



Los Angeles Mission College

One of the nine Los Angeles Community Colleges

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Director – Paralegal Studies Program
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December 9, 2013

Patricia D. Lee
Special Assistant for Diversity & Bar Relations
State Bar of California
180 Howard Street
San Francisco, CA 94105-1639

Letter of Interest – Community College Pathway to Law School

Applicant: Los Angeles Mission College
Prepared by: David Jordan, Esq. – Director of the Paralegal Studies Program
Address: 13356 Eldridge Avenue, Sylmar, CA 91342
Phone number: 818-364-7720
Email: Jordandc@lamission.edu

Los Angeles Mission College (LAMC/Mission), is a publicly supported community college within the Los Angeles Community College District (LACCD). LAMC seeks to participate in the *Community College Pathway to Law School* – an initiative of the California State Bar.

LAMC is unique within the LACCD because 70% of its student population is Hispanic and first generation to attend college.

LAMC was founded in 1975, within this 38 year history, LAMC has grown to a campus serving 10, 000 students and is designated as a Hispanic Serving Institution. The institution serves the educational needs of students in the San Fernando Valley – Pacoima, Mission Hills, North Hills, Panorama City, and Granada Hills, as well as Canyon Country, Santa Clarita, Palmdale, and Lancaster.

As the *Community College Pathway to Law School* initiative documents 60 percent of the California's population is characterized as a member of a racial-ethnic minority group. While 20 percent of California bar attorneys are from a racial-ethnic minority.

The ethnicity of students at Los Angeles Mission College is as follows: Mexican-American or Chicano 37.0%, Hispanic Other 37.0%, White 12.0%, Asian 7.2%, Black 5.2%, and other 1.7%.

LAMC is well situated, based on student population, in conjunction with the *Community College Pathway to Law School* initiative, to increase the flow of diverse students from community college to law school.

LAMC's Legal Faculty

LAMC is in a unique position to be successful with the *Community College Pathway to Law School* initiative, given as an institution LAMC is recognized for its achievements in preparing students to enter the legal field and the high caliber of legal faculty.

Since 1987, under the able leadership of the Department Chairs and the Paralegal Program Directors, L. Edmond Kellogg, Esq. and David Jordan, Esq., both respected private law practice attorneys, and paralegal educators, has offered a vocational Paralegal Program Certificate, approved by the Board of Governors of the Los Angeles Community College, which consists of 12 classes or 36 units and which certifies California paralegals pursuant to Business & Professions Code section 6400/6450. The curriculum for the certificate exposes students to an Introduction of Law, Civil Litigation, Contracts, Partnerships, Corporations, Landlord-Tenant, Bankruptcy, Family Law, Wills and Trusts, Probate Administration, Torts, Civil and Criminal Evidence, Legal Research, Legal Writing, and Property Rights.

The faculty members teaching these twelve courses are diverse and reflective of the local community.

To be most successful with *College Pathway to Law School*, LAMC, seeking to increase student success, will follow a cohort model with instruction from a dedicated and highly trained and diverse faculty team. The faculty cohort team will collaborate to "contextualize" respective assignments and capstone projects to give relevance to the required 7 course curriculum of the initiative and connection to a career in the law, and preparation for law school. Students may be identified in Law 10 – Introduction to Law (see below for information on this particular course), and other Mission College classes. Though students may not be able to complete all nine courses (7 required, 2 electives) as a cohort, LAMC will structure two or three classes as milestones that the students will complete in a cohort, for example: College Success; Service/Civic Learning; and Oral Communication.

LAMC has established courses in all Seven Fundamental Courses

The *Community College Pathway to Law School* initiative has identified courses, based on research by M. Shultz, and S. Zedeck, *Predicting Lawyer Effectiveness: Broadening the Basis for Law School Admission Decisions*, seven (7) courses and two (2) recommended electives that are fundamental for a student's success in the law.

LAMC is providing the seven courses along with an elective for Student Success. The community service/civic learning partnerships exist with two programs on a volunteer basis (Los Angeles Superior Court Paralegal Outreach Program and Neighborhood Legal Services of Los Angeles). LAMC is prepared to provide these courses and electives in 2014 and through the completion of this initiative.

Required: 7 Course Pattern

1. **Street Law, Street Law-Based, or Law and Democracy** – satisfied by LAMC's Introduction to Legal Assisting I (Introduction to Law). Law 10 is a 3 unit course. This semester long course, surveys multiple areas of law including civil, criminal, constitutional, and business law.

Law 10 – Introduction to Legal Assisting I (Introduction to Law) which is a 3 unit CSU transferable course seeks to develop critical thinking skills within students. The course uses differential learning and generative learning practices, by having students brief and present legal cases, weekly discussions of facts and rules regarding class assigned cases, application of section topics to news events. These methods are utilized to have students hear lectures on law, read legal cases, interpret cases, develop legal writing skills, and orally present the legal theories of assigned cases. It also provides the student information about careers in law.

Although, Law 10, does not have a mandatory community-based learning component, the LAMC Paralegal Program currently facilitates the opportunity for students to participate in court internships with the Los Angeles Superior Court and the non-profit Neighborhood Legal Services internships.

2. **English Composition** – College Reading & Comprehension I

LAMC offers English Composition, English 101, which is a 3 unit UC and CSU transferable course. English 101 is a course in reading and writing to improve the student's skill in thinking clearly, reading carefully, and writing effectively; the organization and composition of expository material, including the research paper, are emphasized.

3. **Critical Thinking** – College Reading & Comprehension II

LAMC can satisfy this criteria with College Reading and Composition II, English 102, which is a 3 unit UC and CSU transferable course. This course is designed to develop critical thinking, reading, and writing skills beyond the level of English 101. Students will develop critical thinking by writing strong arguments based on poetry, drama and fiction, as subject matter.

Students will learn to identify premises and conclusions and recognize patterns of faulty logic in developing arguments. They will learn to distinguish between deductive and inductive reasoning and will demonstrate this and utilizing research strategies.

4. **Argumentation and Debate or Persuasion** – Oral Communication I

LAMC offers Oral Communication 1, which is a 3 unit course that is transferable to the UC and CSU system. This course focuses on oral communication, providing public speaking techniques and delivery of speeches to inform and persuade. Students refine critical thinking, research, organizational, and time management skills. LAMC students learn to adapt a message to any audience and occasions.

5. **Statistics** – Math 227

LAMC offers Math 227 Statistics, a 4 unit course which will transfer to both the UC and CSU system. The course focuses on graphical techniques, probability and probability distributions; sampling; estimation; correlations; regression; hypothesis testing; categorical data. Emphasis is on data analysis and interpretation, using sample data to extrapolate population characteristics.

6. **U.S. History** – History 11

LAMC offers History 11, a 3 unit course which will transfer to both the UC and CSU System. The course focuses on the social and political developments that shaped the history of the United States from before the European Invasions to the Civil War

7. **Political Science 1** – The Government of the United States

LAMC offers Political Science 1, a 3 unit course which will transfer to both the UC and CSU System. The primary objective of this class is to introduce students to the basic concepts and ideas of the American political system, showing the extent to which politics and the government is a part of our daily lives. The class explores how American government was established, the ideology behind this establishment, and the meaning of the American constitution. Analysis of American government branches (the executive, legislative, and the judiciary), in addition to political participation, interest groups, and the media will also take place. Finally, an exploration of the American political system as compared to other countries will help the student define what the proper worldview of the American political system ought to be.

Recommended: 2 Elective Courses

8. **Service/Civic Learning**

Although LAMC does not have a required elective course for community service/civic learning, it has actively engaged its students in a voluntary capacity with the following two legal internship programs.

Los Angeles Superior Court Outreach Paralegal Internship Program

Since 2008, the LAMC Paralegal program has provided interns to the Los Angeles Superior Court Outreach Paralegal Internship program. The LASC outreach paralegal internship program includes the San Fernando and Van Nuys Superior Courts and allows students an opportunity to learn about the functions and operations of the court and gain work experience. The purpose of the outreach internship program is to build relationships between the Community and the Court, provide education to students interested in working in the paralegal field with an emphasis on civil and family law litigation, provide training and experience to students by working in a court environment, help students identify possible employment opportunities and create a mechanism for the court to develop possible employment candidates, and mentor students by providing a working knowledge of the Court system and by developing skills relating to their educational goals.

Neighborhood Legal Services of LA (NLSLA) Volunteer Intern Program

Neighborhood Legal Services of Los Angeles works to combat the effects of poverty and create lasting improvements in the lives of individuals and families throughout Los Angeles County. Founded in 1965 as part of the nation's War on Poverty, NLSLA is now one of the largest and most prominent public interest law offices in California. NLSLA attorneys, based in offices, courthouses and clinics throughout Los Angeles County, specialize in areas of the law that disproportionately impact the poor, including housing, public benefits, healthcare, immigration, family law, and workers' rights.

The **Self-Help Legal Access Centers** assist people with family law matters (divorce, custody disputes, and paternity actions), housing matters (evictions) and other matters (name change, guardianships, and conservatorships). These are located in the San Fernando, Van Nuys Pomona, Pasadena and Antelope Valley Courthouses.

The **Domestic Abuse Self-Help (DASH) clinics** assist litigants with domestic violence restraining orders. Litigants are also provided information to shelters, counseling and other social services available to victims of domestic abuse.

The **Workers' Rights Clinic** assist workers with claims for unpaid wages and overtime, appeals of unemployment benefit denials and criminal records clean up.

The **Debt Relief clinic** assists low income litigants with 1) what it means to be sued for a debt, 2) consequences of losing a debt collection lawsuit and 3) what ways a creditor can attempt to collect a judgment, including information about "exempt" income and "judgment-proof" debtors, from whom a judgment basically cannot be collected.

NLSLA also has advocacy groups in the area of Administrative Law, Community Development, Family Law, Health Consumer Center, Housing/Consumer Law, Immigration Law and Workers' Rights/Employment.

9. College Success Elective – Personal Development 17

LAMC offers a 1 unit College Success course which will transfer to the CSU System. This course is designed to help students gain an understanding of the process of learning and acquire the skills and behaviors necessary to be successful in college. Students will learn about the opportunities, resources and support services available at LA Mission College. This course will provide instruction, guidance and practice in areas essential to academic success. Course topics include: Goal Setting Time Management, Textbook Reading & Study, Test Taking, Concentration and Memory, Educational Planning, Lecture and Note Taking.

Los Angeles Mission College Faculty who will participate in the Initiative

The LAMC faculty who will participate in the initiative have degrees from the following institutions: Georgetown, Berkeley, USC, UCLA, UC Riverside, Boston University School of Law, Loyola-Marymount Law School, University of Padova, Italy, UC Davis, Gonzaga, Pepperdine, Claremont, Univ. Calif. San Diego, San Diego State University. The 8 faculty have the following combined degrees and leadership positions at Mission : 3 PhD's, 3 JD's, 8 Masters, 9 Bachelors, 2 department chairs, and 5 vice-chairs.

Law 10 - Intro to Law - [Prof David Jordan, Esq.](#)



David Jordan, Esq. - Vice Chair of Law/Business & Law Department

webpage – <http://lamission.edu/~jordandc>

Bio - <http://www.lamission.edu/~jordandc/699>

Degrees – Georgetown (B.A. Economics), Loyola Law School of Los Angeles (Juris Doctor). Upon graduating from Georgetown University, Prof. Jordan worked as a Peace Corps Volunteer in Honduras, helping to organize credit coops for campesinos (farmers), and became interested in the law, attending and graduating from Loyola Law School, first working in legal assistance, then personal injury, business law, and finally starting his own law practice. After 20 years of law practice, he transitioned to a full time educator and current director of the paralegal studies program at Los Angeles Mission college where he has been teaching for the last decade and a half.

Leadership roles - Chair of Staff Development, Technology Committee, Chair of Distance Education, Vice-Chair of Business & Law Department

Law home webpage: <http://lamission.edu/law>

Spring 2013 - Law 10 - Intro to Law - Section 3302 - [Syllabus](#)

Student Learning Outcomes -

Student Learning Outcomes: Upon successful completion of this course, a student will be able to:

1. Brief law cases in the areas and subject matter relating to the courts and alternative dispute resolution, court procedures, Constitutional Authority to Regulate Business, Intentional Torts, Negligence and Strict Liability, Intellectual Property, Criminal Law and Cyber Crimes, Administrative Law, International Law, and Legal Ethics.
2. Critically analyze and argue issues in the areas and subject matter of law, including the courts and alternative dispute resolution, court procedures, Constitutional Authority to Regulate Business, Intentional Torts, Negligence and Strict Liability, Intellectual Property, Criminal Law and Cyber Crimes, Administrative Law, International Law, and Legal Ethics.
3. Prepare legal documents including a motion to suppress.

Edna R. Chavarry

Curriculum development - "Street Law" and Law 10 - Intro to Law Instructor



Edna R. Chavarry is a Project Specialist for the USC Center for Urban Education - USC Rossier School of Education who serves as the primary liaison to several institutions involved in the Equity Scorecard™ process. Edna earned two Bachelor of Art degrees from UCLA in International Development Studies and Sociology, her Masters of Arts in Higher Education at UCLA, and her Juris Doctorate at Loyola Marymount University Los Angeles. Her research interests include higher education and its role in society, community college transfer initiatives, education law and policy, and institutional accountability through self-assessment and evaluation. Edna is currently scheduled to graduate from the LACCD District [Project Match Program](#) which promotes quality instruction and diversity in community college teaching and will teach Law 10 - Intro to Law in the LAMC Paralegal Studies program in Spring 2014.

Enza Barbato - Community Service Component



Enza is a Los Angeles native that attended Cleveland High School and took classes at Los Angeles Community Colleges. Enza holds a bachelor's degree in philosophy from UC Riverside, where she was a Chancellor's Scholar, resident advisor and tutored for Introduction to Philosophy. She holds a JD from Boston University School of Law and is licensed to practice law in California. Prior to and during law school, Enza worked at The Princeton Review as an SAT tutor and college application advisor.

During law school, Enza was a member of Boston University's civil litigation program, where she successfully represented clients in employment benefit cases. Her last year, she taught a discussion section for a communications law class and edited a future edition of the text book. Her first summer in law school she interned with a corporate law firm in Argentina doing research on the risks and benefits associated with investing in South America. After law school, Enza was a fellow at the City Attorney of Los Angeles. During her time with the City of LA, Enza wrote memos, briefs, and took depositions for pending cases. Currently, Enza is a litigation consultant specializing with large scale litigation involving natural gas pipeline operators. She helps utility companies with government regulation requests, litigation preparation & compliance. In her free time, she volunteers with United Way's Volunteer Income Tax Assistance (VITA), a program that offers free tax help for low-income individuals.

English 101 – College Reading & Composition I

Dr. Louise Barbato, PhD



Dr. Louise C. Barbato - Chair of English and Speech

webpage - <http://www.lamission.edu/~barbatlc>

Spring 2013 - English 101 - Section 0232 - [Syllabus](#)

Louise Barbato - Professor of English and Department Chair of English & Communication Studies at Los Angeles Mission College, holds a Bachelor's degree and a Master's degree from UCLA. She earned a Doctorate in Literature from the University of Padova, Italy in applied linguistics and literary text analysis. Her dissertation on language acquisition was published in *Studi Italiani di Linguistica Teorica e Applicata*. She has also published in *The Acts of the Venetian Interregional Convention of Linguistic Education* and *Scuola e Lingue Moderne* and co-authored Barron's *CBEST Preparation* text. She has completed studies in American and British Literature at the University of Venice, and Spanish at the University of Zaragoza in Jaca, Spain.

Her varied background and education greatly influence her teaching methodology. She defines herself as an eclectic instructor, who understands that the best way to facilitate education is to present material in a variety of manners and modes. Louise has completed the @One Certification Program, which entailed the successful completion of courses in Student Accessibility, Social Media, Moodle, Online Pedagogy, and Assessment and completion of a peer judged portfolio. She successfully engages her students by associating abstract concepts with real life experiences. She has reinstated the English major at Mission College, and many of her students successfully transfer to university under her guidance and mentorship

Student Learning Outcomes

English 101 Student Learning Objectives:

At the successful completion of this course, you will be able to:

SLO#1 Produce a unified essay of 1,000 words that shows a mastery of critical thinking, logical organization and mechanics.

SLO#2 Identify and analyze the logical fallacies in academic articles, literature, and other media.

SLO#3 Produce a 6 to 8 page word research paper which utilizes library research materials and documents evidence.

Critical Thinking – College Reading & Composition II - English 102

Prof. Carolyn Daly



Dr. Carolyn C. Daly, PhD - Vice Chair of English

Professor Carolyn Daly is Vice-Chair of English at Los Angeles Mission College and received her doctorate in comparative literature from the University of Southern California. She wrote her dissertation on twentieth-century Italian women’s autobiographies and nationalism and has a background in world literature, particularly Greek, Latin, Italian, and American. She holds a master’s degree in comparative literature from U.S.C. and a bachelor’s degree in humanities from the University of California at Berkeley. In her classes, Professor Daly encourages students to conduct closing readings of literary texts and then connect those readings to larger social, political, and psychological influences and concerns.

Spring 2013 - English 102 - Section 3227 - [Syllabus](#)

webpage – <http://lamission.edu/~dalycc>

Student Learning Outcomes

1. Produce a 3 to 5 page essay demonstrating the ability to use literary analysis.
 2. Produce a 6 page, MLA formatted essay/research paper that utilizes a recognized critical approach (such as Reader Response, New Criticism/Text Analysis, Deconstruction, Political, Formalist, Historical, Psychological) to develop a thesis-driven argument about one or more literary texts
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Argumentation and Debate or Persuasion - Speech 101 – Oral Communication I

Prof. Margie Long



Margie L. Long - Vice Chair of Communications - English and Speech Department

Spring 2013 – Oral Communication I - Sections 0465,0466,0468,0469,0470,0471

webpage - <http://www.lamission.edu/~longml>

Margie Long, Vice Chair of Communications in the English and Speech Department, received her Masters in Rhetoric and Communication from UC Davis, two B.A.'s, one in Speech Communication and one in Public Relations from Gonzaga University, and her AA from Spokane Community College. For the last 27 years, Margie, has successfully taught and interacted with a wide diversity of students at Los Angeles Mission College, the University of California, Davis; Solano Community College; Sacramento City College; American River College; Santa Rosa Junior College; Yuba College; Chapman University-Travis Air Force Base Educational Center; California State Prison-Vacaville Educational Facility; and Woodland High School. She empowers her students to better communicate their ideas and to speak to any audience on any occasion.

Student Learning Outcomes

At the end of the semester, students will know and/or be able to:

1. Construct a speech mapping outline which includes an introduction, body, and conclusion with a Works Cited page attached.
2. Demonstrate the ability to write and adapt the content of a speech to the target audience by conducting an audience analysis.
3. Demonstrate the ability to deliver a well-structured speech to a target audience that includes the use of presentational aids.

Assessment for these Student Learning Outcomes will include a collection of outlines, in-class activities, in-class evaluation of speeches presented, in-class discussion and/or assignments. _

Math 227 Statistics

Prof. Debby Wong



Ms. Debby Wong

Spring 2013 - Math 227 – Statistics - Sections 0377 & 3353

webpage - <http://www.lamission.edu/~wongd>

Prof. Wong's road to Los Angeles Mission College was an adventure. She was born in Hong Kong, and lived and went to school in Taiwan and Africa. These experiences gave her a deep appreciation of different cultures and the personal effort and persistence necessary to succeed. After teaching at several community colleges and as a lecturer at Cal Poly Pomona, she came to Mission College in 1999. Her academic background includes a B.S. in Chemical Engineering and a M.S. in Applied Mathematics. While these degrees qualified her to teach Mathematics, what inspired her most was her pleasure at the "Ah ha" of struggling students when they "finally get it". With the proliferation of technology, especially among students, she tries to design ways to best use technology in the classroom of the 21st century to enhance learning and support students.

Student Learning Outcomes

1. Use probability concepts to solve problems and interpret their results.
2. Demonstrate proficiency in descriptive statistics and inferential analyses to draw conclusions about a population.

US History - History 11 - Political & Social History of the US I
Prof. D'Art Phares



D'Art Phares - Vice Chair - History and African- American Studies

webpage - <http://www.lamission.edu/~pharesd>

Spring 2013 - History 11 - 0302, 0303 - [Syllabus](#)

D'Art Phares, Asst. Professor of History and Vice-Chair of History and African-American Studies at Los Angeles Mission College, holds a Bachelor's degree from Pepperdine University and a Master's degree from UCLA. His research focuses on economic history from the Industrial Revolution of the 1700s through the Great Depression, although he has also published work in the field of American political and diplomatic history. His focus as an instructor is to develop the student's deeper understanding of and ability to analyze the events of the past as a means to develop a deeper understanding of both our modern culture and human behavior in general. He is the co-chair of the Educational Planning Committee and has co-authored the educational master plan at Mission College.

Student Learning Outcomes

Upon completion of this course, students will be able to:

- 1) Critically analyze the political/diplomatic development of America from its origins to the Civil War era.
- 2) Critically analyze the economic development of America from its origins to the Civil War era.
- 3) Critically analyze the social/cultural development of America from its origins to the Civil War era.

Introduction to American Government - Political Science I – The Government of the U.S.



Dr. Ebru Durukan, PhD

webpage - <http://www.lamission.edu/~durukae>

Political Science 1 - The Government of the U.S.

Spring 2013 - Sections 0430, 0431, 0432, and 0433 - [Syllabus](#)

After earning her B.A. in International Relations in Turkey, Prof. Durukan attended University of Nottingham in the United Kingdom and earned her first M.A. in International Relations. Pursuing a higher education, Ebru came to the United States to attend Claremont Graduate University in Southern California, where she received her second M.A. in Political Science with an emphasis on American Politics, and a Ph.D. in Political Science in 2007. Her Ph.D. dissertation is on “The Postwar Economic Recovery of Nations”.

Prof. Durukan has been teaching at the Los Angeles Mission College for five years. Being the only full-time Political Scientist, Ebru teaches all five of the political science classes. She teaches American Government & Politics, Comparative Politics, and International Relations.

Student Learning Outcomes

At the end of the semester students will be able to:

1. Describe the powers, roles, functions, and limitations of the duties of Federal, state, and local governments and the impact on individuals.
2. Analyze current American domestic and foreign policies and be able to put them into a historical perspective
3. Differentiate initiatives, referendums and recalls in California Constitution and laws.

College Success – Elective



Diana I. Bonilla - Chair of the Counseling Department

webpage - <http://www.lamission.edu/~bonildi>

Personal Development 17 - College Survival Skills

Spring 2013 - Section 3391 - [Syllabus](#)

Diana Bonilla - Counselor, Personal Development Instructor and Department Chair of the Counseling Department at Los Angeles Mission College, holds a Bachelor's degree from UCSD in Psychology and a Master's degree in Education with an emphasis in counseling that from SDSU through the Community Base Block Program (CBB). Before counseling at the community college level she served as a Clinical Counselor for about 7 years at non-profit agencies in the San Diego area and then in South East Los Angeles, serving a predominately Latino community. She provided individual, group and family counseling as well as academic and career counseling. After that, for about 4 years, she worked in the private sector in Human Resources as a corporate recruiter. Her true passion however, is education and being of service to others. She defines herself as an engaging instructor, who understands that the best way to facilitate education is to present material in a way that makes it relevant to the 21st century

Student Learning Outcomes

At the end of this course students will be able to:

- 1) Identify at least three student services that will enhance your attainment of your educational objective.
 - 2) Recognize the demands of the college environment in relation to the need for effective time management and study strategies
 - 3) Apply self-reflection to your learning and development
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LETTER OF INTEREST FORM

Community College Name: Los Angeles Mission College

District Name: Los Angeles Community College District (LACCD)

Number of Colleges in District*: 9

* *Multi-college districts may submit more than one Letter of Interest, although each application form must identify the lead college.*

Below is a summary of the 7 required courses and 2 recommended electives:

**Required: 7 Course
Pattern**

1. Street Law, Street Law-based, OR Law and Democracy
2. English Composition
3. Critical Thinking
4. Argumentation and Debate or Persuasion
5. Statistics
6. U.S. History
7. Introduction to American Government

Recommended: 2 Elective Courses

8. Service/Civic Learning
9. College Success

Please indicate if your college will be able to provide these courses (with student learning outcomes) each year (from academic year 2014-15 to 2023-2024)?¹

Yes

¹ The first 7 courses identified are based on an empirical study that identifies 26 factors important to lawyer effectiveness and the degree qualifications rubric. Marjorie M. Shultz, Sheldon Zedeck, *Predicting Lawyer Effectiveness: Broadening the Basis for Law School Admission Decisions*, 36 Law & Soc. Inquiry 620 (2011). See Exhibit A. Also see Lumina Foundation, *The Degree Qualifications Profile*. See Exhibit B.

REQUIRED 7 COURSE PATTERN Below are criteria for the 7 courses that will satisfy the competencies required for law school success. Please complete the following sections.																																											
1) <u>Street Law course, Street Law-based course, OR Law and Democracy</u> A Street Law or Street Law-based course is a required course for the 2+2+3 program. See Exhibit C (Street Law in Community Colleges Brochure) and Exhibit D (Guidelines for What Constitutes a Street Law-Based/Equivalent).																																											
x Course name:	Law 10 – Introduction to Legal Assisting I																																										
x Must satisfy IGETC Area:	4 – Social and Behavioral Sciences																																										
x Currently offering this course?	<u>Yes</u>																																										
x How frequently is this course offered?	Every semester (Spring & Fall)																																										
x List the learning objective(s) of this course:	<p>1. Brief law cases in the areas and subject matter relating to the courts and alternative dispute resolution, court procedures, Constitutional Authority to Regulate Business, Intentional Torts, Negligence and Strict Liability, Intellectual Property, Criminal Law and Cyber Crimes, Administrative Law, International Law, and Legal Ethics</p> <p>2. Critically analyze and argue issues in the areas and subject matter of law, including the courts and alternative dispute resolution, court procedures, Constitutional Authority to Regulate Business, Intentional Torts, Negligence and Strict Liability, Intellectual Property, Criminal Law and Cyber Crimes, Administrative Law, International Law, and Legal Ethics</p> <p>3. Prepare legal documents including a motion to suppress.</p>																																										
x What is the student success data for this course?	<p>Overall Law Program Success:</p> <table border="1"> <thead> <tr> <th>Sem/Year</th> <th>Success %</th> <th>Success Enrl</th> <th>Unsuccess %</th> <th>Unsuccess Enrl</th> <th>Total Enrl</th> </tr> </thead> <tbody> <tr> <td>09'</td> <td>67.98 %</td> <td>862</td> <td>32.02 %</td> <td>406</td> <td>1,268</td> </tr> <tr> <td>10'</td> <td>74.90 %</td> <td>928</td> <td>25.10 %</td> <td>311</td> <td>1,239</td> </tr> <tr> <td>11'</td> <td>75.02 %</td> <td>904</td> <td>24.98 %</td> <td>301</td> <td>1,205</td> </tr> <tr> <td>12'</td> <td>76.32 %</td> <td>938</td> <td>23.68 %</td> <td>291</td> <td>1,229</td> </tr> <tr> <td>13' *</td> <td>63.16 %</td> <td>432</td> <td>36.84 %</td> <td>252</td> <td>684</td> </tr> <tr> <td>Totals</td> <td>72.25 %</td> <td>4064</td> <td>27.75 %</td> <td>1561</td> <td>5625</td> </tr> </tbody> </table> <p>* Spring 2013 semester results only (1/2 academic year)</p>	Sem/Year	Success %	Success Enrl	Unsuccess %	Unsuccess Enrl	Total Enrl	09'	67.98 %	862	32.02 %	406	1,268	10'	74.90 %	928	25.10 %	311	1,239	11'	75.02 %	904	24.98 %	301	1,205	12'	76.32 %	938	23.68 %	291	1,229	13' *	63.16 %	432	36.84 %	252	684	Totals	72.25 %	4064	27.75 %	1561	5625
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Totals	72.25 %	4064	27.75 %	1561	5625																																						
NOTE: Examples of UC-transferable Street Law, Street Law-based OR Law and Democracy courses include: POSC/ADMJ 45 - Law and Democracy (Chabot College)																																											

2) <u>English Composition or Equivalent</u>					
<p>Criteria: A first-semester course in English reading and written composition must include substantial instruction and practice in expository essay writing at the college level with a minimum of 6,000 words. Courses should also require a substantial amount of reading of significant literature. Successful completion of the course in reading and written composition must be prerequisite to the course in Critical Thinking/English Composition.</p>					
x Course name:	College Reading & Comprehension I				
x Must satisfy IGETC Area:	1A – English Composition				
x Currently offering this course?	<u>Yes</u>				
x How frequently is this course offered?	Every semester (Spring & Fall)				
x List the learning objective(s) of this course:					
<p>1 Produce a unified essay of 1,000 words that shows a mastery of critical thinking, logical organization and mechanics.</p> <p>2 Identify and analyze the logical fallacies in academic articles, literature, and other media.</p> <p>3 Produce a 6 to 8 page word research paper which utilizes library research materials and documents evidence.</p>					
x What is the student success data for this course?					
Overall Success Data for English classes – (Prof. Barbato – Spring 2013 English 101 – 81.8%)					
Sem/Year	Success %	Success Enrl	Unsuccess %	Unsuccess Enrl	Total Enrl
09'	64.44 %	2,624	35.56 %	1,448	4,072
10'	68.97 %	2,732	31.03 %	1,229	3,961
11'	70.27 %	2,305	29.73 %	975	3,280
12'	69.95 %	2,237	30.05 %	961	3,198
13' *	60.57 %	1,135	39.43 %	739	1,874
Totals	67.34 %	11033	32.66 %	5352	16385
* Spring 2013 semester results only (1/2 academic year)					

3) Critical Thinking or Equivalent

Criteria: The second semester of English composition may be met by those courses in critical thinking taught in a variety of disciplines which provide, as a major component, instruction in the composition of substantial essays and require students to write a sequence of such essays. Successful completion of the course in reading and written composition shall be prerequisite to the course in Critical Thinking/English Composition. Written work shall be evaluated for both composition and critical thinking. Texts chosen in this area should reflect an awareness of cultural diversity. A minimum of 6000 words of writing is required. Instruction in critical thinking is to be designed to achieve an understanding of the relationship of language to logic, which should lead to the ability to analyze, criticize, and advocate ideas, to reason inductively and deductively, and to identify the assumptions upon which particular conclusions depend. The minimal competence to be expected at the successful conclusion of instruction in critical thinking should be the ability to distinguish fact from judgment, and belief from knowledge; to use elementary inductive and deductive processes; and to recognize common logical errors or fallacies of language and thought.

- x **Course name:** College Reading & Comprehension II
- x **Must satisfy IGETC Area:** **1B – Critical Thinking/English Composition**
- x **Currently offering this course?** Yes
- x **How frequently is this course offered?** Every semester (Spring & Fall)
- x **List the learning objective(s) of this course:**

1. Produce a 3 to 5 page essay demonstrating the ability to use literary analysis.

2. Produce a 6 page, MLA formatted essay/research paper that utilizes a recognized critical approach (such as Reader Response, New Criticism/Text Analysis, Deconstruction, Political, Formalist, Historical, Psychological) to develop a thesis-driven argument about one or more literary texts

x **What is the student success data for this course?**

Overall success of English classes: (Prof. Daly – Spring 2013 – English 102 (81.6%))

Sem/Year	Success %	Success Enrl	Unsuccess %	Unsuccess Enrl	Total Enrl
09'	64.44 %	2,624	35.56 %	1,448	4,072
10'	68.97 %	2,732	31.03 %	1,229	3,961
11'	70.27 %	2,305	29.73 %	975	3,280
12'	69.95 %	2,237	30.05 %	961	3,198
13' *	60.57 %	1,135	39.43 %	739	1,874

* Spring 2013 semester results only (1/2 academic year)

4) Argumentation and Debate or Persuasion or Equivalent

Criteria: Instruction approved for fulfillment of the requirement in oral communication is to be designed to emphasize the content of communication as well as the form and should provide an understanding of the psychological basis and the social significance of communication, including how communication operates in various situations. Applicable courses should view communication as the process of human symbolic interaction focusing on the communicative process from the rhetorical perspective: reasoning and advocacy, organization, accuracy; the discovery, critical evaluation and reporting of information; reading and listening effectively as well as speaking and writing. This must include active participation and practice in written communication and oral communication.

- x **Course name:** Oral Communication I
- x **Must satisfy IGETC Area:** 1C – Oral Communication
- x **Currently offering this course?** Yes
- x **How frequently is this course offered?** every semester (Spring & Fall)
- x **List the learning objective(s) of this course:**

1. Construct a speech mapping outline which includes an introduction, body, and conclusion with a Works Cited page attached.
2. Demonstrate the ability to write and adapt the content of a speech to the target audience by conducting an audience analysis.
3. Demonstrate the ability to deliver a well-structured speech to a target audience that includes the use of presentational aids.

x **What is the student success data for this course?**

Overall student success in Speech classes

Sem/Year	Success %	Success Enrl	Unsuccess %	Unsuccess Enrl	Total Enrl
09'	59.69 %	859	40.31 %	580	1,439
10'	66.93 %	949	33.07 %	469	1,418
11'	64.87 %	781	35.13 %	423	1,204
12'	65.59 %	734	34.41 %	385	1,119
13' *	66.15 %	387	33.85 %	198	585
Totals	64.35 %	3710	35.65 %	2055	5765

* Spring 2013 semester results only (1/2 academic year)

5) Statistics or Equivalent

Criteria: Knowledge relevant to public and private decision making is expressed frequently in quantitative terms, we are routinely confronted with information requiring quantitative analysis, calculation, and the ability to use and criticize quantitative arguments. In addition, many disciplines require a sound foundation in mathematical concepts. The requirement in **Mathematical Concepts and Quantitative Reasoning** is designed to help prepare students to respond effectively to these challenges. Courses approved to fulfill this requirement must focus on quantitative analysis and the ability to use and criticize quantitative arguments.

- x **Course name:** Math 227 Statistics
- x **Must satisfy IGETC Area:** 2A - Mathematical Concepts & Quantitative Reasoning
- x **Currently offering this course?** Yes
- x **How frequently is this course offered?** Every Semester (Spring & Fall)
- x **List the learning objective(s) of this course:**

1. Use probability concepts to solve problems and interpret their results.
2. Demonstrate proficiency in descriptive statistics and inferential analyses to draw conclusions about a population.

x **What is the student success data for this course?**

Math 227 - Prof. Wong – Spring 2013 (25 of 43 successful students 58.1%)
Overall student success of Math classes:

Sem/Year	Success %	Success Enrl	Unsuccess %	Unsuccess Enrl	Total Enrl
09'	52.82 %	3,468	47.18 %	3,098	6,566
10'	49.23 %	3,248	50.77 %	3,350	6,598
11'	50.12 %	3,063	49.88 %	3,048	6,111
12'	51.30 %	3,112	48.70 %	2,954	6,066
13' *	43.42 %	1,769	56.58 %	2,305	4,074
Totals	49.84 %	14660	50.16 %	14755	29415

* Spring 2013 semester results only (1/2 academic year)

6) U.S. History – any time period

- x **Course name: History 11 – Political and Social History of the US I**
- x **Must satisfy IGETC Area: 4 – Social and Behavioral Sciences**
- x **Currently offering this course? Yes**
- x **How frequently is this course offered? Every semester (Spring & Fall)**
- x **List the learning objective(s) of this course:**

1) Critically analyze the political/diplomatic development of America from its origins to the Civil War era.

2) Critically analyze the economic development of America from its origins to the Civil War era.

3) Critically analyze the social/cultural development of America from its origins to the Civil War era.

x What is the student success data for this course?

Overall student success for all History classes Spring 2013 : (Prof. Phares #0302 (50.8%), #0303 (69.1%))

Sem/Year	Success %	Success Enrl	Unsuccess %	Unsuccess Enrl	Total Enrl
09'	66.39 %	877	33.61 %	444	1,321
10'	63.81 %	744	36.19 %	422	1,166
11'	64.02 %	758	35.98 %	426	1,184
12'	63.97 %	687	36.03 %	387	1,074
13' *	50.27 %	369	49.73 %	365	734
Totals	62.69 %	3435	37.31 %	2044	5479

* Spring 2013 semester results only (1/2 academic year)

7) Introduction to American Government or Equivalent

- x **Course name: Political Science 1 – The Government of the United States**
- x **Must satisfy IGETC Area: 4 – Social and Behavioral Sciences**
- x **Currently offering this course? Yes**
- x **How frequently is this course offered? Every Semester (Spring & Fall)**
- x **List the learning objective(s) of this course:**

1. Describe the powers, roles, functions, and limitations of the duties of Federal, state, and local governments and the impact on individuals.
2. Analyze current American domestic and foreign policies and be able to put them into a historical perspective
3. Differentiate initiatives, referendums and recalls in California Constitution and laws.

x What is the student success data for this course?

Overall students success of Government Classes: Prof Durukan – Spring 2013 - #0430 (83.6%), #0431(67.9%), #0432(72.4%), #0433 (71.4%)

Sem/Year	Success %	Success Enrl	Unsuccess %	Unsuccess Enrl	Total Enrl
09'	68.89 %	1,158	31.11 %	523	1,681
10'	69.42 %	1,001	30.58 %	441	1,442
11'	69.16 %	879	30.84 %	392	1,271
12'	69.32 %	820	30.68 %	363	1,183
13' *	64.07 %	453	35.93 %	254	707
Totals	68.60 %	4311	31.40 %	1973	6284

* Spring 2013 semester results only (1/2 academic year)

	RECOMMENDED ELECTIVE COURSES
	<p>8) <u>Service/Civic Learning:</u></p> <p>This component should include a non-profit or public interest organization partners as well as work related to law, policy, or government. This component is different than an unfocused volunteer program; it goes a step further by incorporating some type of legal or legally-related experience. See Exhibit F for more details and examples.</p> <p>This component is highly preferred, but not required. Greater consideration will be given to community colleges that offer this component.</p> <p>LAMC will offer a Co-op Education – Civic Service Learning (1 unit) together with our Law 10 – Intro to Law Class (3 Units)</p> <p>The Civic Service will be completed at (one of the below locations)</p> <ol style="list-style-type: none"> 1. Los Angeles Superior Court Outreach Internship Program – Van Nuys or San Fernando Superior Courts; 2. Neighborhood Legal Services of Los Angeles County; 3. Offices of Jimmy Gomez – 51st Assembly District – Northeast Los Angeles; 4. San Fernando Valley Bar Association.
	<p>9) <u>College Success:</u> a course which entails the foundational knowledge and skills toward students succeeding in the academic environment. Course should include but not be limited to elements of: information organization and management, critical-thinking and problem-solving skills, effective time management, learning styles and strategies and memory theory, goal setting and educational planning, and campus/community resources.</p> <p>... Yes, LAMC already offers a Student Success Class. (Personal Development 17 – offered both Spring and Fall)</p>

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Letters of Support (supplied in a separate document)

1. LAMC President
2. LAMC Academic Senate President
3. NLSLA – Neighborhood Legal Services of Los Angeles County
4. Superior Court of California – County of Los Angeles
5. San Fernando Valley Bar Association
6. California State Senate – Alex Padilla, Senator, 20th District
7. LACCD Interim Chancellor & Board of Trustees Agenda Action Item – December 11, 2013