

**To: BerkleyLaw Faculty**

**From: The Online Education Committee: Andrew Guzman (chair), Marilyn Byrne, Patricia Donnelly, William Fernholz, Anne Joseph O'Connell, Amelia Miazad, Calvin Morrill, Carol Rachwald, Ken Taymor, Chuck Weisselberg, Susan Whitman**

**Re: The BerkeleyLaw Online Initiative**

**Date: September 20, 2013**

## **I. BerkeleyLaw Enters Online Education**

After several years of discussion and consideration, the law school is entering the online-education space. This memo lays out the state of the online education effort and provides a description of where it is headed.

The potential advantages of online education are significant: high quality legal training, increased access thanks to reduced costs, and revenue generation. It is also a good time to begin an online program because the needed technology and requisite public awareness are both widespread. Acting now, rather than waiting, allows us to create a thoughtful and well-tailored program that is developed in a deliberate fashion. As online education becomes more popular and more widely available, institutions that fail to develop internal policies and programs will be forced to react to outside pressures and adopt responses in an ad-hoc fashion.

The Online Education Committee ("the Committee") believes these to be real and important advantages. We also believe, however, that we should not rush into online education. This particular mode of delivering educational content is new and still developing. It is important that we engage with it now, but it is also critical that we do so cautiously and gradually. The goal is to dip our toe in the water rather than to dive in. This belief – that we must move forward but we must do so slowly – animates everything described in this memo.

It is helpful to start by acknowledging that online education raises fundamental questions throughout higher education and (with good reason) provokes strong feelings among faculty, including those at BerkeleyLaw. Some think online education will never be able to deliver a quality of education that rivals traditional classroom teaching and is destined to come and go as a failed educational fad while others believe that the entire institution of higher learning is about to be upended. The Committee views its charge as far more modest than attempting to answer these important and fundamental questions.<sup>1</sup> Our task is to take some initial and experimental steps toward online learning and to learn from that experience.

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<sup>1</sup> If answers to these questions are sought in the future, we believe that they are far more likely to be found once we have gathered information from the efforts currently being planned.

Our operating belief, which we think is sufficient to support the launch of the online efforts described in this memo, is that online education, used in the right circumstances, has the potential to provide a positive learning experience to students. There is a reasonably good chance that within a few years (5 years? 10 years?) it will become a standard and permanent part of higher education. That said, even assuming that online education is here to stay, it is clear that nobody knows just how it will be used, how it will impact our classroom teaching, or how much of a typical student's education will be done online. We do know that online education has the potential to greatly increase access to education (including legal education). We also know that the online field is changing quickly. MOOCs (massive open online courses) already exist in large numbers.<sup>2</sup> Some universities, including UC Berkeley, have significant online offerings. The School of Public Health, for example, currently offers a fully online Masters in Public Health degree.<sup>3</sup> UC Irvine has offered an online MA in Criminology, Law & Society for more than a decade. Law schools also offer online courses and even LL.M. degrees, including NYU (Tax), Northwestern (LL.M.), the University of Vermont (Environmental Law), Loyola University (Master of Jurisprudence), John Marshall (LL.M. in Intellectual Property & Technology Law), Boston University (Tax), Case Western (International Business Law), and the University of Washington (International Business Law).

The Committee believes that BerkeleyLaw can and should take control of how we interact with the reality of online education. Online education should be seen as a tool to help us reach new students, to teach more effectively, while enhancing the position and reputation of the school and its faculty.

The operating principle of our initial efforts is to “do no harm.” There is much to learn about the effectiveness of online classes, how to deliver them, how to reward those who take them, and how to manage the associated administrative requirements.

The first step in managing the risks associated with online education is to commit to the highest possible quality. The commitment to quality starts with a “high-touch” approach to online education that emphasizes student-instructor and student-student interaction. It is incorporated into the deliberateness and seriousness with which courses are developed and the careful and on-going consideration of the impact of this form of teaching. Each of our online courses will be developed explicitly for the online environment and with the help of professional instructional designers. The courses will be staffed in a way that allows for interaction among students, instructors, and teaching assistants. Accordingly, we have opted not to pursue MOOCs (Massive Open Online Courses) and we are not interested in a “camera-in-the-back-of-the-classroom” model of online education.

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<sup>2</sup> MOOCs are free and offer a relatively stripped down form of online teaching. Our strategy is to enter this field with the highest possible quality of instruction and with meaningful feedback for students. Structuring our classes in this way offers a student value that she cannot get from MOOCs. We hope that this premium form of education will be effective in attracting students.

<sup>3</sup> It is actually not quite 100% online as two visits to campus are required.

In addition to a commitment to high-touch, high-quality education, the Committee is focusing its efforts on areas that imply the least disruption to our existing teaching. Specifically, we are starting with non-degree courses, as outlined in more detail below.

## II. What is an Online Course?

There are many ways to deliver education online. Options range from simply recording a classroom lecture and posting it online (similar to what NYU does in its Online Tax LL.M.) to designing a course from scratch and employing online tools and strategies. We have very deliberately set out to enter the online space at the “high-touch,” high quality end. Our online courses reflect a collaboration between a faculty member who is expert in the subject matter and an instructional designer. To this end, the law school has hired instructional designers who bring specialized expertise in legal education and adult learning pedagogy.

To give a sense of what an actual online course looks like, a demonstration course has been developed and made available to all faculty members using a learning management system called “Canvas”.<sup>4</sup> Canvas provides the faculty member with an array of tools and strategies to enhance student learning.

From a student’s perspective, the course presents content in a variety of engaging and innovative ways, including pre-recorded lecture segments, recorded interviews, video lectures with PowerPoint, narrated slide presentations and screencasts.<sup>5</sup> Following the primary instruction, students engage in activities to enhance learning and provide formative assessment. One powerful aspect of Canvas is the ability to incorporate various tools to help students check their progress. For example, a few multiple choice questions or even short answer questions can be inserted at any point, giving the student a chance to check her level of understanding. Instant feedback is provided to the student in the form of pre-populated correct answers with explanations.

The courses also provide students the opportunity to study, learn and collaborate with one another. Our goal is to foster a sense of community for students in our online courses that reflects the one experienced in Berkeley Law’s bricks and mortar classrooms. Among the tools available to enhance connection are discussion forums, in which students have opportunities to not only get feedback from their instructor, but also interact among themselves, including engaging in peer review of one another’s work. This method of interaction is similar to what students do in classroom discussion, encouraging them to think more deeply about the material and have a more robust exchange of ideas.

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<sup>4</sup> If for any reason you have not gotten access to this course, or if you need a reminder about how to access it, please contact Patricia Donnelly.

<sup>5</sup> The online demo shows, for example, how the “talking head” portion of the screen shrinks but remains visible when a PowerPoint slide or other media are used. The system is effective in keeping the instructor in view while showing slides and the like clearly. This is all prepared in advance by the design team. It does not rely on the student to toggle among different views.

Students are also given opportunities to interact with the course instructor and the teaching assistants. We expect to have at least one teaching assistant assigned to each course (more for larger courses). The instructor delivering the course would focus on recurrent questions that the teaching assistants pass on or with anything that seems to be presenting challenges to the entire class. The instructor would, of course, not be delivering any lectures (as those would be pre-taped) but could intervene in the course as appropriate or timely.<sup>6</sup>

### **III. An Overview of BerkeleyLaw Online**

In the fall of 2012 Dean Edley hired two online instructional designers, Alan Roper and Kara Ganter, to develop online courses. During the 2012-2013 academic year the Online Education Committee, chaired by Peter Menell and with considerable input and assistance from Patricia Donnelly, considered a range of online strategies. In April of 2013, Dean Edley asked Andrew Guzman, Chuck Weisselberg, and Patricia Donnelly to lead the online effort. In May 2013, the current Online Education Committee was named, though it was only able to begin its work as a committee in late August. Since that time we have met with Michael Musheno (Director of Legal Studies) to discuss issues related to Legal Studies and (a subset of the Committee) has met with Dean of Students Hirshen and the Registrar, Carol Rachwald<sup>7</sup> and, of course, arranged the faculty meeting for which this memo has been prepared.<sup>8</sup> We expect this form of consultation to continue.

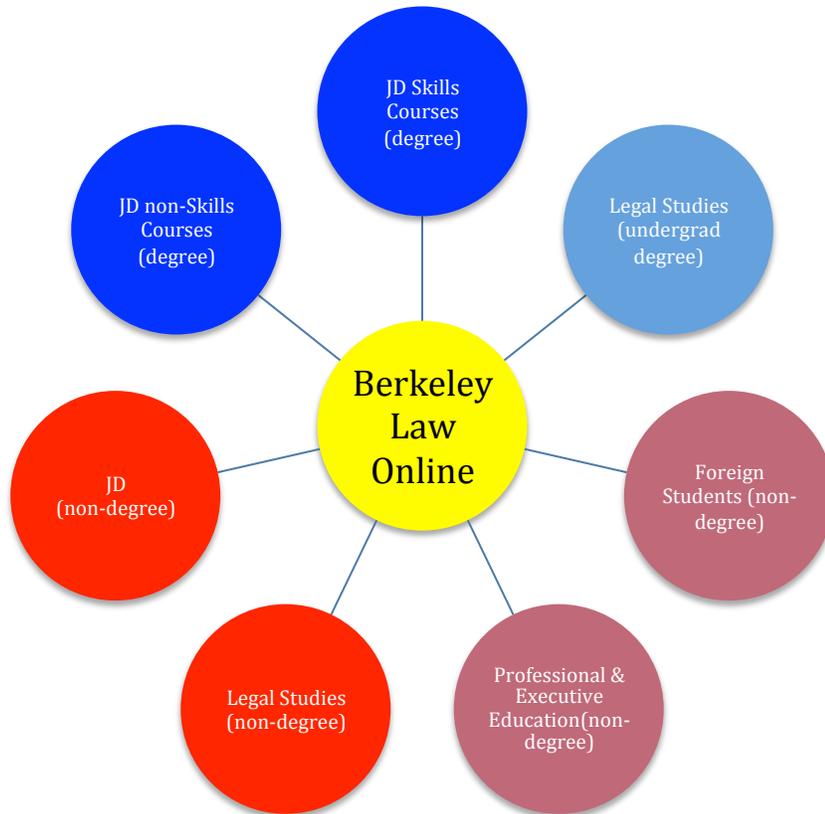
Given the law school's current activities and the expertise of our faculty, there are many ways one could imagine delivering online content. The graphic below offers a representation of potential modes of delivery. At the center is a circle representing "BerkeleyLaw Online," the name given to the general online effort. You can think of this as the hub of a series of potential online programs or strategies. The notion is that BerkeleyLaw Online could eventually serve as a central resource for whatever set of activities are developed. For example, if a set of undergraduate courses were to be delivered, BerkeleyLaw Online would work with Legal Studies to help make that happen smoothly.

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<sup>6</sup> This memo refers to the person who designs the course and records the lectures as an "instructor" and uses the same word to describe the person who "teaches" the course and deals with students taking the course. These can be the same person, but need not be. We expect to regularly have courses taught by someone different than the person who designed them.

<sup>7</sup> This latter meeting led to the addition of Carol Rachwald to the Committee.

<sup>8</sup> The Committee includes Associate Deans Weisselberg, O'Connell, Guzman, and Morrill so there is also built in consideration of curricular issues, JSP issues, and the role of IADP.



As the graphic suggests, there are many potential avenues of activity. In the short term, however, consistent with our desire to move slowly, only a few will be engaged.

A critical threshold question concerns the form of credit to be awarded to students who complete an online course. In particular, should we grant credit toward BerkeleyLaw degrees? To do so would require, at a minimum, consultation with the faculty. It would also be preferable to know more than we currently do about online pedagogy and student performance.<sup>9</sup> At this stage, the Committee does not feel comfortable recommending that the law school count online credits toward our degrees.<sup>10</sup> For this reason, the two dark blue circles in the color version of the graphic (JD non-skills courses and JD Skills courses) are not currently being pursued.<sup>11</sup> In other words, all law school degrees remain “in residence” degrees and we will continue the current policy under which only credits earned in residence may count toward a BerkeleyLaw degree. We recognize that some faculty

<sup>9</sup> One faculty member has already proposed a unique online course for JD students at a number of schools, including ours. Due to our reluctance to have online credit count toward a degree, that proposal is being reconsidered to limits the number of credits earned to the hours spent in class, as would be done for a traditional course.

<sup>10</sup> If and when such a recommendation was made, it would presumably be accompanied by conditions such as a limit on the number of online courses that can be taken. Limits provided by the ABA would also be relevant, of course. ABA Std. 306 governs distance education, and provides some such limits

<sup>11</sup> The Committee does plan to investigate these areas, along with the others, in order to gather as much information as possible about the full range of potential online activities. The point being made is that we are not proposing the development or delivery of these courses.

members may feel this to be an overly conservative approach but we prefer to err on the side of too little embrace of online rather than too much. For these reasons, the Committee's position is that **online credit will not count toward BerkeleyLaw degrees and any future policy change to permit online credit for law school degrees would require faculty consultation and approval.**

Legal studies courses feature a different set of issues because they involve undergraduate degree credit rather than law school degree credit. If we choose to pursue such courses we can take advantage of an existing campus infrastructure with respect to the delivery of courses and credit. We would also be joining an effort that is already up and running, and we would be providing credit-bearing courses that are consistent with what is already offered on campus.

Despite the fact that the campus is fairly enthusiastic about online courses for undergraduates, both the Committee and Legal Studies believe it is prudent to move slowly. A Legal Studies proposal to develop a single course on "Surveillance and Society" for delivery in a traditional classroom setting in the fall of 2014 and possible online delivery sometimes after that (no sooner than fall 2015) has been recommended by the Committee and approved by the dean. If the course is not successful or if, for some other reason, is not deemed suitable for online delivery, no online course will be developed. This measured approach gives us ample time to judge the desirability of an online version of the course and to learn more about online delivery in general.

The "non-degree" JD and Legal Studies circles represent potential courses that would be available to non-Berkeley students, most likely those enrolled at other institutions, who would receive credit transferable to their home institutions to the extent those institutions chose to accept it. These courses would not trigger the same concern about credit toward BerkeleyLaw degrees, though other questions come up in these areas. They implicate, for example, many important faculty issues that need to be resolved before courses are constructed. There is no current plan to develop courses within those areas, though that could conceivably change if an appropriate course was proposed.<sup>12</sup>

The non-degree circles referencing foreign students and professional and executive education are the simplest in the sense that they avoid questions about granting credit toward a BerkeleyLaw degree.<sup>13</sup> Relative to the other circles, they also implicate fewer areas of pedagogical and faculty concern. One can analogize them to existing programs that provide executive education and are subject to less direct faculty oversight. To be clear, there remain important issues here, but not as many as with the other circles. These are the areas in which there has been the greatest activity, as described below.

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<sup>12</sup> It is possible that the "Surveillance and Society" course will attract some non-Berkeley students as well.

<sup>13</sup> The "foreign students" label here is imperfect. There is no reason to limit enrollment to foreign students. Though we expect that these students will form the large majority of our students some Americans are likely to enroll as well.

#### **IV. First Steps – A Pilot Course**

Thanks to some very diligent work by Molly Van Houweling and the IT team, we were able to offer Van Houweling's "Introduction to Intellectual Property" course as a pilot program in May, 2013. The course was taken by about 20 students drawn from around the world. They included practicing attorneys, incoming LL.M. students and BerkeleyLaw LL.M. Alumni. The course was offered at no cost to the students because it was a pilot.

The three-unit course was taught over a six-week period. It proved very successful, with glowing reviews from the students and very positive reports from Van Houweling. A few of the comments:

*This is one of the best courses I've had in my entire life. I am so thankful for this opportunity!*

*The threaded discussion forums were engaging because they made ME think about and verbalize my own opinions about the material.*

*[The variety of course content] kept the course interesting and easy to follow through out the time. It helped me to keep my attention focused at all times even after a long day of work.*

*[I would recommend this online course to other students] and also to professionals, to law firms, to foreign scholars and academics.*

Among the goals of the pilot was a working out of technological bugs, and that seems to have gone well. We also learned some useful lessons for future courses. For example, it became clear that including a "synchronous" component in which the entire class is online at the same time and interacting in real time works poorly, mostly because the time zone challenges are too great. We also learned that a three-unit class should be delivered over more than six weeks.

Without belaboring the details, this pilot course has given us added confidence in the ability to deliver the course as well as the pedagogical value of the approach.

#### **V. Looking Ahead**

With one pilot course under our belts, we plan to offer a small suite of online offerings aimed primarily (though not exclusively) at foreign students.

In cooperation with IADP, an online certificate in "law and technology" is being developed. The certificate will include three courses: Introduction to IP (Van Houweling), Patent Law (Merges), and Privacy Law (Schwartz). Students taking all three courses would be awarded a "Certificate in Law and Technology" from the law school. We hope to offer the first of these courses starting in March or April, with each course running perhaps 10 weeks.

Ideally, the entire certificate could be completed during 2014. If it is successful we would of course then offer it regularly.

We are also planning an “Introduction to U.S. Law” class that we believe will be attractive to individuals coming the United States for an LL.M., thinking about an LL.M., and foreign lawyers who deal with American clients and lawyers. We expect to offer this course in the summer of 2014 (in part to attract the thousands of students getting ready to start LL.M. programs in the U.S. in the fall).

To emphasize what was said earlier, no credit earned through these online courses will count toward a BerkeleyLaw degree.

## **VI. Preliminary Thoughts on Access**

It is relatively expensive to develop the sort of high quality online course on which we have focused. Once a course is created, however, the cost of allowing an additional student to take the course is small. This low marginal cost of delivery creates opportunities to increase access to high quality legal education.

Because the online effort is still young, the focus has been on the challenge of creating online content without compromising the law school’s existing activities. Detailed consideration of how to broaden access is still ahead of us. Nevertheless, it is worthwhile to mention just a couple ideas to provide a sense of what may be possible.

One can think of three different financial models of access. The first is to reduce the price of the course for a particular population, while still charging enough to more than cover costs. This might be done to improve access but it might also be motivated by a desire to maximize revenue (indeed, both goals may be present simultaneously). One might, for example, conclude that it is more profitable to reduce the price of a course for students from poor countries. This approach would increase access (more students would take the course) and increase revenues. Alternatively, one can imagine providing a course to community colleges at a reduced cost to make the material affordable to a larger number of people.

A second approach is to offer a course to a population at cost.<sup>14</sup> Here there is no ambition to make money and the effort is entirely about access. Having students pay enough to cover the cost of the course would allow us to open access to even very large numbers of students who would otherwise not take the course. It would also make it easier to provide the high-touch component of our courses. To give just one example, a constitutional law course could be created specifically for high school students. Charging students (or schools, or a donor) enough to cover the costs of this course would allow development without the use of law school funds and could be done consistently with a high-touch model featuring TAs

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<sup>14</sup> Because courses have a high cost of development and relatively low cost of delivery, calculating the “cost” of one additional student is difficult without knowing the total number of student who will take the course in the future. In practice, then, what is described as delivering the course “at cost” would likely mean charging a modest fee that approximates the cost of the course.

(law students, perhaps). Collecting enough to pay for the course would make this model both affordable and scalable, potentially opening the door to large numbers of high school students taking advantage of the course.

A third approach is to offer a course for less than the cost of delivering it, or even for free. One could imagine, for example, an organization that would benefit from course content but that was unable to pay (or that we felt should not have to pay). We could license course content to the organization for a small fee or no fee at all and allow their employees or beneficiaries to take the course. Doing so with an existing course would be straightforward and almost costless if we provided the content without the high-touch element that includes feedback and grading. We could provide that high-touch element as well, obviously, subject to our willingness to bear the associated costs. So, for example, one can imagine members of a poverty law center, or an immigration law organization, or a community development group benefiting from the content of one or more courses. If we were prepared to cover the costs of design, we could even provide courses custom-made for such groups.

The above represent only the most preliminary thoughts on how online education could be used to increase access without changing the nature of our degree programs. As the online effort continues, there will surely be other opportunities and other ideas that are worth pursuing.

## **VII. Financial Implications**

There is no question that online education has the potential to generate revenue for the law school. In the short term, however, the Committee does not believe that revenue generation should be the central focus of the effort. Our emphasis instead is on ensuring high-touch, high-quality classes and on avoiding actions that might undermine our existing practices.

On the other hand, we do not want online education to impose a net cost on the institution. Our goal, accordingly, is to develop programs that will at least break-even financially, and which are scalable for future revenue-generation. If online education flourishes, we may wish to consider whether revenue from financially successful courses should be used to subsidize courses that are important for other reasons but that do not generate significant revenue.

There are costs associated with starting the online program, and many of these must be borne before we know the revenues that will be produced. They include the hiring of the instructional designers in 2012 and compensation for faculty developing courses. The Committee is conscious of the need to avoid excessive spending at this early stage and is of course in close communication with Dean Lester on the matter. We believe the financial risks being taken are both worthwhile and limited.

In short, while it is one of the potential future benefits from online education, our current priorities are on quality and institutional integrity rather than profits.

## VIII. Looking Farther Ahead

The online effort is still in its infancy and we will learn a great deal as we move forward. It is premature to make any form of irreversible commitment to developing a fulsome online program. A more prudent strategy is to continue the online initiatives described above (with perhaps some modest additions) and to revisit the overall direction of the effort periodically. The Committee will be engaged in just this kind of regular (perhaps even constant) review, as will the dean's office.

The faculty should also have an opportunity to revisit the question in the not-to-distant future. To that end, ***the Committee proposes that the online program be reconsidered by the faculty no latter than two years from this fall*** (i.e., fall of 2015).<sup>15</sup>

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<sup>15</sup> Some faculty members will recall that the Professional LLM program was approved subject to a similar commitment to revisiting the issue, which was done in 2012.

## APPENDIX

Consideration of online education raises a large number of important questions. The Committee is working to develop answers to these questions, and will continue to do. This appendix provides a partial list of these questions along with some answers or, where answers are not yet available, comments. It is intended to shed further light on where we are and the direction we are heading.

*Will online credits count toward any BerkeleyLaw degrees?*

No. Any future decision to count such credit would require faculty consultation.<sup>16</sup>

*What kind of credit will be delivered?*

Online courses will deliver UC Berkeley credit. This will be transferable to other institutions, subject to the acceptance by those other institutions.

*How will faculty be compensated for developing courses?*

The current plan is for non-degree course content to be developed by faculty who will be compensated financially and not with teaching credit. One consequence of this policy is that we can provide such compensation for only a limited number of courses. The constraints on our ability to develop, manage, and market courses creates another limit here.

*Can I use the services of the online course development specialists to help with my existing classes?*

Yes, subject to their time constraints. If you would like to work with them, contact Patricia Donnelly.

*How will BerkeleyLaw Online decide what courses to support?*

For the moment we have no choice but pragmatism. We would like to break-even in 2013-2014, and so must be conscious of the financial realities of alternative proposals. We also have constraints on time and human capital.

*What is the cost of developing and delivering an online course?*

There will be some variation in cost depending on the particulars of the course, but a good estimate of the total cost of developing and delivering a course for the first time, including compensation of faculty and teaching assistants, is \$60,000.<sup>17</sup> We are still

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<sup>16</sup> Note that "BerkeleyLaw degrees" do not include Legal Studies BA degrees, which are Letters and Science degrees conferred by the main campus (though administered by the law school). As discussed in the memo, we may offer courses that count toward Legal Studies degrees, something that is already accepted on the main campus. Such courses are governed by the Legal Studies curriculum committee, which is made up of BerkeleyLaw faculty.

<sup>17</sup> This depends in part on the number of students. It includes compensation for course designer, fees to UCOE (University of California Online Education) for delivery, and the cost of TAs.

working on the details of subsequent offerings, but they would naturally be much less costly, perhaps \$20-25,000.

*What will online courses cost for students?*

We do not yet have pricing for these courses. We are gathering information about pricing by other institutions and surveying potential students. For the moment it looks like a basic three-unit course is likely to be priced somewhere between \$2,000 and \$3,500. However a course is priced, we may offer reduced prices to some students (or perhaps even free courses) if we believe doing so is consistent with the law school's public mission.<sup>18</sup>

*How will courses be graded?*

We expect that courses will be graded on a traditional A, B, C . . . scale.

*If a student takes an online course and is subsequently admitted to a BerkeleyLaw Program, what happens?*

Because the course does not provide BerkeleyLaw credit, they will not get credit for the course. If the course is a prerequisite for other courses, we hope that instructors will accept the online version as satisfying that prerequisite.<sup>19</sup> We are discussing the question of whether students would be permitted to take the same class again after arrival.

*Will courses appear on a law school transcript?*

No. Students will be able to get a transcript from UCOE that reflects the completed courses, but it will not be a law school transcript.

*Can a BerkeleyLaw student take one of the courses?*

We do not anticipate screening out BerkeleyLaw students, but they will not receive law school credit for any online courses, and they will be expected to pay for the online courses (in addition to fees they pay as part of their Berkeley degree program). There are some additional concerns related to BerkeleyLaw students and we are discussing how to address them.

*What admissions standards will apply?*

This is an important question that we are still discussing. It may vary from course to course or even from section to section within a course. The main appeal of admissions standards is that they allow a higher level of discussion and exchange.

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<sup>18</sup> By way of comparison, LL.M. students pay approximately \$5000 for a three-unit course (depending on the number of credits they take).

<sup>19</sup> This has already happened once. A student who took the online Introduction to IP course enrolled in the LL.M. program this fall. To receive the Law and Technology certificate he would normally have to take that course while at the law school. In consultation with Molly Van Houweling, Robert Barr, and Chuck Weisselberg, it was decided that the Introduction to IP requirement would be waived, but that he would have to take other qualifying courses to account for the 4 credits of Introduction to IP that he would not be taking at BerkeleyLaw.

This is true in an online environment just as it is in person (because there is significant student-to-student interaction).

*How will IP rights be handled?*

Here again, we have not reached a decision. The issues are obviously important and they are under discussion. We expect to soon have a contract ready for faculty who are creating courses. This contract will be clear as the relevant rights.

*How will cheating be prevented?*

The integrity of our program requires reasonable protections against cheating and other forms of abuse. We have not yet addressed this issue, but we are aware of it.

*And how will you prevent others from stealing the content?*

This is a technical issue that we are aware of and for which we are seeking workable strategies. This is always a problem with online content, of course.

*How are the technical aspects being managed?*

The IS&T team has been part of the conversation about these courses from the beginning and they will be responsible for all technological issues.

*Does this threaten the Professional Track LLM?*

The IADP office is keenly aware of the potential of an online program to undermine the existing LLM program. That office believes the current risks are small and worth taking.

*I want to create an online course. What should I do?*

Developing an online course involves a substantial commitment of a faculty member's time and law school resources. There are, as a result, significant constraints on our ability to support the creation of courses. That said, to the extent individual faculty members are interested in investing the time required, we would like to provide as much support as possible. The most sensible first step would be to speak with Andrew Guzman about your interest.

*Is the Committee consulting with the right people?*

The Committee is trying to ensure that all relevant groups are consulted in an appropriate way. This includes the Legal Studies program, the Advanced Degree Programs Office, the Registrar, the Dean of Students, the Associate Deans for Curriculum & Teaching (Weisselberg) and Faculty Development & Research (O'Connell) and others. We welcome input from any interested faculty. You should feel free to contact Andrew Guzman or other members of the Committee