The student, academic advisor, associate dean and Faculty Mentor work collaboratively to provide unique solutions towards the JD student's academic success. This usually involves ongoing telephone conferences with the student and may include other interventions such as review of assignments, assessment of studying plan, time management skills, connecting student with other appropriate university resources. Additionally, a Learner Success Advisor provides extra academic support to JD students to increase student retention and completion of courses. 1L as well as 4L students continue to receive baby bar and bar preparation resources and support to augment the academic success of students and improve their chances of passing the GBX and First Year Law Student Exam (FYLSX).

As part of the Annual Faculty Performance Review and in compliance with grading practices outlined in the *Rules and Guidelines*, the dean continues to evaluate end-of-course surveys, assignments and peer review of assignments for timeliness, quality and basis of letter grades in the JD program to ensure that it reasonably predicts a student's propensity of passing the GBX. The grading analysis for JD students, for the state bar annual reports, always provides insights into how to improve grading practices.

Enrollment/Admission Process

Enrollment advisors are the first point of contact for all prospective students who inquire about programs in the law school. They understand the different characteristics of the JD, LL.M and MS DR programs and do not confuse the programs. More importantly, specific enrollment advisors who have been trained on the portion of the *Rules and Guidelines* pertaining to student enrollments are assigned to prospective JD program enrollees. These specially assigned JD advisors are able to communicate the unique nature of the JD program and its rigor to prospective applicants.

The application form and admission process for JD students are unattached to the LL.M and MS DR programs. As a result, applications received from LL.M and MS DR applicants will be reviewed independently from JD applicants. JD students receive individualized orientations to ensure an understanding of state bar timing rules and the commitment necessary for succeeding as a JD student and passing state bar exams.

Conclusion

The LL.M and MS DR will not detract the JD program from compliance with the *Rules and Guidelines* because CalSouthern has the staffing, faculty, financial, library and technological capacity to accommodate the impact of the new programs. In the very few instances whereby

JD students are taking a course with LLM students, JD students will be experiencing the same academic excellence, grading standards, quality and soundness of the courses underpinning the JD courses. The policies and procedures governing JD students will not change as a result of these new programs.

The university and law faculty believe that the LL.M program will have a positive impact on JD students. It will provide JD students with additional intellectual stimulation and an exposure to other law professionals. California Southern School of Law therefore seeks the acquiescence of the Committee of Bar Examiners to offer the LLM and MS DR programs.

Respectfully Submitted,

Ellen A. Sampong, Dean

Attachments:

Qualifications of Faculty Mentors

Sample of a LL.M and MS DR course