

**Utah System of Higher Education
New Academic Program Proposal
Cover/Signature Page - Full Template**

Institution Submitting Request: University of Utah
Proposed Program Title: Master of Legal Studies
Sponsoring School, College, or Division: S.J. Quinney College of Law
Sponsoring Academic Department(s) or Unit(s): Law
Classification of Instructional Program Code¹ : 22.99
Min/Max Credit Hours Required to Earn Degree: 30 / 36
Proposed Beginning Term²: Fall 2018
Institutional Board of Trustees' Approval Date:

Program Type (check all that apply):

<input type="checkbox"/> (AAS)	Associate of Applied Science Degree
<input type="checkbox"/> (AA)	Associate of Arts Degree
<input type="checkbox"/> (AS)	Associate of Science Degree
<input type="checkbox"/>	Specialized Associate Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/> (BA)	Bachelor of Arts Degree
<input type="checkbox"/> (BS)	Bachelor of Science Degree
<input type="checkbox"/>	Professional Bachelor Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/> (MA)	Master of Arts Degree
<input type="checkbox"/> (MS)	Master of Science Degree
<input checked="" type="checkbox"/>	Professional Master Degree (specify award type ³ : MLS)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/>	Doctoral Degree (specify award type ³ :)
<input type="checkbox"/>	K-12 School Personnel Program
<input type="checkbox"/>	Out of Service Area Delivery Program

Chief Academic Officer (or Designee) Signature:

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Ruth Watkins 4-4-17 Date: March 13, 2017

☒ I understand that checking this box constitutes my legal signature.

Ruth Watkins

¹ For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/default.aspx?y=55>.

² "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.

³ Please indicate award such as APE, BFA, MBA, MEd, EdD, JD

**Utah System of Higher Education
Program Description - Full Template**

Section I: The Request

University of Utah requests approval to offer the following Master's degree(s): Master of Legal Studies effective Fall 2018. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Description

Present a complete, formal program description.

The College of Law proposes to establish a master's level degree program designed primarily for non-J.D. working professionals in Utah and the Rocky Mountain region. The primary purpose of the program will be to provide professionals who are not lawyers with a fundamental understanding of the legal system. Such knowledge should be especially useful to professionals whose careers involve legal or regulatory issues, for instance, those working in, or studying to work in, architecture, business, engineering, law enforcement, health care, higher education, grants and contract management, human resources, real estate development, regulatory compliance, and other complex institutional administration. The degree will require 30 credits of coursework, consistent with University of Utah requirements for graduate programs. Similar to the Executive MBA program run by the David Eccles School of Business, courses will be held on Fridays and Saturdays every other week to more ideally accommodate the busy schedules of working professionals, or for students who are simultaneously pursuing other degrees.

Master of Legal Studies programs are a growing option nation-wide for working professionals who need to regularly interface with (or who are interested in learning about) the law. Accordingly, these degrees can increase job opportunities or promote professional advancement for those working in law-related careers. Of the top 50 ranked law schools, 25 schools now offer master's level degrees in legal and juridical studies. Many, if not most, of these programs are geared toward professionals whose work involves regulations, negotiations, or other interactions with lawyers and legal issues. Many of these professionals are in careers where non-lawyers perform tasks that can be better informed by some legal background, but that do not require a J.D. or licensure to law practice. Thus, these programs, including the one we propose here, are designed for professionals who do not intend to practice law, as the degree will not qualify a person to sit for the Bar exam of any state.

A Master of Legal Studies program will expand the educational reach of the College of Law (and the University) to serve a wider range of individuals who would benefit from some sophisticated training in the legal system, enhance our service to the professional community, expand our alumni base, and augment our tuition revenue.

Consistency with Institutional Mission

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at higheredutah.org/policies/policyr312/.

This degree program will enhance the mission of the University of Utah by training working professionals how to effectively engage with the U.S. legal system. As a doctorate and masters-level degree granting institution, it is the mission of the University of Utah to discover, create, and transmit knowledge through education and training programs. The University of Utah seeks to foster student success by preparing students from diverse backgrounds for lives of impact as leaders and citizens. It will also enhance the College of Law's mission, which is to achieve academic excellence in professional legal education, advance knowledge through the dissemination of high quality legal scholarship, perform valuable public service, and maintain and enhance our national presence as a preeminent institution of legal education. The Master of Legal Studies program will build bridges between the legal community and other professional communities. Furthermore, the program will increase the visibility of the law school and educate the professional community about the important work being done here.

Section III: Needs Assessment

Program Rationale

Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program.

This proposal is the product of several years of deliberation and planning at the College of Law, with research and preparation beginning in earnest in late 2015. The faculty of the College of Law reviewed a preliminary proposal in February 2016 and approved the continuation of the proposal's development. The Curriculum Committee then examined and voted on the proposal in November 2016. The proposal was presented to the College of Law's College Council as a unanimous seconded motion from the Curriculum Committee on January 31, 2016. College Council voted to move to seek approval for the program with a vote of 18 in favor, 1 opposed, and 4 abstentions. There is broad support among the faculty of the College of Law for the initiation of this program. The inclusion of a Master of Legal Studies degree in the USHE, specifically at the University of Utah, will expand and promote greater knowledge and understanding of the U.S. legal system throughout the state of Utah by providing working professionals the opportunity to study the legal system at a top tier law school at the state's flagship public university.

Labor Market Demand

Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer (jobs.utah.gov/jsp/wi/utaimis/gotoOccinfo.do) and the Occupation Outlook Handbook (www.bls.gov/oco).

On a national level, the clearest indicator of market demand for Master of Legal Studies (and similar) programs is the recent proliferation of new programs across the country, especially in the past five years. Law schools are pointing to growth in the compliance industry as a major driver of market demand. For many schools, enrollment numbers can remain modest while generating a positive revenue stream for the school.

Preliminary qualitative market research among employers in Utah suggests that the development of a program will be supported, especially once the benefits of the degree (to both individual employees and companies as a whole) are made clear. As Eric Mein, a Sales Manager with Adobe, stated, "It's not just a good idea; it's a home run." Many companies increasingly provide employees with specific funding to earn degrees that will advance their careers and add value to the company. For instance, Adobe provides its professional employees an account of \$10,000 per year for approved continuing education expenses. Companies like Bard Access Systems do the same, so long as the training is relevant to the work of their company. Such funding is further evidence of likely demand for the Master of Legal Studies program, which will equip professionals with skills to navigate the legal system, better interface with lawyers providing legal services and representation, and to better identify when and how to engage legal counsel to protect their employers' interests.

Student Demand

Provide evidence of student interest and demand that supports potential program enrollment. Use Appendix D to project five years' enrollments and graduates. Note: If the proposed program is an expansion of an existing program, present several years enrollment trends by headcount and/or by student credit hours that justify expansion.

The College of Law conducted a survey of Utah professionals working in the fields of architecture, engineering, environmental consulting, human resources, among others, that yielded 87 responses. The majority of respondents – 74.4% - indicated that they would be "very" or "somewhat" interested in a master's program offered by the College of Law.

Similarly, the College of Law conducted a survey of 132 current J.D. students. In this survey, 41 students responded that they knew of someone who might be interested in enrolling in this program.

Similar Programs

Are similar programs offered elsewhere in the USHE, the state, or Intermountain Region? If yes, identify the existing program(s) and cite justifications for why the Regents should approve another program of this type. How does the proposed program differ from or compliment similar program(s)?

A number of schools in the PAC-12 and Rocky Mountain region already offer Master of Legal Studies (or similar) programs, but no such programs exist currently in Utah. These schools include: Stanford University, Arizona State University, University of Washington, University of Colorado-Boulder, University of Arizona, and the University of Denver. Brigham Young University does not yet offer such a program, and that factor could increase market demand for our program, especially in the critical initial years. There are no similar programs offered elsewhere in the USHE.

Collaboration with and Impact on Other USHE Institutions

Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higheredutah.org/policies/policyr315/. Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.

The program will not be delivered outside of the designated service area. This program will have no impact on other USHE institutions.

External Review and Accreditation

Indicate whether external consultants or, for a career and technical education program, program advisory committee were involved in the development of the proposed program. List the members of the external consultants or advisory committee and briefly describe their activities. If the program will seek special professional accreditation, project anticipated costs and a date for accreditation review.

No external consultants were involved in the development of the proposed program. In conjunction with seeking approval from the Graduate Council, Academic Senate, the Board of Trustees, the Board of Regents, and NWCCU, the College of Law will also seek acquiescence from the American Bar Association (ABA). The ABA Section of Legal Education and Admissions to the Bar is the accrediting agency for all U.S. law schools. The ABA must give acquiescence in order for the College of Law to offer this degree. This requires a showing that the MLS program will not have a material adverse effect on the College of Law's ability to continue to deliver its J.D. program.

Section IV: Program Details

Graduation Standards and Number of Credits

Provide graduation standards. Provide justification if number of credit or clock hours exceeds credit limit for this program type described in R401-3.11, which can be found at higheredutah.org/policies/R401.

Students in the program will need to complete a minimum of 30 credit hours and can take no more than 36 credit hours toward graduation. Students must maintain a minimum of a 2.5 GPA, which is the same GPA requirement for the J.D. program.

Admission Requirements

List admission requirements specific to the proposed program.

The College of Law Admissions Committee will review applications and make admissions decisions. An interview may be required if deemed necessary by the committee. Strong applications will consist of demonstrated professional experience and/or strong academic performance.

Admission requirements include:

Bachelor's degree from a regionally accredited institution of higher education in the U.S. or its equivalent in another country;

Official transcript from each institution of higher education attended in the U.S. or abroad (with certified English translation, if applicable);

Application for admission and nonrefundable \$50 application fee;

Personal Statement addressing the following points: (a) the applicant's reasons for wanting an MLS degree, (b) how the applicant expects to apply this education professionally, and (c) why the applicant wishes to study at the University of Utah. Other topics can include family background, obstacles the applicant has overcome, and/or educational, volunteer, and/or work experiences. Personal statements should range between two to three double-spaced pages;

Writing sample;

Current CV/Resume;

Two letters of recommendation. A recommendation letter should be from a person in a position to make a critical and informed appraisal of the applicant's qualifications. Letters of recommendation should come from professors who have personal knowledge of the applicant's academic work and/or employers, business associates, or professional mentors who have personal knowledge of the applicant's work performance.

GRE, GMAT, and LSAT scores will be accepted, but such test scores are not required. A TOEFL score is required for any applicant whose bachelor's degree or equivalent is from an institution where instruction was not in English.

Curriculum and Degree Map

Use the tables in Appendix A to provide a list of courses and Appendix B to provide a program Degree Map, also referred to as a graduation plan.

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

How do existing administrative structures support the proposed program? Identify new organizational structures that may be needed to deliver the program. Will the proposed program impact the delivery of undergraduate and/or lower-division education? If yes, how?

No new organizational structures will be needed to deliver the program. The College of Law Admissions staff will handle applications and admissions to the program. The Student Affairs staff will handle registration and student advising for the program. The Professional Development Office will act as a resource for students in the program throughout the course of their studies. The Faust Library will provide library services to the program. The College of Law IT staff will provide information technology resources

and support to the program. If the program grows large enough to warrant new organizational structures, the College of Law is prepared to address those needs as they arise, and increased revenue from those larger classes will support those resources.

Faculty

Describe faculty development activities that will support this program. Will existing faculty/instructors, including teaching/graduate assistants, be sufficient to instruct the program or will additional faculty be recruited? If needed, provide plans and resources to secure qualified faculty. Use Appendix C to provide detail on faculty profiles and new hires.

Some of the College of Law's current faculty will teach in the program. The College of Law also intends to recruit and hire new adjunct faculty specifically for this program. A mix of existing faculty (tenure, tenure-track, clinical, and adjunct), along with new adjunct faculty, will teach courses in the program.

Staff

Describe the staff development activities that will support this program. Will existing staff such as administrative, secretarial/clerical, laboratory aides, advisors, be sufficient to support the program or will additional staff need to be hired? Provide plans and resources to secure qualified staff, as needed.

Jacqueline Morrison, in consultation with the College of Law's Associate Dean for Academic Affairs, will serve as the primary staff person for the program. Ms. Morrison, a 2012 graduate of the College of Law, currently serves as the Associate Director for New Program Development. Ms. Morrison, in consultation with the Associate Dean for Academic Affairs, will coordinate with College of Law Admissions, Student Affairs, Professional Development, Library, and IT staff to effectively implement the program. No additional staff will need to be hired for anticipated enrollment and new staff can be added as enrollment increases and supported by the accompanying revenues.

Student Advisement

Describe how students in the proposed program will be advised.

Students will be advised by Student Affairs staff, along with Professional Development staff.

Library and Information Resources

Describe library resources required to offer the proposed program if any. List new library resources to be acquired.

The current resources available through the James E. Faust Library are anticipated to be more than sufficient for the implementation of the new program.

Projected Enrollment and Finance

Use Appendix D to provide projected enrollment and information on related operating expenses and funding sources.

Section VI: Program Evaluation

Program Assessment

Identify program goals. Describe the system of assessment to be used to evaluate and develop the program.

The goal of this new degree program will be to provide a fundamental legal education to professionals who are not lawyers but whose careers (or intended careers) involve legal or regulatory issues.

Recruiting, admission, and retention goals and measures

- Goals: to recruit high-caliber applicants and retain students in quantities that meet or exceed the five-year program size projections
- Measures: applicant pool size and program size

Student learning and graduation goals and measures

- Goals: to graduate 90% of the students admitted and to ensure that these students meet the standards of performance outlined below
- Measures: graduates with a solid knowledge base in the legal system of the United States, graduates with excellent communication and conflict management skills, and graduates who leverage these skills to promote their professional development

Student evaluation goals and measures

- Goals: to ensure positive student and graduate perceptions of program design and implementation
- Measures: summaries of students' entrance, mid-study, exit, and alumni interviews and surveys

Student Standards of Performance

List the standards, competencies, and marketable skills students will have achieved at the time of graduation. How and why were these standards and competencies chosen? Include formative and summative assessment measures to be used to determine student learning outcomes.

Student graduates of the program will be expected to meet performance standards in the following areas:

Knowledge Base in the Legal System of the United States: Students should demonstrate fundamental knowledge and comprehension of the basic structure, function, operation, and role of the U.S. legal system. Students should demonstrate an understanding of the different branches of government; the relationship between federal, state, and local governments; the ways in which individuals and businesses interact with the legal system; and sources of U.S. law. Formative assessment measures, in the form of class assignments and quizzes, will measure this expected learning outcome in a variety of program courses, including U.S. Legal System; Lawsuits and Litigation; Understanding Cases, Statutes, and Legislation; Contracts in

the Modern Economy; The Regulatory System; Procuring and Managing Legal Services; Government, Private Property, and Land Use; Business, IP, Labor, and Employment in the Modern Economy; and Comparative Legal Studies. Summative assessments, in the form of final exams, will also be used in a number of these courses.

Communication and Conflict Management: Students will develop in-depth understanding of different approaches to handling conflict and conflict prevention, along with a variety of methods for problem solving and conflict resolution. Students will demonstrate knowledge of the role of law in resolving conflict in society, including through litigation, negotiation, mediation, facilitation, and arbitration. Students should demonstrate competence in writing, oral, and interpersonal communication skills. Formative assessment measures, in the form of graded class activities with feedback, will measure this expected learning outcome in the required course on Conflict and Legal Crisis Management. A summative assessment, in the form of a final exam, may also be used in this course. Formative assessment measures will also include feedback on writing, oral, and interpersonal communication skills in assignments for other classes.

Professional Development: Students should demonstrate the ability to apply their understanding of the legal system to their chosen professional field. Students will be able to apply the skills they have learned in the context of their studies to applications in the real world. Assessment measures related to this learning outcome will take place mostly outside the context of the classroom. Students will receive oral and written feedback from College of Law faculty and from the staff as they progress through the program. Feedback will include insight on developing meaningful professional direction for life after graduation. Post-graduation surveys may also be used to measure achievement of this learning outcome.

Appendix A: Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to be awarded the degree.

For variable credits, please enter the minimum value in the table for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box at the end of this appendix.

Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)			
General Education Credit Hour Sub-Total			
Required Courses			
	X	U.S. Legal System	2
	X	Conflict and Crisis Management	2
	X	Understanding Cases, Statutes, and Litigation	3
	X	The Regulatory System	3
	X	Procuring and Managing Legal Services	3
Required Course Credit Hour Sub-Total			13
Elective Courses			
	X	Lawsuits and Litigation	3
	X	Contracts in the Modern Economy	3
	X	Government, Private Property, and Land Use	3
	X	Business, IP, Labor, and Employment in the Modern Economy	4
	X	Comparative Legal Studies	4
Elective Credit Hour Sub-Total			17
Core Curriculum Credit Hour Sub-Total			30

Program Curriculum Narrative

Describe any variable credits. You may also include additional curriculum information.

Students will be required to complete a minimum of 30 credit hours for graduation. Of

these 30 credit hours, 13 will be from required courses. The remaining 17 credit hours can be taken from the courses listed in the electives section above, or from any second or third-year J.D. elective course. These second and third-year J.D. elective courses include Business Organizations (4 credits), Bankruptcy (3 credits), Arbitration (3 credits), Employment Law (3 credits), Natural Resources (3 credits), Environmental Law (3 credits), Land Use Control (3 credits), Health Law (3 credits), and International Business Transactions (3 credits), among others.

Degree Map

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see <http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf> (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below.

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff

Identify # of department faculty / staff (headcount) for the year preceding implementation of proposed program.

	# Tenured	# Tenure -Track	# Non -Tenure Track
Faculty: Full Time with Doctorate	26	4	12
Faculty: Part Time with Doctorate	2		102
Faculty: Full Time with Masters			1
Faculty: Part Time with Masters			1
Faculty: Full Time with Baccalaureate			
Faculty: Part Time with Baccalaureate			
Teaching / Graduate Assistants			44
Staff: Full Time			48
Staff: Part Time			20

Part II. Proposed Program Faculty Profiles

List current faculty within the institution -- with academic qualifications -- to be used in support of the proposed program(s).

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
	Melissa	Bernstein	T	J.D.	Harvard Law School	up to 5%	
	Paul	Cassell	T	J.D.	Stanford Law School	up to 5%	
	Lincoln	Davies	T	J.D.	Stanford Law School	up to 10%	
	Leslie	Francis	T	Ph.D., J.D.	University of Michigan	up to 5%	
	Amos	Guiora	Other	J.D.	Case Western Reserve University College of Law	up to 5%	Professor (I)
	Louisa	Heiny	Other	J.D.	University of Colorado School of Law	up to 5%	Associate Pr
	David	Hill	Other	J.D.	University of Utah College of Law	up to 5%	Professor (C)
	RoNell	Jones	T	J.D.	Ohio State University College of Law	up to 5%	
	Clifford	Rosky	T	J.D.	Yale Law School	up to 5%	
Part Time Faculty							

Part III: New Faculty / Staff Projections for Proposed Program

Indicate the number of faculty / staff to be hired in the first three years of the program, if applicable. Include additional cost for these faculty / staff members in Appendix D.

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate					
Faculty: Part Time with Doctorate			5	J.D. degree	10%

	# Tenured	# Tenure - Track	# Non - Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Masters					
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					
Teaching / Graduate Assistants					
Staff: Full Time					
Staff: Part Time					

Appendix D: Projected Program Participation and Finance

Part I.

Project the number of students who will be attracted to the proposed program as well as increased expenses, if any. Include new faculty & staff as described in Appendix C.

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department	304					
# of Majors in Proposed Program(s)	////	8	10	15	20	25
# of Graduates from Department	121					
# Graduates in New Program(s)	////	8	9	14	18	23
Department Financial Data						
	Department Budget					
		Year 1	Year 2	Year 3		
Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."	Year Preceding Implementation (Base Budget)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
EXPENSES – nature of additional costs required for proposed program(s)						
List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.						
Personnel (Faculty & Staff Salary & Benefits)	\$0	\$66,250	\$66,250	\$66,250		
Operating Expenses (equipment, travel, resources)	\$0	\$10,000	\$15,000	\$20,000		
Other:						
TOTAL PROGRAM EXPENSES	////	\$76,250	\$81,250	\$86,250		
TOTAL EXPENSES	\$0	\$76,250	\$81,250	\$86,250		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.						
Internal Reallocation	\$0	\$0	\$0	\$0		
Appropriation	\$0	\$0	\$0	\$0		
Special Legislative Appropriation	\$0	\$0	\$0	\$0		
Grants and Contracts	\$0	\$0	\$0	\$0		
Special Fees	\$0	\$0	\$0	\$0		
Tuition	\$0	\$0	\$0	\$0		
Differential Tuition (requires Regents approval)	\$0	\$76,020	\$85,522	\$133,035		
PROPOSED PROGRAM FUNDING	////	\$76,020	\$85,522	\$133,035		
TOTAL DEPARTMENT FUNDING	\$0	\$76,020	\$85,522	\$133,035		
Difference						
Funding - Expense	\$0	(\$230)	\$4,272	\$46,785		

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

Categories of expenses for the program include costs for marketing and costs associated with instruction of the courses. The College of Law anticipates spending approximately \$10,000 to market the program during its first year. The College of Law then plans to increase this amount to \$15,000 in the second year and to \$20,000 for following years. With regard to instruction of the courses, the College of Law anticipates that roughly 50% of the courses will be taught by current, full-time College of Law faculty. These courses will be beyond the regular faculty course-load, and will thus require additional compensation for the faculty members committing to the instruction. The rate for faculty additional compensation at the College of Law is \$3,000 per credit. Based on the curriculum the College of Law has designed for this program, the College of Law anticipates a cost of \$45,000 per year for faculty additional compensation. The remaining 50% of courses for the program will be taught by adjunct faculty. Adjunct faculty are paid \$3,250 for a 2-credit course, \$4,250 for a 3-credit course, and \$5,250 for a 4-credit course. The College of Law anticipates a cost of \$21,250 for adjunct faculty salary.

Part III: Describe funding sources

Revenue Narrative 1

Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.

The College of Law proposes to use the same tuition model for the Master of Legal Studies program as it uses for its J.D. program. With this model, the College of Law receives revenue from differential tuition. The current differential per credit hour charge is \$316.75. Master of Legal Studies students will be required to take 30 credit hours for graduation. Each student will bring \$9,502.50 in differential tuition revenue to the College of Law.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

Not applicable.