

CBN UNIVERSITY

PROPOSED SCHOOL OF LAW
FEASIBILITY STUDY

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OVERVIEW

"And Ezra the priest brought the law before the congregation both of men and women, and all that could hear with understanding . . . And Ezra opened the book in the sight of all the people . . . and caused the people to understand the law." Nehemiah 8:2,5,7.

"But we know that the law is good, if a man use it lawfully." I Timothy 1:8.

Introduction

From America's beginnings in the 17th Century to its establishment in the 18th, its leaders sought to found the nation's legal and political systems upon the Law of God. In their colonial charters, the settlers relied upon the Great Commission (Matthew 28:18-20) to justify under international law their intrusion into the New World. In 1776 in the Declaration of Independence, the Continental Congress cited "the laws of nature and of nature's God" (which were well known terms denoting the Law of God as revealed through God's created order and God's Word) as the legal authority for the new nation.

Not only did America's founding fathers base their claim for recognition of the United States of America among the family of nations upon the Bible but they sought to build the internal legal and political system of each state and of the United States upon Biblical law. The representatives who drafted the original 13 states' constitutions acknowledged that God's law authorized the people to enter into a "social compact" to create the civil government by which they were to be served. These constitutional covenants became the pattern for the United States Constitution which bound the people of the several states into one Union. Equally important to this Biblical heritage for constitutional law and politics was the adoption of the English common law to govern the daily affairs of men which was, in turn, purified from all rules contrary to the "law of nature and of nature's God."

In light of this Biblical legacy, America's earliest efforts to educate its people for leadership in law and politics focused upon the laws of God. Not only did law students study Blackstone's Commentaries, itself based upon an analysis of the true meaning of law as contained in the book of Genesis, but they studied the Bible, before they tackled the legal texts, the treatises, and the oases on property, tort, contract, and criminal law.

Not until 115 years ago did America's effort to train its lawyers begin to move away from its Biblical foundation. Beginning at Harvard in 1870 and permeating virtually every law school by 1985, legal educators have discarded God's law for "man's law." As a consequence, almost all of today's lawyers have come to believe that man can make whatever law he chooses to govern society. To them, law has ceased to be a changeless standard, but has become relative to time, person, situation, and place.

The escalating erosion of law and liberty which we see in America is a direct result of this shift in belief about the nature of law. Abortion, once illegal in every state, has become a constitutionally guaranteed "right" dependent upon the time (the first, second, or third trimester), upon the person (the woman's and her doctor's choice), and upon the situation (the quality of economic, psychological, and emotional well-being of the mother). On the other hand, freedom of religious worship has been limited as a constitutional right dependent upon the time (before, during or after school),

upon the place (public classroom or the church) and upon the situation (children in school or legislators in the Senate or House chamber).

As America's legal standards have crumbled in the hands of those trained in the nation's law schools, Christians have awakened to the opportunity to equip men and women to restore justice to America. In the 1970's and 1980's several efforts have been made to raise up law schools with godly standards to restore American law to its original Biblical foundation. One of these ventures has been launched in California and has not sought accreditation beyond that state. All others have met with vigorous opposition from the American Bar Association, the national law school accrediting agency. Not one of these law schools with a nationwide vision has received full accreditation and, at the same time, retained a strong Biblical commitment. Only one has refused to compromise its commitment. That school, ORU's O.W. Coburn School of Law, has only obtained provisional accreditation which itself has been placed in jeopardy.

As America enters into the final fifteen years of the twentieth century, we face the frightful prospect of having no Christian law school serving the nation as a whole that is committed to a curriculum based upon the law of God and infused by the Holy Spirit of truth. CBN University has a unique opportunity to fill this void, and provide a quality legal education to deserving Christian men and women who desire to be equipped to serve the cause of justice in our land.

Vision

CBN University's Master Plan has from the beginning included legal education, and presently considers the Law School a priority school for development and implementation. The Chancellor and other University leaders, having recognized the key role that legal education has played in America's past, have believed for several years that the University's programs must eventually include training to practice law. Thus, the Law School has been an integral part of the CBN University vision for a great Christian university, a center for the analysis of public policy, and a catalyst in Christian legal education and Biblically-centered thought.

Accordingly, the Law School will seek high quality students for admission and insist upon high standards of achievement in all academic course work in order to produce graduates who are prepared for the practice of law. The vision for the Law School includes not only quality education in legal analysis and skills, but quality education which will re-establish the Law of God, rediscover America's constitutional faith, reclaim truth in education, and restore liberty and justice for the nation. Believing that in Christ are hid all the treasures of wisdom and knowledge, including law for human society, each course and each teacher must be rooted in God's Word and led by the Holy Spirit. Moreover, believing that America's greatness as a nation lies in its commitment to God's Biblical standards, the law-school would train each student to be a minister of justice called to serve the nation and its people and to exhibit righteousness at both the personal and professional level.

The Law School at CBN University would meet several pressing needs, two of which stand out. First, students will be offered a choice of Biblically grounded legal education in a world of increasingly homogenous humanism. Diversity among law schools has been lost to the extent that even institutions professing religious ties have succumbed to the dominant secular humanist

world view. Second, people seeking legal help will be offered a choice of representation by lawyers equipped to provide true justice. As the divergence between humanistic and Biblical worldviews becomes more discernable in every area of life, more and more people, especially Christians, are seeking lawyers who emulate Jesus Christ as the supreme Advocate, Counselor and Mediator, and not the "hired gun" or "social engineer." Unless a law school such as the one proposed herein is established, the legal needs of many, Christians and non-Christians alike, will be unmet.

The Law School will play a key role in the overall ministry of CBN. As the American nation is restored to righteousness, it will continue to be used of God to take the gospel to all nations and to prepare the Church to rule and to reign now and during Christ's millennial kingdom.

Objectives

The first objective is to open a Law School at CBN University no later than the fall of 1986 with a student body of 75 and a faculty of six, including a dean and a law librarian. The student body should grow to 225 within the first three years and to 300-400 by the fall of 1992. The faculty should increase to 13 within the first three years and to 13-15 by the fall of 1993. A total library staff of six to seven will be needed in the first three years of operation.

The second objective is to take all necessary steps to secure provisional accreditation from the American Bar Association no later than the spring of the year in which the charter class graduates and to obtain full accreditation within the first five years after the opening of the school.

Ways and Means

A variety of steps must be taken, and means employed, by the University to accomplish these objectives and fulfill the vision for the Law School.

First, the University must make a financial commitment to the development of the Law School, as follows:

- | | |
|-------------|-------------|
| 1) 1985-86: | \$622,250 |
| 2) 1986-87: | \$964,900 |
| 3) 1987-88: | \$1,240,900 |
| 4) 1988-89: | \$1,500,000 |
| 5) 1989-90: | \$1,500,000 |

In addition, the University must be committed to complete construction of CBN Administrative Building B by the fall of 1986 and to construct a building designed primarily for law school use to be completed no later than the fall of 1992.

Second, the University must begin an immediate search for a law school dean and law librarian to be hired no later than the fall of 1985. The dean and the law librarian, in turn must identify and hire the necessary teaching and library staff to open the law school in the fall of 1986.

Third, the University must begin to assemble a law library collection numbering 30,000 volumes by the fall of 1986 and increasing by another 30,000 volumes in each of the following two years.

Fourth, the University must recruit for admission to the law school a charter class of 75 students.

Fifth, the University must develop a high caliber law curriculum, the purpose of which is to prepare its graduates for the practice of law.

Sixth, the University must modify this feasibility study to be submitted by the fall of 1985 to the American Bar Association as the first step towards A.B.A. accreditation.

Seventh, the University must by the summer of 1985 take its first step toward securing the doctoral level accreditation from the Virginia Council of Higher Education and from the Southern Association of Colleges and Schools.

The Feasibility Study

The purpose of this Feasibility Study is to demonstrate, among other things, that the Law School fulfills the University's guidelines for schools and programs and to ensure that the University has the mind of the lord to proceed with dispatch to accomplish these objectives. The study is divided into nine major sections:

- 1) University Affiliations
- 2) Purpose
- 3) Need
- 4) Curriculum
- 5) Personnel
- 6) Facilities
- 7) Library
- 8) Financial Resources
- 9) A.B.A. Accreditation.

UNIVERSITY AFFILIATIONS

The Law School will become an integral part of CBN University, an exclusively graduate level educational institution founded by Dr. "Pat" Robertson to promote the highest intellectual standards with the transcending purpose to glorify God and His Son, Jesus Christ. The University is incorporated in the State of Virginia in August, 1977 as a non-profit educational corporation. From the outset, the University's Articles of Incorporation purposed to include a School of law. Convinced that the University should be a graduate institution and have schools and programs directly related to CBN's evangelical purposes, Dr. Robertson appointed a consultant early in 1977 to find the University's initial personnel. Additional administrative, clerical and library staff were hired in 1978

together with the first faculty members. In the fall of 1978, the CBN University School of Communication first opened.

In the summer of 1979, the Board of Regents appointed the University's first Chancellor and President. The School of Education opened in the fall of 1980 and the School of Business Administration was added in the fall of 1982, together with the School of Biblical Studies. The School of Public Policy first opened in the fall of 1983. In the fall of 1984, the Institute of Journalism began. Starting with a student body of 77 in 1978, the University has grown to over 500 students in 1985.

CBN University is located on approximately 400 acres in the resort city of Virginia Beach, Virginia, near the intersection of Interstate 64 and Indian River Road. The University's current facilities consist of two major buildings and laboratories shared with the Christian Broadcasting Network. The administration building, having been opened in 1979, is about 42,000 square feet in size, and currently houses administrative offices, communications classrooms and laboratories, and faculty offices. The 150,000 square foot library building, having been opened in February, 1984, contains classrooms and faculty offices in addition to the central library for the University. The library collection currently numbers approximately 310,000 volumes. Construction of 100 student housing units located one-half mile off campus has just been completed and opened for occupancy on March 1, 1985.

CBN University received approval from the Virginia State Council of Higher Education in July, 1979 to grant the master's degree. The University was granted Candidacy for Accreditation status in June, 1982 by the Southern Association of Colleges and Schools, and received full accreditation from the Southern Association in December, 1984. The University currently awards the master of arts degree (M.A.) in each of its schools, except the School of Business Administration, which awards the master of business administration degree (M.B.A.). In order for the University to grant the juris doctor (J.D.) degree, it must seek accreditation at a higher level than it has received from the Virginia State Council for Higher Education and the Southern Association of Colleges and Schools (SACS). The University has already made inquiry concerning the steps to be taken to achieve this accreditation level and has begun to study the standards governing that accreditation. We have learned that steps must be taken no later than July 1985 in order to meet SACS requirements for the law school to open in the fall of 1986. The state accreditation process may be begun six months prior to the opening of the law school.

In addition to these accreditation requirements, the University must anticipate the accreditation requirements of the American Bar Association. This feasibility study is the first step toward achieving A.B.A. accreditation and is within the one-year period set by the A.B.A. before a law school opens. The next step in the A.B.A. process would not occur until after the law school has been in operation for one year. A review of the A.B.A. accreditation standards and their applicability to the Law School at CBN University is set forth in detail in the last section of this document.

Relationship with other schools within CBN University.

The Law School will benefit greatly by its inclusion among the University's existing schools whose graduate-level programs have already been proved. The schools of Public Policy and of Biblical Studies have led the way in the establishment of a sound Biblical foundation in those disciplines most

closely related to law study. In fact, two or three specific courses from the Public Policy curriculum could easily be adapted to the Law School curricula. Moreover, the Schools of Communication and Business Administration have pioneered in areas that are related to the practice of law and, therefore, may assist in the planning and implementation of law courses related, for example, to oral advocacy and to law office management. The School of Education and the Institute of Journalism have opened doors to areas that are at the center of legal controversy at every level and in every branch of civil government. Insights into the issues at stake in the nation's schools and its newspapers will be most helpful in the preparation of lawyers to stand for true religious liberty and freedom of speech.

Each of the five existing schools and the Institute of Journalism have instituted interdisciplinary study programs. The joint degrees plans of the School of Public Policy and each of the other schools, the opportunities for students to take courses in other schools in fulfillment of another school's degree program, and the integration of one school's courses into another school's degree plan serve as models of enrichment for the traditional law school curriculum. Joint degrees programs between the Law School and the Schools of Business, Public Policy, and Biblical Studies and the availability of courses outside the Law School for law students will become reality soon after the Law School opens, the groundwork having already been laid.

The Law School will, in turn, enrich the already existing schools. Not only will it offer new joint degrees program opportunities, but the Law School will provide legal expertise and law course offerings in those subject matter areas included in other school curricula, for example, Mass Media Law, School Law, and the Business Legal Environment. Finally, the Law School will help the other schools develop workshops, seminars, and conferences attractive to working professionals such as business and estate planners and education administrators.

Unquestionably, the Law School and the University's existing schools will enrich one another. The Law School fits into the University's long-range plans that call for additional study programs on the family, the culture, the nation, the business world, and the church.

Relationship with the Christian Broadcasting Network, Inc.

The Law School will also participate in CBN University's unique relationship with the Christian Broadcasting Network, Inc. ("Network"). The University was founded by the President of the Network, and is located on a parcel of land adjacent to the Network. The Network currently provides the major portion of the University's financial resources, and further provides visibility for the University in attracting students, staff, and financial support. Thus, the University is committed to support the evangelical nature of the Network's ministry, which focuses on the lordship of Jesus Christ, the centrality of Scripture, and the ministry and power of the Holy Spirit.

Because the Network's leading program, The 700 Club, devotes a substantial portion of its broadcast to current events, fundamental liberties and legal concerns, the Law School will be afforded a number of opportunities for enhancing its curriculum and professional impact which it could not obtain apart from the Network. The Network already has a track record of soliciting research for its programs from University faculty and students on a periodic basis, as well as interviewing University personnel on The 700 Club from time to time. It is expected that the Law School will be significantly involved in

this same manner. Additionally, the Network, which has an in-house legal staff, may provide a number of clerking opportunities and employment opportunities for referral after graduation.

Before the Law School opens, the Network will have completed construction of a hotel and convention center on the CBN complex. This center will be available to the Law School to serve the local, regional, and national bars with continuing legal education programs, including seminars on estate planning, securities financing, real estate practice and other specialized areas of practice. With the Network's assistance, the Law School would be able to bring on premises practicing lawyers not only from the Virginia Beach area, but also lawyers from across the nation. In fact, the Law School will be in a prime position to simulcast its seminars nationwide and/or videotape the sessions for later use, enabling it to truly become a national center for legal thought and education.

Relationship with the Freedom Council.

The Law School will also benefit from CBN University's unique working relationship with the Freedom Council. The Freedom Council is involved in monitoring legislation, court cases and other legal and political activities affecting the fundamental liberties of citizens. The Freedom Council is also involved in mobilizing people to safeguard these liberties by establishing a nationwide network of persons who will campaign, lobby, and organize local voters on issues of fundamental liberties. The Freedom Council will afford several significant opportunities for Law School involvement. Law students will be able to serve as interns at the Freedom Council. Both students and faculty will be afforded opportunities to draft proposed legislation, perform research projects, become involved in political processes at the state and national levels, and participate in seminar presentations.

Relationship with the Freedom Council Foundation.

The Law School will also enjoy an already established working relationship between CBN University and the Freedom Council Foundation. This Foundation works to educate the citizenry concerning fundamental liberties and assists in maintaining or supporting litigation on behalf of citizens whose liberties are threatened. Law students will have opportunities to intern and/or clerk at the Foundation and to participate in seminar presentations. Opportunities will also be presented for participation in, or observation of, actual litigation maintained by the Foundation. It is expected that the Freedom Council Foundation will draw upon the Law School for assistance in other areas as well, including the possible hiring of law graduates. Presently, the Foundation is located off the CBN complex, but after completion of the permanent Law School building, it may be located in that building in order to have ready access to the law library and to the faculty and student body.

University Policies

Finally, the Law School will benefit from CBN University's established and proven policies governing the admission of students, the hiring of faculty and the conduct of all persons on campus. The University's Statement of Faith, a non-denominational statement of fundamental Christian belief, has already proved to be an effective foundation for a truly unified, but diverse community of scholars and students. The University's Statement of Academic Freedom, adopted in 1982 after receiving the unanimous endorsement of its faculty and administration, has proven an effective foundation for individual

liberty and institutional accountability. The University's comprehensive policies governing such matters as promotion, tenure, and professional development have already proved to be an effective foundation for attracting and retaining a highly competent and experienced faculty, including three members who are qualified to teach in the Law School. The University has also adopted an Equal Opportunity policy which prohibits prejudiced discrimination against faculty, staff, and students on account of national origin (or race), sex, age, disability, religion and merit to its educational, admissions, employment and benefits programs, consistent with state and federal laws. These policy statements are attached hereto as Appendices A-1, A-2 and A-3.

PURPOSE

"The study and practice of law, I am sure, does not dissolve the obligations of morality or of religion."

John Adams

The Purpose of CBN University

"And the things that thou hast heard of me among many witnesses, the same commit thou to faithful men, who shall be able to teach others also." 2 Timothy 2:2.

"For the earth will be filled with the knowledge of the glory of the Lord, as the waters that cover the sea." Habakkuk 2:14.

The Law School shares the purpose and mission of CBN University and each of its schools. CBN University is an educational institution founded upon the principle that the fountainhead of all wisdom is God Himself, of whom the clearest expression is Jesus Christ, the incarnate word of God, revealed by the Holy Bible, the written word of God. The purpose of the University is to provide a setting in which those who are mature in the knowledge of God and His ways can assist and guide, in a spirit of free inquiry and scholarly excellence, those who would learn of Him, His ways, and His creation. While together, they would study ways to glorify God and better their world through law and other appropriate fields of spiritual and intellectual inquiry. The transcending purpose of the University, and the Law School, is to glorify God and His Son, Jesus Christ.

The goal of the Law School is to guide students to a mastery of legal discipline, to a Biblical theology and perspective in law, and to a demonstrated professional competence in the practice of law. Both students and faculty will be expected to take seriously the Apostle Paul's call to a renewed mind (Romans 12:1-2). They will confront the traditional understanding of this world with the wisdom that is from above, believing that the fear of the Lord is the beginning of wisdom, and that His Word embodies sound principles that must be integrated with the full range of knowledge. The commitment is to the Truth as revealed in Jesus Christ.

This mission will be achieved principally through the lives and work of the Law School's graduates who therefore, must be maturing scholars, professionally prepared to share the Good News as God directs, and deeply committed to Jesus Christ as their Lord and to the authority of His Word. By the time they graduate, all students are expected to demonstrate a mastery of the subject matter comprising their disciplines, as well as the professional skills that allow them to apply with true wisdom their intellectual knowledge and their Christian commitments to the needs of the world. Each graduate

should also become a genuine overcomer in the Christian life, renewed in his mind, submitted to the Lordship of Jesus, anchored in the Word, led by the Holy Spirit, and determined to glorify God in his life. In brief, the Law School graduate should embody excellence in his academic pursuits, high quality in his profession work, and victory in his Christian life. His mission is to glorify God and His Son, Jesus Christ, while fulfilling God's call upon his life.

The Purpose of Legal Education: An Historical Backdrop

"For even though they knew God, they did not honor Him as God, or give thanks; but they became futile in their speculations, and their foolish heat was darkened. Professing to be wise, they became fools ... for they exchanged the truth of God for a lie ..." Romans 1:21,22,25.

In contrast to the goals and purposes of CBN University, the mission of legal education in the United States is no longer related to glorifying God as it once was. To understand better the mission of the Law School, it will be helpful to summarize the changes legal education has undergone, and where it now stands. A watershed in American legal education came in the year 1870 when C.C. Langdell became dean of the Harvard law School and introduced the "case method" of teaching law. After a brief flurry of opposition, Langdell's case method revolutionized the study of law throughout the United States, and has dominated the field ever since.

The "case method" was revolutionary because it presumed that the basic principles and doctrines of law were evolving over long periods of time, and that certain appellate cases embodied this legal evolution. It rejected the prevailing Biblical opinion that basic legal principles were unchanging. Rather than learning a framework of legal rules, law students were encouraged to glean the "true" legal principles by a process of inductive reasoning after study of many appellate cases. Cases were no longer viewed as a reflection of the law by its application in a given situation, but were seen as a primary source of law. The judge was no longer the law's discoverer, but its creator.

Prior to 1870, America's lawyers were educated by reading Sir William Blackstone's Commentaries on the law of England and Chancellor James Kent's Commentaries on American Law. Both scholars believed the principles and doctrines of the common law were unchanging. Blackstone explained that Man, as a creature of God, is entirely subject to the laws of the Creator, and that he should always conform to his Maker's will. Blackstone referred to God's will as "the law of nature," which was binding on all men at all times in every place. Human laws which violated this law of nature were not valid. Consequently, appellate cases "evidenced" law, but were not the infallible sources of law. Judges did not make law, they uncovered and applied it. As authority for his position, Blackstone explicitly referred to and relied upon Scriptural truths. Similarly, Kent considered the law of nature to be identical with the will of God, which was to be ascertained from Scripture whenever possible.

Thus, Langdell introduced not just a new method of learning law, but a new faith about law, namely that man could "engineer" law to suit his needs as they changed from time to time. As a result, the belief in evolution (not creation) and in man (not God) as the source of law has come to dominate legal education in America.

This has caused considerable problems for legal scholars, educators and judges. While attempting to prove to society that law was something fixed and settled, whose authority was therefore beyond question, these same people must allow for the law to undergo constant readjustments and occasional radical changes. Indeed, law school catalogs today have almost completely dropped any promise that the student will learn the law after 3 years of study.

Another evidence of the failure of modern law schools to teach the rules of law is the recent increase in the number of bar review courses offered across the country, and the increased use of such courses by law graduates. Much to the dismay of the typical law graduate state bar exams demand knowledge of the specific rule of law applicable in that state; whereas law school exams typically are method oriented, asking the student to explore all issues utterly without regard to a correct "solution." It is the rare law graduate today who fails to take a bar review course prior to taking the bar exam. Not surprisingly, current A.B.A. accreditation standards presume that the quality of legal education cannot be determined by the success rate of law graduates in taking the bar exam.

Of course, the weakness of law school education infects the practice of law as well. Business lawyers are often unable to advise their clients as to how to plan for the future because the fixed principles of law become indistinguishable from the variable. Trial lawyers are often unable to distinguish relevant precedent cases from the irrelevant and the aberrational. Judges, legislators and executive officers are unable to distinguish constitutional law from the rulings of the Supreme Court. And, lawyers of every kind have difficulty in enforcing or obeying legal ethical standards. An unprincipled lawyer will do whatever serves his momentary self-interest just to "keep up with the competition."

Finally, the effects of a system of legal education based upon moral relativism has spilled over into all of society. As A.E. Wilder Smith has observed, law and order have rapidly deteriorated in the United States because its citizens have been taught that life is random and accidental, and that laws are merely a matter of human expediency. Since people and law are supposedly accidental, it is no wonder that a contempt for courts and societal order results. Such is the condition and effect of legal education in the United States today.

The O.R.U. Experience

Though these problems associated with the current practice of legal education have not been generally recognized by the legal profession, there have been a few attempts to conduct legal education consistent with a Biblical world view. The most recent attempt is being made by Oral Roberts University, located in Tulsa, Oklahoma, which opened the O.W. Coburn School of Law ("the Coburn Law School") in the fall of 1979. O.R.U. was established by the Oral Roberts Association in 1963 for the purpose of educating students "in an environment centered about the Christian ethic."

According to the feasibility study prepared prior to its opening, the Coburn Law School has three primary purposes which distinguish it from other law schools. First, it emphasizes the concept of wholeness, that is, the education of law students in spirit, mind and body. Second, the school shares an intent of healing with the Oral Roberts University community, which casts lawyers in the role of healers in society. Third, the school is to be firmly rooted in religious values, in order to return to the "primary American

posture for legal education." The school also purposes to be unique in its teaching methods, employing the concept of "academic cross-pollination," or facilitating, "from a Christian perspective, the growth of the whole person through limited contact with the essence of other disciplines."

The need sought to be addressed by the Coburn Law School was a qualitative one: to advocate a distinctive lifestyle and mission for its students. The school views the practice of law as a "professional ministry to the needs of the total person." The curriculum is designed to include certain added features not found in many law school curricula, particularly highlighted in such courses as Legal History, Legal Philosophy, Health Sciences and the law, and, Law and Theology.

The success of the law school experience may be described as somewhat of a mixed blessing. The A.B.A. strongly opposed accrediting the Coburn Law School on a number of grounds, but the school eventually obtained provisional accreditation after filing a complaint in federal District Court. Nonetheless, it has recently experienced inner turmoil unrelated to its accreditation, and has suffered from personnel and financial problems.

Even viewing the Coburn law School in its most favorable light (that is, if the school is considered to have met all of its objectives), the CBN University law School will be qualitatively different from it. The orientation at the Coburn law School reflects the overall concern at O.R.U. for ministering to the needs of the individual for spiritual and physical healing. CBN University, while concerned with the healing ministry of the Holy Spirit, emphasizes the need to discover and implement the laws of God applied to the whole fabric of public affairs. At CBN University, the Law School is a strategic part of a master plan to transform the nature of society for the glory of God by affecting its most influential sectors: education, the media, and law.

The CBN University Law School Vision

"The law of the lord is perfect, restoring the soul; The testimony of the Lord is sure, making wise the simple. The precepts of the Lord are right, rejoicing the heart; The commandment of the Lord is pure, enlightening the eyes. The fear of the lord is clean, enduring forever; The judgments of the Lord are true; they are righteous altogether... Moreover, by them thy servant is warned; In keeping them there is great reward." Psalm 19:7-9,11.

The foremost objective of the Law School is to prepare its graduates for the professional practice of law. The legal profession has been, and continues to be, a vital part of our nation's work force, for it makes a significant impact on the lives of the citizenry. Accordingly, lawyers must be trained not only in skillful analysis and practice techniques, but also to make law work. In contradistinction to a pragmatic or instrumental approach to determining whether law works, the Law School purposes to teach its students to know the true rules of law and to apply that true law in the daily practice. Graduates should be equipped to minister the law for the benefit of both the rulers and the ruled of the nation. Thus, the vision for the Law School and the professional practice of law encompasses four main objects.

1. Re-establish the Law of God.

"All Scripture is inspired by God and profitable for teaching, for

reproof, for correction, for training in righteousness; that the man of God may be adequate, equipped for every good work." 2 Timothy 3:16-17.

The practice of law is a good work which a lawyer cannot be adequately prepared for apart from instruction in the Word of God. Accordingly, the Holy Bible is expected to be used as a major textbook in most courses of the curriculum. Affirming the work of Sir William Blackstone, we believe the starting point in legal education is the acknowledgment of the God of the Bible as the Creator of all the universe, including the creature known as man, and that the law which governs man is first and foremost the will of God. This will of God is revealed in the Bible, necessitating its thorough study to understand the foundational legal precepts of a well-ordered society. It is the study of the Bible which distinguishes "the law of nature and of nature's God" from its Enlightenment philosophy counterfeit, "natural law." Based upon this foundation, the Law School will seek to influence the restoration of America's legal and political systems upon the law of God as revealed in the Bible, and thus foster a reformation in American jurisprudence.

2. Rediscover the National Covenant.

"And I will establish my covenant between me and you. ... Now as for you, you shall keep my covenant, you and your descendants after you throughout their generations." Genesis 17:7,9.

Concomitant with the restoration of a Biblical foundation of law, the Law School purposes to rediscover the legal roots of America and the unique place American law has had in the history of nations. Among but a handful of nations, such as England and Israel, the United States is a covenant people, a free society governed by the consent of that people in national covenant before God. We believe the American legal system cannot be fully understood except by a thorough examination of its legal roots in the *Magna Carta*, the *Confirmatio Cartarum*, the First Charter of Virginia, the Mayflower Compact, the Bill of Rights of 1689, Resolutions of the Stamp Act Congress, the Declaration and Resolves of the First Continental Congress, various state constitutions, the Declaration of Independence and the Constitution of the United States, among other historical documents. Each of these documents follows a pattern consistent with an acknowledgement of Divine Providence, the consensual union of the people in solemn compact for their civil government, and an understanding of the law of nature and of nature's God.

3. Reclaim Truth in Education.

"But the goal of our instruction is love from a pure heart and a good conscience and a sincere faith. For some men, straying from these things, have turned aside to fruitless discussion, wanting to be teachers of the law, even though they do not understand either what they are saying or the matters about which they make confident assertions." 1 Timothy 1:5-7.

In order to fulfill these purposes, the Law School must reform the nature of legal education in America. This will of course include the extensive use of the Holy Bible, Blackstone's Commentaries and Kent's Commentaries as legal texts. The use of casebooks will still be employed, but not for the purpose of teaching the casebook method. Rather, casebooks will be used primarily to compare actual decisions with Biblical principles of law and to familiarize students with legal trends in various jurisdictions. The

Law School's goal is to produce eventually new Biblically grounded law textbooks for each course offered. Once published, these texts can be distributed nationwide for the purpose of presenting a truly Christian law text alternative where none presently exists in the hope of influencing other educators to reconsider their teaching materials. The law School will also restructure the organization of the typical law school curriculum and make certain unique course additions. In each course, the Law School will continually seek to infuse the Holy Spirit of truth into the materials.

4. Restore Liberty and Justice.

"Where the Spirit of the lord is, there is liberty." 2
Corinthians 3:17.

"Justice, and only justice, you shall pursue, that you may live
and possess the land which the Lord your God is giving you."
Deuteronomy 16:20.

Through the careers of its graduates and the dissemination of legal thought by its faculty and students, the Law School purposes to restore justice and liberty to America. In the words of the Pledge of Allegiance, liberty and justice can be restored only if preceded by the restoration of "one nation, under God, indivisible." As America has strayed further from its Biblical roots, it has perverted justice and been held in legal bondage, unable to extricate itself, from the legal quagmires of abortion, pornography, sex crimes, divorce, and the criminal justice and penal systems, among others. Of primary importance to the Law School is dispelling the myth that Christianity brings legalism, persecution, and repression to a society. Rather, only Christianity is capable of bringing true liberty to the land - the freedom to do the will of God. Only Christianity can restore justice truly - by requiring the equal application of the law to all persons, just as God is no respecter of persons.

Thus, only an institution committed to the will of God, such as the CBN University Law School, can accomplish the critical task of truly preparing lawyers for the professional practice of law. Only an institution such as the Law School can prepare lawyers to be able to minister justice on behalf of their clients and the nation. Only an institution such as the Law School can prepare lawyers to follow the example of Jesus Christ as an Advocate, Counselor and Mediator. For this reason, we believe the Law School will be truly unique among all other existing law schools, not only in the United States, but in the world.

NEED

Within CBN University

The need for a Law School at the University has been recognized since its incorporation. According to the Master Plan, the choice of schools and programs is governed by three criteria: 1)consensus that the school meets a priority need in the Kingdom of God; 2)a positive assessment that the school will impact the world in spreading the gospel and in building God's Kingdom; and 3)the school should focus on the salvation and sanctification of mankind and improving the quality of human life.

The Master Plan acknowledges that a school of law meets these criteria, but a further explication may be helpful. The importance of law in the

Kingdom of God has its origin in Creation, which was brought forth by God's Word according to His law and which has been governed by His law ever since (Genesis 1 and 2). The Israelites were told that if they kept God's law. He would dwell among them as their God, and they would be His people without being rejected (Leviticus 26:3,11,12). The Psalmist reminds us that the law of the Lord is perfect, restoring the soul, enlightening the eyes, and enduring forever (Psalm 19:7-11) and that blessed is the nation whose God is the Lord (Psalm 33:12).

Similarly, this thread is easily traced in the teachings of Jesus Christ, Who did not abolish law, but upheld it (Matthew 5:17-19). The Sermon on the Mount demonstrates the importance of law in God's Kingdom. Since Jesus was under God's authority (Romans 13:1, Matthew 28:18), He was subject to God's law as well. This thread is picked up by Paul, who reminds us that the law is good when used lawfully (1 Timothy 1:8) and that law is one of the principal means by which people are brought to Christ (Galatians 3:24).

From these Scriptural teachings it can be understood that the implementation or true law in a society is one of the primary ways of teaching people the gospel and demonstrating the operative principles of the Kingdom of God. Through the educational and correctional nature of law, the people are cleansed and edified, working out their individual salvation and sanctification. Therefore, the Law School fulfills a vital part of the mission of the University which, due to the nature or the need, the rigors of the curriculum, and the requirements of professional accreditation and licensing, cannot be met apart from the formation of the Law School.

Among Other Law Schools

The need for diversity and pluralism among our nation's law schools has long been recognized by the legal profession, and the A.B.A.'s Standards for the Approval of Law Schools (the "Standards") refer to this need. (See Standards 301(b), 802 and the "forward" to the Standards.) However, modern concepts of plurality allow only for diversity within each law school, not different law schools. That is, any law school may employ faculty members holding varying legal views, but it may not employ only people who hold to a particular (for example, a Biblical) view of law. Thus, every law school fits a common mold, such that individual professors may have varied viewpoints, but each institution has the same variety of viewpoints tempered by the common foundation of a prevailing acceptance of the evolutionary and humanistic concept of law.

The only way the CBN University law School can be truly distinctive in American legal education (and thus worth the effort) is by being committed to a diversity among different law schools. If the Law School hires faculty members who hold the same views held by other legal educators, the project is better left undone. Accordingly, the Law School is committed to hiring people who will teach only from a Biblical, or Christian, perspective, in accordance with the University's policies. The law School faculty must speak with one voice to challenge the secularization of legal education in the land today.

That this kind of diversity among law schools is in the best interests of the public should be obvious. Unless the legal profession is presented with a truly Christian alternative to other law schools, the profession will never learn that alternative. This, after all, is the true need among law schools; not merely for diversity, but for a truthful alternative. That the A.B.A. and the legal profession have largely ignored this fact is not

surprising, given their worldview, but it is all the more reason for pressing on to accomplish a work for the Lord which many people consider to be impossible. The people will never know the Law of Love, the Law of Christ, or the Law of Liberty unless Christians tell them in word and in deed and until Christians practice God's law in society.

Within the Legal Profession

Largely as a result of the lack of diversity among American law schools, combined with an increasing awareness among Christians of the desirability of a uniquely Biblical perspective in all areas of life, there is a rapidly growing constituency with legal needs whose interests are not being served. As Christians have begun to implement Biblical principles in business, education, the media, and other fields, the employment of lawyers with a secular worldview has increasingly become counterproductive, and the search for Biblically principled lawyers more frustrating. As the secularization of society continues, the divergence of humanistic and Christian worldviews will become even more evident, such that the need for law graduates of the type trained by the proposed CBN University Law School will increase. Therefore, the needs of clients will be reflected in a growing demand for Biblically principled lawyers and an increased interest of practicing lawyers to hire graduates of the Law School.

This need will be expressed in a variety of ways, most of which are concerned with the promotion and defense of traditional values. New legal challenges loom on the horizon which will place a heavy demand on the legal profession to provide lawyers who are well-versed in both humanistic and Christian views. These include the authority of the family to educate its children as the parents deem best, individual and corporate responses to an ever increasing tax burden, and an over reliance on civil government to meet all societal needs, as well as a reassessment of the role of the judiciary in constitutional interpretation. In such matters no "traditional" humanistic law school can effectively prepare its graduates to prosecute or defend in favor of the Christian perspective.

Increasingly the legal profession needs for the practicing lawyer a new role model available only in the life of Jesus Christ as Advocate, Counselor and Mediator. As advocate, Christ knew the law thoroughly (Matthew 5:27-28) and displayed a high degree of skill in defending all men. (See, e.g., John 8). Yet, He did not limit Himself to legal knowledge and "technical defenses."

As counselor and mediator, He helped people to find "fulfillment" in their lives just as He came to "fulfill" the law. (Matthew 5:17). He was not satisfied to have just won the case for the adulterous woman in John 8, but He counseled her to sin no more. Moreover, He did not limit His counsel to "the law," giving godly counsel to His followers that they might taste the abundant life. As mediator Christ ministered repentance and forgiveness as the way of true healing between God and man, as well as between men.

The lawyer as advocate, counselor and mediator ought to practice law in the pattern set by Christ. With the power of the Holy Spirit the lawyer can truly become a minister of healing in the breakdown of all types of legal relationships. Through intercessory prayer and the exercise of the gifts of the Holy Spirit, the lawyer can believe for miraculous, not just legal, solutions to a client's problems.

Among Law School Applicants

Beginning with 1981, CBN University has recorded over 150 inquiries from prospective law students. Nearly one-half of those inquiries have come in 1984. Numerous additional unrecorded inquiries have been received particularly in the past several months. For example, David Edson, the University's Director of Student Recruitment, reported that over 90% of the inquiries that he received at a recent student gathering concerned the prospects of legal education at CBN University.

Almost all of the inquiries that have been made indicate that the prospective student desires to go to a "Christian law school." Most of these students have stated, in addition, a desire not to go to a secular school. When informed that CBN University is planning to open a law school in the near future, most of these have expressed a willingness to postpone their legal education for one or two years in order to receive the desired Biblically-based instruction.

Student interest in Christian legal education has been increasing steadily since the mid-1,70's. The Executive Director of the Christian Law Association recently reported that large numbers of young Christian men and women have asked him where they might receive a Christian legal education. This report has been repeated by many others who have nationwide contacts with Christians o believe that God is calling them into the legal profession.

CBN University's appeal to Christians of all denominations, both "charismatic" and non-charismatic, has been reflected in the inquiries received from Liberty Baptist College and other fundamentalist college students as well as from O.R.U. and other Pentecostal/charismatic college students.

Given this widespread and ever increasing interest, the Law School at CBN University should have little difficulty attracting annually an entering class of 75 qualified students, beginning in the fall of 1986. The only negative factor appears to be the uncertainty caused by the lack of A.B.A. accreditation. But that uncertainty is unavoidable given the A.B.A. policy to delay the accreditation decision until, at the earliest, the midpoint of a law school's second year of operation.

Because of the unique nature of the law school's mission, CBN University will not find itself in face-to-face competition with already existing law schools in Virginia or the eastern region of the United States. Only the O.W. Coburn Law School at Oral Roberts University offers a comparable program for Christians. While other law schools may appeal to Christians generally, their mission, curriculum, and legal philosophy are not distinctively Biblical in the way that the Law School's will be.

Nonetheless, it is important to note that CBN University's law School will be located in the most populous metropolitan area in Virginia sufficiently distinct from the nearest law schools so that there will not be direct competition with any institution in the immediate area.

While national statistics show a 3.3 percent decrease in student interest in the legal education in the past 3 years for law schools those that already exist, they should not be seen as a negative influence in the opening of the Law School at CBN University. First of all, the Law School will draw exclusively from a pool of Christian candidates the number of which has been

steadily growing in the past five years. Second, the Christian community generally has become increasingly sensitive to the need of committed lawyers to advocate and to defend traditional values in America's legal and political system. Thus, parents and churches are emerging as simulators and reinforcers of young people's interest in Christian legal education. Finally, Christians have become in the last ten years more aware of the need of a Christian education from the primary years through the graduate level. They are more knowledgeable about the threat of secular humanism in the non-Christian law school and, therefore, are more strongly motivated to seek a legal education at a Christ-centered institution.

In summary, the prospective law student population, while decreasing slightly each year for the past three years, by contrast contains an ever increasing number of prospective law students highly motivated to attend a truly Christian law school.

CURRICULUM

The object of the Law School curriculum will be to prepare the graduate for the practice of law, as defined under "Purpose" above. According to the A.B.A. Standards, the Law School must "qualify its graduates for admission to the bar," but this does not reflect the whole purpose of the Law School's curriculum. The "practice of law" encompasses the use of materials and information not tested on bar exams, such as the whole framework of Biblical perspective and the American legal tradition. Thus, the Law School intends to exceed the A.B.A. Standards, and will simultaneously prepare its students to understand two worldviews of law, the theistic or God-centered and the naturalistic or man-centered.

Rather than causing confusion, as one might think at first, the continual comparison and contrasting of competing legal worldviews will actually enable graduates to perceive what other lawyers miss, and therefore be better prepared for the practice of law. Ironically, it is the modern emphasis on an evolutionary view of law which has rendered law schools generally unable to quality their graduates for admission to the bar, as is evidenced by the increased use of bar review courses to assure admittance to the bar.

The curriculum will be divided into three main areas, roughly corresponding to the first, second, and third years of full-time instruction, respectively. The first main area is Common Law Jurisprudence, consisting of basic courses such as Contracts, Property, Torts, and Criminal law. Other first year courses may include legal research and writing. Common Law Jurisprudence courses will focus on the English and American heritage of common law development, with emphasis on Biblical teachings in each topic to which the common law heritage can be traced.

The second year courses will emphasize Covenant Law Jurisprudence, that is, matters based upon an underlying covenant, and consist of courses on Constitutional Law, Corporations, Wills and Trusts, and Criminal Procedure. Other second year courses will include electives, such as Taxation and Equity. Covenant Law Jurisprudence courses will trace the Biblical origins of the concepts of covenant and free association, and integrate those concepts with each topic in order to derive a complete understanding of what each area of law is intended to accomplish, and how to make it work.

The third main area of the curriculum is Law Practice Jurisprudence,

which emphasizes the "how to" of legal practice in various areas. Such courses will include Evidence, Trial Advocacy, Federal Practice, Professional Responsibility, Moot Court, Administrative Law, and a host of electives in a variety of areas. Each course at this level will build upon the foundations laid by the core courses, and will similarly examine Biblical sources from which much of our Law Practice Jurisprudence has been derived.

Suitable curriculum materials are rare - some will have to be prepared virtually from scratch by law faculty members - but such materials are available. The University is blessed by having on staff people who were involved in the formation, accreditation, and operation of the Law School at Oral Roberts University. These people have either possession of or access to many curriculum materials required to begin the first year of classes.

PERSONNEL

In order to open the Law School in the fall of 1986, it is necessary to appoint by the fall of 1985 a dean and a law librarian, a catalog librarian, and three cataloging assistants to begin planning, faculty and student recruitment, and assembling the library collection.

In the summer just prior to the law school's opening in the fall of 1986, a faculty of four and a faculty secretary should be hired and at work. The Law Librarian should have a staff of one professional and six clerical personnel.

In the first year of operation, three additional faculty and one additional faculty secretary should be hired. By the end of the second year another four faculty and an additional faculty secretary should be employed. The law library staff should increase by one clerical person in the second year of operation.

Each faculty member must hold the J.D. (or LL.B.) degree. The Law Librarian must hold the J.D. (or LL.B.) degree or the M.L.S. degree and have significant law library experience.

After the first three years of operation the faculty, its support staff, and the library personnel growth will be determined by the growth of the student body. If that body reaches the projected number of 300 to 400 by 1992, then a faculty of 13-15 in addition to the dean and law librarian will be necessary.

It is difficult to provide estimates of the number of library staff needed after the first three years without projecting the size of the law school's student body and whether or not the law collection and library services are integrated with the general university library.

If the library is integrated, the number projected for 225 could serve 300-400 without additional staff since all the basic types of staff needed would be in place at the end of the third year. However, if by 1992 the law library collection is relocated to a separate facility in a permanent law School building, the library staff will need to be increased appreciably. For example, the Marshall-Withe Law library at the College of William and Mary has a staff of three professionals, nine clerks and eight student assistants to serve an enrollment of 535.

No estimates of the number of library staff are available after the

first three years.

FACILITIES

In order to open the Law School in the fall of 1986, it is necessary to provide office, library, and classroom space dedicated to that use. Within its first three years of operation that dedicated space must be sufficient to accommodate a faculty, a student body, and a law library collection, as follows:

- (1) First year. A faculty of six, including a dean and a law librarian; a secretarial staff of two; a library support staff of six; a student body of 75; and a law library collection of 30,000 volumes.
- (2) Second year. A faculty of nine, including a dean and a law librarian; a secretarial staff of three; a library support staff of seven; a student body of 150; and a law library collection of 60,000 volumes.
- (3) Third year. A faculty of thirteen, including a dean and a law librarian; a secretarial staff of four; a library support staff of seven; a student body of 225; and a library collection of 90,000 volumes.

Thereafter, the student body, faculty, secretarial and library staff will be maintained at the same level until the Law School is moved into a permanent classroom and office building to be constructed on the University campus. The library collection should continue to grow steadily by approximately 10,000 volumes per year.

Temporary.

Assuming that Administration Building "B" is constructed as scheduled and is open for operation by August 1986, the Law School may be housed under one of two alternative plans:

1) Alternative A. The Law School dean and faculty offices would be located on the second floor of Building "B." Classroom space adequate for two classrooms accommodating 100 students each and for two classrooms accommodating 25 students each would be provided. One classroom accommodating 25 students may be provided if space allows. The law librarian and his staff would be located in the University library building. The librarian would occupy an office on the 2d floor in the wing occupied by the law library collection. His staff may be located in the same area or in other places in the library as needed. The law collection would be located on the 1st and 2d floors of the north side of the library building. Adequate study carrels in these areas would be made available to accommodate 50% of the student body. Under this alternative the dean and faculty of the School of Public Policy may, also, be located on the second floor of Administrative Building "B."

2) Alternative B. The Law School dean and faculty offices would be located in the south wing of the third floor of the library building. Law school classes would be conducted in the existing classroom space on that floor and, if necessary, in the library auditorium and in Building "B." The law collection would be located on the third floor within a temporary structure erected on the third floor south wing with entrances to the 2d floor

of the library via the elevator and stairway. This area would be sealed off on the third floor except for one controlled exit and entrance door. Offices for the law librarian would be located on the south wing of the 2d floor and for the library staff in the same area or in other places as necessary. Sufficient study carrels would be located on the 3d and 2d floor south wings.

This alternative would be implemented in the Law School's first year of operation by making available the office space currently occupied by the Extended University. In that same year the Public Policy dean and faculty would be moved to the library building's 3d floor south wing and the Business dean and faculty, along with another dean and faculty or some other combination of two schools' deans and faculties would be moved to Administrative Building "B."

Permanent.

After the initial three year period a permanent Law School office and classroom building must be constructed if the Law School is to achieve full accreditation from the American Bar Association. Such a building should be ready for occupancy no later than the fall of 1991, five years after the Law School's scheduled opening. An earlier completion may be dictated by growth in other schools within the University and by priorities set for the University building program.

A permanent Law School building should contain three large classrooms (100-200), one of which must be a moot court room designed for practice trial and appellate courses. In addition, it should contain two or three mid-sized classrooms (50-100) and three or four smaller seminar rooms (10-25), one of which should be equipped as a model law office.

In addition to the classroom space the building should provide sufficient office space for one dean, an associate dean, and fifteen full-time faculty and the necessary secretarial and clerical support staff. Because the building would be designed to house other schools, such as the School of Public Policy, and other ministries, such as the Freedom Council Foundation, additional office, secretarial, clerical, and meeting space should be provided.

The new building may or may not be designed to include the law library. If the building is located adjacent to the present library building, then the library materials will be readily accessible to the faculty and student body. Most law libraries in American universities are housed, however, in a law school building separate from the main library. Therefore, it must be determined if CBN University will do likewise at an early stage in the planning of this permanent facility.

LIBRARY

To prepare for the opening of a Law School in the fall of 1986, the library building could house the law library collection on the first and second floors of the north side of the building. The present shelving for reference materials on the first floor would be increased by 57%, and the present shelving on the second floor by 41%. Such an increase would allow for growth for the library's current collection and at the same time accommodate approximately 90,000 volumes for the law collection. This should be adequate for the first three years of operation. Thereafter, future law library growth will be accommodated either by use of the library building third floor or by

relocation of the law library in a separate facility.

If the law library is to be housed on the third floor's south side, then temporary walls would be needed as well as shelving. That temporary structure could be erected in such a way as to provide access to the 2d floor of the library building via one elevator and one stairway. Current faculty offices and classrooms would be left unchanged with an access door to the library added to the 3d floor temporary structure.

In order to develop the library resources for the opening of the law school in 1986, the following library staff would be needed to acquire, catalog, and service the law collection:

Year prior to opening:

- 1 law Librarian
- 1 Catalog librarian
- 3 Cataloging Assistants

First year of operation:

- All of the personnel listed above.
- 1 Acquisitions Clerk
- 1 Circulation Clerk

Second year of operation:

- All of the personnel listed under 1st two years.
- 1 Public Services Clerk.

Additional clerical personnel would be necessary if the law library is housed on the third floor south wing.

The University has already begun to acquire the law library collection. Approximately 500 volumes have been acquired for the purpose of supporting the existing educational program of the School of Public Policy. Additional volumes in excess of 1,700 have been given to the University and are being stored on the 4th floor of the library building. This current collection must be expanded to 30,000 volumes by the fall of 1986 and to 60,000 by the fall of 1987. A listing of the materials to be acquired is attached hereto as Appendix B.

FINANCIAL RESOURCES

Income

Because CBN University will most likely seek A.B.A. accreditation for a full-time program in the Law School, all students admitted into the school will be required to enroll for no less than 15 credit hours per quarter. Traditionally, law school tuition is not set at a fixed rate per quarter hour, but at a fixed sum for a year's study. This practice reflects the assumption that each member of each entering class will complete his studies within 3 years by attending full time in the fall, winter, and spring quarter of each of those years and the assumption that the enrollment size of most law courses exceeds that of the normal graduate course. A per credit hour fee may be fixed to accommodate enrollment in summer school (not now planned) or to meet exceptional situations.

Because the Law School must open before it is eligible to receive A.B.A. accreditation, it is wise to set tuition at a somewhat lower level in order to help attract students to choose a new school. Tuition rates for the academic year of 1984-85 range from a low of \$3,400 to a high of \$11,000. Private law schools in Virginia, North Carolina, and other regions close by are, as follows:

1. Washington and Lee	\$6,150
2. University of Richmond	\$6,850
3. Duke University	\$8,750
4. Emory University	\$7,550
5. American University	\$8,000
6. Campbell University	\$5,300
7. Catholic University	\$6,240
8. The Delaware law School	\$5,880
9. Duquesne University	\$4,754
10. Wake Forest University	\$6,150

Other comparative tuition rates are, as follows:

1. Oral Roberts University	\$4,700
2. Baylor University	\$4,280
3. Cumberland School of law	\$5,280
4. Howard University	\$3,400
5. Brigham Young University	\$2,600 (Mormons) \$3,900 (Non-Mormons)

In light of these comparisons tuition for the Law School ought to be set at no less than \$3,500 per year and no more than \$4,000 per year until A.B.A. provisional approval is received. Thereafter, it may be raised. For the academic year 1985-86, no tuition income will be generated. In the 1986-87 year, 75 students will enroll with a potential of \$262,500 to \$300,000 of tuition income. That figure will double for 1987-88 then triple for 1988-89. Thereafter tuition income will remain at approximately \$787,500 to \$900,000, unless a tuition increase is made or the student body increases beyond 225.

The amount of tuition income actually received will depend upon the level at which CBN University will provide scholarship and other financial assistance to students and upon the available monies from sources outside the general budget for such financial assistance. At the time of the preparation of this feasibility study, CBN and CBN University have subsidized student tuition at a level as high as 70%. It is expected that this will be reduced to 60%. It may be wise to set 50% as the level of tuition subsidy for students in the Law School.

Expenses

Considerable financial resources must be committed to the opening of a Law School. In the first year prior to the opening of the school a dean, a secretary, an admissions officer, a law librarian, a catalog librarian, and three cataloging assistants must be hired and 30,000 volumes of books must be acquired. Because we have already received through gifts approximately 2,000 books for the law library, the cost estimates that follow are based upon the assumption that one-half of the total volumes needed for that library will be obtained through gifts. A total of \$622,250 must, therefore, be budgeted for the academic year 1985-86 to expended as follows:

1. Salaries and Wages

Dean	\$60,000	
Secretary	\$18,000	
Admissions Clerk	\$14,500	
Law Librarian	\$38,500	
Catalog Librarian	\$20,000	
3 Library Clerks	\$40,000	
1 Graduate Assistant	\$ 4,500	
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	\$195,500	
Fringe Benefits	\$46,750	
Total		\$242,250

2. Operating Costs

General	\$25,000	
Faculty Recruitment	\$10,000	
	<hr/>	
Total		\$35,000

3. Capital Expenditures

Library Acquisitions	\$300,000	
Office Equipment & Furnishings	\$ 22,500	
Library Shelving	\$ 22,500	
	<hr/>	
Total	\$345,000	

The second year budget commitment must be raised to a total or \$964,900 and allocated as follows:

1. Wages and Salaries

First year: Salaries & Fringe Benefits		\$254,400
4 Faculty	\$150,000	
1 Faculty Secretary	\$ 13,000	
2 Library Clerks	\$ 26,000	
4 Graduate Assistants	\$ 18,000	
	<hr/>	

		\$207,000	
	Fringe Benefits	\$ 43,450	
	Subtotal		\$250,450
	Total		\$504,900
2.	Operating Costs		
	General	\$ 50,000	
	Moving/Relocation	\$ 30,000	
	Faculty Recruitment	\$ 10,000	
	Total		\$ 90,000
3.	Capital Expenditures		
	Library Acquisitions	\$350,000	
	Equipment & Furnishings	\$ 20,000	
	Total		\$370,000

The third year budget commitment must be raised to a total of \$1,240,900 and allocated as follows:

1.	Wages and Salaries		
	2d Year Salaries & Benefits		\$504,900
	4 Faculty	\$165,000	
	1 Faculty Secretary	\$ 14,000	
	1 Library Clerk	\$ 15,000	
	4 Graduate Assistants	\$ 18,000	
		\$202,000	
	Fringe Benefits	\$ 44,000	
	Subtotal		\$246,000
	Total		\$750,900
2.	Operating Costs		
	General	\$ 75,000	
	Moving and Relocation	\$ 30,000	
	Faculty Recruitment	\$ 10,000	
	Total		\$115,000
3.	Capital Expenditures		
	Library Acquisitions	\$350,000	
	Equipment & Furnishings	\$ 25,000	
	Total		\$375,000

The fourth and fifth year budgets will probably fall within the range of \$1,250,000 to \$1,500,000.

A.B.A. ACCREDITATION

INTRODUCTION

Necessity

Though sought for and obtained by the vast majority of law schools in America today, A.B.A. accreditation is not something to be pursued without careful reflection. Accreditation represents a submission to the A.B.A.'s authority and thorough scrutiny, and usually signifies that a law school is in accord with the A.B.A.'s view of, and commitment to, legal education. The Standards promulgated by the A.B.A. represent an intrusion into virtually every area of a law school's internal affairs. The quality of legal education is viewed solely in terms of financial resources, faculty salaries, library volumes, size and number of classrooms, tenure, budget, and other quantifiable matters. The ability of law graduates to pass state bar exams is expressly rejected as an indicator of the quality of education. The substance and content of the curriculum is also rejected as a measure of the quality of education, because it is never mentioned in the Standards, except that each law school's course on professional responsibility must include a discussion of the A.B.A.'s Model Rules of Professional Conduct.

Other Standards include such a detailed description of faculty employment terms and administration that despite all the labels of law professors as members of a "profession," the Standards actually subject faculty to a form of unionization not unlike a typical "closed shop." When read in light of accepted norms of "academic freedom," "plurality" and "educational methods," the Standards may be manipulated to control the content of legal education by endorsing the prevailing worldview in the law school classroom. Since the A.B.A. is its own enforcement agency, recourse is often limited, time consuming, and expensive. Of course, the A.B.A. does not view this as a problem. The A.B.A. believes every lawyer should have graduated from an A.B.A. approved law school, and that the Standards are the definition of "sound educational policies."

For these reasons, A.B.A. accreditation of a Christian educational institution presents a significant risk of compromise in key areas of Christian principle. Therefore, a decision to apply for provisional accreditation of the Law School by the A.B.A. must be preceded by developing a strategy which will protect the University from participating in an unholy alliance (2 Corinthians 6:14), and which above all else reflects an accurate spiritual discernment of God's will in the matter.

Nonetheless, there are reasons for seeking accreditation. 45 States, including the Commonwealth of Virginia and each of its adjacent neighbor states and the District of Columbia, require candidates for the bar exam to have graduated from an A.B.A. approved law school. The other five states, while not requiring A.B.A. accreditation to determine eligibility to take their bar exams, most likely would refuse to recognize a non-A.B.A. accredited law school located in another state. Thus, for the Law School not to seek accreditation means it runs the risk of not attracting the number or caliber of students it desires, of not giving its graduates the opportunity to penetrate the legal profession in 45 states, and of not generating the credibility it needs to make an impact on the legal profession. In short,

without accreditation, the Law School may be unable to fulfill its calling.

Recently, some law schools, such as the one at Brigham Young University and the O.W. Coburn School of Law at Oral Roberts University, have sought accreditation without conforming to the A.B.A. Standards governing religious discrimination. O.R.U. was able to obtain a court order preventing the A.B.A. from denying accreditation on the basis of religious discrimination, but this order was stayed pending action by the A.B.A. to amend the Standards. The A.B.A. did amend its Standards and in August 1981 provisionally approved O.R.U.'s law school under the amended Standards. O.R.U. dismissed its lawsuit. As of the date of this feasibility study, the A.B.A. has withheld final approval to the O.R.U. law school ostensibly on the grounds that O.R.U.'s religious policies violate the A.B.A. standards for academic freedom and faculty tenure.

Because of the similarities between the proposed law school at CBN University and the existing one at O.R.U. we should anticipate significant opposition from forces within the A.B.A. Therefore, a careful review of the A.B.A. procedures and standards and an appraisal of our stewardship responsibility to God under those standards is in order.

Procedure

The first step in the accreditation process is the preparation of a Feasibility Study. This study, having already been completed, may be submitted after appropriate modification to the A.B.A. in satisfaction of its requirements, as follows:

- I. Feasibility Study should precede:
 - A. Decision to create law school
 - B. Decisions as to school goals and resources
 - C. Commencement of a program of instruction
 - D. Decisions of priority relating to:
 1. Number of students
 2. Size of faculty
 3. Faculty salary structure
 4. Tuition
 5. Size of library
 6. Physical facilities
- II. Feasibility Study should consider:
 - A. Distance from area law schools from which the proposed school might draw students.
 - B. Number, characteristics and interests of students who might apply.
 - C. Resources necessary to create and sustain the school.
 - D. Demand for legal education in the area in which graduates are expected to practice.
 - E. Character and goals for the proposed law school.

III. Feasibility Study should demonstrate:

- A. Proposed law school has resources necessary to develop and maintain a quality institution.
- B. Proposed law school can substantially comply with each of the standards at time of provisional approval.
- C. Full compliance with all Standards ultimately (*i.e.*, 3 years).

Following completion of the Feasibility Study, the Law School may open. During the first year of operation, the Law School must complete a self-study relating to the goals and objectives of the school. The self-study is to be undertaken by the faculty, dean, and "appropriate representatives of the constituencies" of the Law School. The self-study should identify the school's strengths and weaknesses in light of its stated objectives.

After its first 12 months of operation, the Law School may seek provisional approval by the A.B.A. Prior to an inspection visit, the Law School must submit a letter from the University President and the Law School Dean, the Feasibility Study, the self-study, an inspection questionnaire, financial statements of the University for its last 3 fiscal years, an MAI appraisal report on all law School facilities, and a uniform application fee of 4,000.00.

Feasibility

Whether accreditation of the Law School is feasible depends on a variety of issues and potential problems arising under the A.B.A.'s Standards for the Approval of law Schools and the Interpretations thereunder. Without attempting to analyze each Standard and its multiple interpretations, there are a number of key areas which can be expected to cause some difficulty in accrediting the Law School. Nonetheless, it must be kept in mind that the A.B.A. interprets the Standards according to the rule that "whoever keeps the whole law and yet stumbles in one point, he has become guilty of all." (James 2:10.) In other words, the violation of any part of any Standard is sufficient grounds to deny accreditation.

STATEMENT OF FAITH

The A.B.A. will likely be as disturbed by the University's Statement of Faith as it was with O.R.U.'s. Standard 211 requires a law school to maintain equality of opportunity without discrimination on the basis of religion. An exception is provided in 211(d) for religious affiliations to the extent protected by the First Amendment to the U.S. Constitution. Nonetheless, this Standard also provides that religious discrimination may not contravene standards of academic freedom nor preclude a diverse student body in terms of religion. To the A.B.A., the Statement of Faith may be viewed as an acceptable preference, but may not be allowed automatically to deny admission if by denying such admission a diverse student body in terms of race, color, religion, national origin, or sex is precluded.

At the present time students are not required to subscribe in writing to the University's Statement of Faith. The Application of Admission materials, however, do clearly indicate that the University's students as a whole are part of a community that understands and is committed to that Statement.

Because of its nondenominational flavor, the Statement will not preclude a student body of diversity among those of the Christian faith. Both Catholic and Protestants may become part of the CBN community without compromise of their distinctive denominational tenets. Nevertheless, the University's Personal Goal Statement requires such a detailed recital of Christian commitment and growth that those applicants outside the evangelical Christian community will most likely be detected and denied admission.

Such an admission policy, while clearly protected by the United States and Virginia constitutional free exercise guarantees, may well be challenged by the A.B.A.

EQUAL OPPORTUNITY POLICY

Even if the A.'S.A. accepts the University's Statement of Faith, it may balk its Equal Opportunity Policy. A.B.A. Standard 211 prohibits discrimination on the basis of race, color, national origin, or sex. No exceptions are provided for, and in fact, A.B.A. Standard 212 requires a law school to maintain, "by concrete action," a commitment to assist members of minority groups "which have been victims of discrimination." The University's Equal Opportunity Policy, however, permits distinctions to be made on the basis of sex and virtually mandates the exclusion of non-Christians from the University. Further, the University policy prohibits discrimination on the basis of color or national or ethnic origin, and therefore, precludes the adoption of any "affirmative action" program favoring any "racial group," even if that group has been discriminated against in the past.

The University's policy requiring that its students and employees practice the Christian faith in word and in deed ought to come within the A.B.A.'s exception which allows religious distinctions where relevant to the University's religious purposes. As discussed in the section immediately preceding, the administration of this policy should not result in a nondiverse student body assuming that a mix of various Christian denominations meets the A.B.A.'s diversity requirement.

The University's policy regarding sex as relevant if it is utilized with respect to Biblically mandated distinctions between the husband and the wife in the home ought to be considered nondiscriminatory within the meaning of the A.B.A. standards. The policy does not rest upon an "outmoded stereotyping" of females as unfit for admission as a student or employment as a faculty member; to the contrary, the University student body is composed of approximately forty percent female and the faculty includes a few female teachers. The University's policy is a pro-family one, not an anti-female one.

The University's policy regarding race as irrelevant and, therefore, impermissible as a criteria for decision does not prevent the University from assisting any student who has been a victim of discriminatory oppression. It does, however, preclude the University from such action that would deny equal opportunity to others. Given that the A.8.A. has carefully refrained from stating in its Standard 212 any reference to "racial quotas" or "affirmative action," the University's "color blind" policy may well fit within A.B.A. norms despite the apparent call for racial preferences as a remedy for "victims of past discrimination."

STATEMENT OF ACADEMIC FREEDOM

The A.B.A. favors the Association of American University Professors

(A.A.U.P.) statement on academic freedom which presumes that a law school is conducted for the "common good," not to further the specific mission of the institution of which the law school is a part. The A.B.A., therefore, can be expected to look askance at any statement on academic freedom that imposes any limitation on a teacher other than one that prevents the introduction of controversial materials which has no relation to his subject. The University's Academic Freedom Statement, however, affirms the principle that an institution is free to promote its own special mission and that teachers are free to join and remain on an institution's faculty as long as they agree with that mission. Such liberty among institutions is essential to preserve academic freedom in a pluralistic society; otherwise, teachers whose personal mission did not fit within the dominant mission common to most universities would be deprived of their liberty. Even so, this policy may be held to violate A.B.A. Standard 405(d).

A current controversy over academic freedom in the nation's law schools may, however, set a precedent favoring CBN University. In a recent article published in the Journal of Legal Education, Paul Carrington, dean of the Duke University Law School, has proposed that people who hold to certain "nihilist" views about law have no place on a law school faculty. In a letter supporting his position Dean Carrington claimed that people are not fit to teach at any law school if they "proclaim that there is no law" because such people should not draw pay for teaching students a "discipline whose existence they deny."

While Dean Carrington's views have not become official "hiring and firing" policy at Duke, many have objected to them for fear that they would be so implemented. At the heart of the attack against Carrington is the claim that if his views became official law school policy that they would violate "academic freedom." Carrington, however, has not backed down. In a recent statement he insisted: "I'm not going to retreat. I'm not asking for a loyalty oath, but for fidelity to certain principles - the need for some shared sense of common mission."

That "shared sense of common mission" is at the heart of CBN University's Statement of Academic Freedom. If the dean of Duke Law School may call for such a commitment from his faculty, and he has, without jeopardizing A.B.A. accreditation, then so can CBN University.

FACULTY SALARY AND TENURE

Standard 405 prescribes that a law school shall "establish and maintain conditions adequate to attract and retain a competent faculty." In the recent past, the A.B.A. has interpreted this to mean that an approved law school must set its salary levels at or near the national median as soon as it opens. For the 1984-85 academic year those median salary levels were as follows: assistant professor (\$36,000 on 9 month contract), associate professor (\$42,000 on 9 month contract), and professor (\$52,700 on 9 month contract). According to the A.B.A., tenure is also "indispensable" not only to academic freedom, but to the attraction of persons of ability and to the success of a law school in fulfilling its obligations to society. The probationary period for tenure is not to exceed seven years.

While CBN University pays a salary and provides benefits to its faculty that are competitive, it has not done so to meet the national median level. It has been able to attract a highly competent and strongly motivated faculty by offering other less tangible incentives: a good working environment, a sense of mission or destiny, and an opportunity to build a ministry to the glory of

God. There is every reason to believe that law teachers will be interested in teaching at CBN University for the same reasons that our current faculty do. Therefore, we should be able to hire a faculty that meets every academic and experiential criteria of the A.B.A. without having to meet an arbitrarily and externally imposed salary scale.

As for tenure, the University's continuing three year contract policy ought to satisfy the A.B.A. standards if, again, we are able to attract and retain a highly competent and strongly motivated teaching staff. CBN University's track record of faculty retention in its existing schools indicates that we should be able to do just that. Some adjustments may, however, be necessary to shorten the length of the probationary period now required before faculty are promoted rank and conferred continuing contract status.

LAW LIBRARY: ADMINISTRATIVE STRUCTURE

The A.B.A. standards require that a law school library be administered as part of the law school, itself. While the library may be housed with the University's general collection and may be operated within the University's library administrative structure, special provision must be made as follows:

1) The selection and retention of the law librarian must be by the dean and the faculty of the law school;

2) The law library budget must be determined as part of, and administered in the same manner as, the law school budget; and

3) The law library's policies - selection and retention of personnel, selection of acquisitions, arrangement of materials, and provision of reader services - are the responsibility of the law school dean, faculty, and law librarian.

Under such guidelines as these it is not surprising that most law school libraries are housed in a building separate from the main university library and are administered by a staff entirely independent from that of the university library. But it need not be so. With a few adjustments in our current administrative structure and with a commitment to unity and harmony, the law library may be housed with the general collection and administered as part of the overall library operation. Moreover, a centralized library administration for acquisitions, cataloging, and circulation would require less money for personnel and operations.

SCHOOL OF LAW: ADMINISTRATIVE STRUCTURE

A.B.A. standards do not specifically prohibit the School of Law to be part of a larger college administrative body, but only because they presume it would never be done. Affiliation of a law school with a university is desired, but merely for the purpose of sharing the university environment and working out some academic programs involving other disciplines. Administratively, a law school is presumed to be in all ways autonomous. According to the A.B.A. a law school should be governed by a dean and faculty who are directly responsible to others at the vice-presidential level, but not to others at the intermediate college dean level.

If CBN University chooses to restructure its academic programs within five district colleges, one of which would include the School of Law as well

as other closely affiliated schools, it may be in conflict with the general A.B.A. preference for greater law school autonomy, but no specific standard would be contravened. To the contrary, it may well be possible to demonstrate that such an administrative structure would meet Standard 210 that requires that a law school have a University relationship that "serves to enhance the program of the law school." That goal is clearly accomplished when the administrative structure permits the law school to offer an educational program extending "beyond the traditional law school curriculum" through "the development of academic programs that involve other disciplines." That is certainly the design of CBN University's plans to house several schools, including the Law School, under a broader college umbrella.

PERMANENT FACILITIES

Standard 701, as interpreted, requires a law school to have a permanent and adequate facility before full approval will be granted. Moreover, provisional approval requires a showing that permanent facilities must be available within 3 years after such approval is obtained. Such permanent facilities must be owned, not leased or rented, by the University. At the present time CBN University does not have such a permanent facility, although in its May 1983 Master Plan there is projected a law school building scheduled for completion in 1987-88.

In order to meet this A.B.A. standard CBN University must be committed to the construction of a building designed primarily for the use of the Law School or for the use of the College that includes the Law School. Such a commitment must be evidenced by completed architectural plans by the fall of 1987 or winter of 1988 and by a work schedule that will insure occupancy no later than the fall of 1991. Without concrete evidence of this kind even A.B.A. provisional approval, so necessary for the Law School's first graduates to be eligible to take the bar examination of their choice, would not be likely.

CONCLUSION

This review of the A.B.A accreditation standards has not been exhaustive. It has been designed to highlight those key areas where CBN University is likely to encounter difficulty with the accrediting officials. It should be noted that every effort will be made to meet or to exceed each A.B.A. standard whenever possible without compromising CBN University's mission.

STATEMENT OF FAITH

- A. We believe that the Holy Bible is the inspired, infallible, and authoritative source of Christian doctrine and precept.
- B. We believe that there is one God, eternally existent in three persons: Father, Son, and Holy Spirit.
- C. We believe that man was created in the image of God, but as a result of sin is lost and powerless to save himself.
- D. We believe that the only hope for man is to believe on Jesus Christ, the virgin-born son of God, who died to take upon Himself the punishment for the sin of mankind, and who rose from the dead so that by receiving Him as Savior and Lord, man is redeemed by His Blood.
- E. We believe that Jesus Christ in person will return to earth in power and glory.
- F. We believe that the Holy Spirit indwells those who have received Christ for the purpose of enabling them to live righteous and godly lives.
- G. We believe that the Church is the Body of Christ and is composed of all those who through belief in Christ have been spiritually regenerated by the indwelling Holy Spirit. The mission of the Church is worldwide evangelization on the one hand and the nurture and discipline of Christians on the other.

STATEMENT OF ACADEMIC FREEDOM

CBN University recognizes that institutions of higher education are to be established for the common good. The University also recognizes that the common good can never be realized unless opportunities exist for freedom of teaching, research, and service among institutions of higher education as well as within individual institutions.

Christian scholars and teachers desire the freedom to integrate their Christian faith and their teaching, research, and service and to associate with other such Christians to fulfil that goal within one particular educational institution. CBN University affords such Christian scholars and teachers the academic freedom to associate, and to acquire and profess through teaching, research, and service a body of knowledge founded upon their faith on Almighty God.

Christian scholars and teachers at CBN University believe that true academic freedom comes from each individual's commitment and from their common commitment to Jesus Christ, not from each individual's conscience tempered by the collective conscience of their peers. As followers of Christ, they believe that the truth that makes man free is God's revered word in the Holy Bible and that abiding in that Word is a necessary prerequisite to keep man free. CBN University affords such Christian scholars and teachers an opportunity to choose to be associated with an institution that is governed by a Statement of Faith anchored in God's Word as their assurance of academic freedom.

EQUAL OPPORTUNITY POLICY

CBN University affirms that all men are created in the image of God (Gen. 1:27) and therefore are to be afforded equal opportunity as follows:

1. Recognizing that all mankind is of one blood being descendants of Adam (Acts 17:26), CBN University, in administration of its educational, admissions and employment policies, scholarships and loan programs, athletic and other school administered programs, job recruitment, hiring and promotion policies, and employment benefits, shall afford equal opportunity to applicants, students and employees without regard to color or national or ethnic origin.
2. Recognizing that God created mankind male and female (Gen. 1:27) (as determined at birth and not subject to change), and recognizing that God instituted the family as the primary civil institution of human governance designating a specific authority structure within the home (Eph. 5:22-33, I Pet. 3:1-7), CBN University, in administration of its educational, admissions and employment policies, scholarships and loan programs, athletic and other school administered programs, job recruitment, hiring and promotion policies, and employment benefits, shall afford equal opportunity to applicants, students and employees without regard to sex except as CBN University deems necessary to support Scriptural sex role distinctions.
3. Recognizing that age and physical or mental disability (Deut. 31:2, Lev. 21:18) can impede one's ability to fulfill his calling, CBN University, in administration of its educational, admissions and employment policies, scholarships and loan programs, athletic and other school administered programs, job recruitment, hiring and promotion policies, and employment benefits, shall afford equal opportunity to applicants, students and employees without regard to age or physical or mental disability, except where such age, physical or mental disability would, in the sole discretion of CBN University, impede one's ability to fulfill the demands of the position or activity under consideration.
4. Recognizing that Christ has commissioned each of His followers to evangelize the world and to disciple fellow believers (Matt. 28:18-20), and that God has commanded each follower to carry out this commission corporately with fellow believers only (II Corin. 6:1, 14-18), CBN University, in administration of its educational, admissions, and employment policies, scholarship and loan programs, hiring and promotion policies, and employment benefits shall determine that each employee and each student satisfactorily professes the Christian faith in word and reflects that faith in deed.
5. Recognizing that God has gifted men variously, as He wills (Ex. 35:30-36:2, I Cor. 12:11), CBN University, in administration of its educational, admissions and employment policies, scholarship and loan programs, athletic and other school administered programs, job recruitment, hiring and promotion policies, and employment benefits will base decisions upon a person's qualifications for the position being filled or the benefit sought.

LIBRARY SCHEDULE A

I. National Materials - General

American Digest system
 Corpus Juris and Corpus Juris Secundum and American Jurisprudence,
 Second
 Shepard's Citations, U.S. and Federal.
 Words and Phrases
 ALR Complete
 Restatements
 Uniform Laws Annotated, Master Edition

II. Federal Materials

U.S. Code, Congressional and Administrative News
 U.S. Reports, Supreme Court Reporter, United States Supreme Court
 Reports, Lawyers Edition
 Federal Reporter Complete
 Federal Supplement
 Federal Rules Decisions
 Tax Court Reports
 Federal Digest and Modern Federal Practice Digest and Federal Practice
 Digest, Second
 Statutes at Large, current from 1950
 U.S. Code, any annotated edition, with supplemental service from 1950
 Code of Federal Regulations
 Administrative Agency Reports for at least those agencies whose work is
 relevant to courses in the school
 Attorney General Opinions

III. State in Which the School is Located

Official State reports of the State and, for any period during which
 official reports were not published, one additional copy of the
 National Reporter System units containing the reports of that
 State
 Specialized reports whose subject matter is particularly relevant to the
 educational program of the law school
 Session law, complete
 Latest code or other statutory compilation with the session law service,
 if any
 Earlier state codes, if available
 Attorney General Opinions
 Administrative code or similar publication, if any
 Local digests and encyclopedias, if any
 Form and practice books
 CLE materials
 Shepard's Citations

IV. Additional Materials

National Reporter System, complete
 Shepard's regional. reporter citations
 Reporters prior to the National Reporter System for 20 selected states
 whose case law is significant in the educational program of the

school.

V. Specialized reports whose subject matter is particularly relevant to the educational program of the law school

VI. Texts, Treatises, Loose-leaf Services

Generally recognized texts and treatises and loose-leaf services for subjects relevant to the educational program of the law school

VII. Reviews and Journals

Publications of the State Bar Association (or Associations) and continuing legal education programs conducted in the State
The American Bar Association Journal, complete, and the publications of the ABA sections, exclusive of newsletters, current from the date of application for approval

Publications of the American Bar Foundation, current from the date of application for approval

All publications by approved law schools in the State, complete
An additional twenty publications of recognized national significance, complete from at least 1950

Specialized journals whose subject matter is particularly relevant to the educational program of the school

Index to Legal Periodicals

Legal Newspaper, if published in the area

LIBRARY SCHEDULE B

Federal Materials

Federal Cases
Board of Tax Appeals
Federal Register

Other States

Statutes, in current compilation, of those states whose statutory law is significant in the educational program of the school

English

Coverage of English case law from 1220 forward or from 1530 forward, in any of the following combinations:

- (a) English Reports (full reprint) 1220-1365 and Law Reports 1865+
- (b) All England Law Reports Reprint 1558-1935 and All England Law Reports 1936+
- (c) All England Law Reports Reprint 1558-1935 and Law Reports 1935+

Halsbury's Laws of England
Halsbury's Statutes of England
English and Empire Digest