



To: All California Community Colleges  
From: State Bar of California  
Re: “Community College Pathway to Law School” Initiative Request for Letters of Interest  
Date: September 30, 2013

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## REQUEST FOR LETTERS OF INTEREST

The State Bar of California cordially invites each California Community College to submit a Letter of Interest for consideration to be among 20 selected colleges to participate in an innovative diversity outreach pipeline initiative: *Community College Pathway to Law School*.

Under the *Community College Pathway to Law School* initiative, students who meet certain requirements from these 20 selected California Community Colleges may be granted guaranteed admission or given priority enrollment to at least four top accredited law schools in California.

## DESCRIPTION OF COMMUNITY COLLEGE PATHWAY TO LAW SCHOOL INITIATIVE

This initiative by the State Bar’s Council on Access & Fairness will establish agreements with 20 selected community colleges and 4 law schools (and their respective undergraduate institutions) whereby the law schools would grant guaranteed admission or priority enrollment to community college students who meet certain requirements.

The *Community College Pathway to Law School* initiative is an innovative, unprecedented program in the country and to the legal profession. It would provide a clear pathway from community college to law school. Support for the students, including mentoring and pre-law counseling, will be included in order to provide students with the best possible chance for success. Faculty members participating in *Community College Pathway to Law School* may be able to receive stipends for teaching certain courses and organizing pre-law activities such as law school visits or law day conferences. Professional development activities would be provided to faculty members.

The *Community College Pathway to Law School* initiative requires the completion of courses that are based on a defined set of “success factors” that help make effective lawyers. The intention of this initiative is to align criteria from the “success factors” with California Community College courses already approved in corresponding Intersegmental

General Education Transfer Curriculum (IGETC) areas in order to prepare students for law school and the legal profession prior to transfer.

The Council on Access & Fairness was created by the State Bar in 2006 to serve as the State Bar diversity “think tank” and to advise the State Bar’s Board of Trustees on appropriate strategies that enhance opportunities and advancement in the legal profession for diverse populations, particularly those who have been historically underrepresented.

The State of California is a majority-minority state with at least 60 percent of its population made up of persons from racial-ethnic minority groups. The California bar is only 20 percent minority lawyers, and this number has not been increasing at a pace that is rapid enough to reflect the general population.

Studies show that diversity in the legal and judicial system is a priority for public trust and confidence and the appearance of fairness in the courts. Furthermore, lawyers are a majority of the elected officials and other key leaders locally, statewide and nationally. It is imperative that our leaders represent the rich diversity of our communities to ensure that the diverse interests are taken into consideration and represented in public policy and other critical decisions affecting our community. Also important is the increasing global economy that dictates attorneys representing key entities come from diverse backgrounds to respond to demands by global clients to ensure maximum cultural interaction and sensitivity.

The State Bar’s Council on Access & Fairness, with these agreements, hopes to create a clear pathway for students from diverse backgrounds to attend law schools. Our community college system has the most diverse student population of the three public systems in California, providing opportunity for everyone who aspires to obtain a college education, including students from the least affluent communities in California, first generation students, students of color, students with disabilities, veterans, and those who have work and family responsibilities. Thousands of talented and promising students leak out of the education pipeline from community college to law school every year because of a lack of support, mentoring, financial resources, and information about what is needed to gain admission to and succeed in law school.

## **VIDEO FEATURING JUDGES AND LAWYERS WHO ATTENDED COMMUNITY COLLEGES**

The Council on Access & Fairness also produced two videos (full-length and abridged) that feature prominent judges and lawyers who attended community colleges. These videos were distributed to all California community colleges by the Community College League of California on Law Day, May 1, 2013. [When You Dream ... Community College - Pathway to Law School](#)

## DEADLINE FOR LETTERS OF INTEREST

Letters of Interest must be received by Monday, December 9, 2013 at 5 p.m. Instructions on how to submit the Letters of Interest are enclosed.

The State Bar anticipates announcing the 20 selected community colleges in early Spring 2014 for implementation starting in the academic year 2014-2015.

## QUESTIONS & ANSWERS: TWO INFORMATIONAL TELECONFERENCE SESSIONS & LEAGUE CONVENTION

Two informational teleconference sessions will be held:

Monday, October 7, 2013      11:30 a.m. – 12:30 p.m.  
Conference line                      (888) 450-4821  
Cell phone users dial:              (719) 785-4469  
Passcode:                              599738

Friday, October 25, 20              3:30 p.m. – 4:30 p.m.  
Conference line:                      (888) 450-4821  
Cell phone users dial:              (719) 785-4469  
Passcode:                              632093

Please contact Ms. Thuy Thi Nguyen, General Counsel for the Peralta Community College District at [ttnguyen@peralta.edu](mailto:ttnguyen@peralta.edu) if you have any questions.



More information about the *Community College Pathway to Law School* initiative will also be presented at the Community College League of California Annual Convention on Friday, November 22, 2013 in Burlingame, California.

Session Title: 2+2+3 = Community College Pathway to Law School - An Initiative by The State Bar of California

Session Time: Friday, November 22, 2013 from 9:45 AM - 10:45 AM

Interested parties may register to attend online at [Community College League of California \("CCLC\) Annual Convention](#).

## **EXHIBIT LIST**

- Exhibit A**      *Predicting Lawyer Effectiveness: Broadening the Basis for Law School Admission Decisions* (Marjorie M. Shultz and Sheldon Zedeck)
- Exhibit B**      *The Degree Qualifications Profile* (Lumina Foundation)
- Exhibit C**      **Street Law in Community Colleges Brochure**
- Exhibit D**      **Guidelines for What Constitutes a Street Law-Based/Equivalent Course**
- Exhibit E**      **Community College Video Brochure credits and closed captioning information**
- Exhibit F**      **Service/Civic Learning Component Criteria**
- Exhibit G**      **Information on How to Get Letters of Support from Bar and Bench Organizations**

# **INSTRUCTIONS FOR LETTER OF INTEREST**

The deadline for submission of the following materials is Monday, December 9, 2013 at 5 p.m.:

1. A cover letter expressing your college's interest and why your college should be selected;
2. The Letter of Interest Form (see attachment) and its accompanying supplemental documents; and
3. Any letters of support from various leaders at your college/district and community, including but not limited to College President/Superintendent, Chancellor, Board President, Academic Senate President, Department Chairs, Classified Senate President, Student Body President, local judges, and local members of the bar (See Exhibit G).

By early Spring 2014, the selection committee will choose 20 community colleges from the submitted letters of interest. Submission and selection do not constitute any contractual agreement, and the State Bar's Council on Access and Fairness reserves the right to make any necessary changes to ensure the success of the initiative.

If you have questions regarding the Letter of Interest, please contact:

Patricia Lee  
State Bar of California  
Special Assistant for Diversity & Bar Relations  
[Patricia.Lee@calbar.ca.gov](mailto:Patricia.Lee@calbar.ca.gov)  
(415) 538-2240

# LETTER OF INTEREST FORM

1 Community College Name: \_\_\_\_\_

2 District Name: \_\_\_\_\_

3 Number of Colleges in District\* : \_\_\_\_\_

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

4 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)?<sup>1</sup>**

Yes    No

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<sup>1</sup> 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.

<p><b><u>REQUIRED 7 COURSE PATTERN</u></b>  Below are criteria for the 7 courses that will satisfy the competencies required for law school success. Please complete the following sections.</p>	
<p><b>1) <u>Street Law course, Street Law-based course, OR Law and Democracy</u></b></p> <p>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).</p>	
<ul style="list-style-type: none"> <li>• <b>Course name:</b></li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Must satisfy IGETC Area:</b></li> </ul>	<b>4 – Social and Behavioral Sciences</b>
<ul style="list-style-type: none"> <li>• <b>Currently offering this course?</b></li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<ul style="list-style-type: none"> <li>• <b>How frequently is this course offered?</b></li> </ul>	
<ul style="list-style-type: none"> <li>• <b>List the learning objective(s) of this course:</b></li> </ul>	
<ul style="list-style-type: none"> <li>• <b>What is the student success data for this course?</b></li> </ul>	
<p><b>NOTE:</b> Examples of UC-transferable Street Law, Street Law-based OR Law and Democracy courses include: POSC/ADMJ 45 - Law and Democracy (Chabot College)</p>	

**2) English Composition or Equivalent**

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.

• **Course name:**

• **Must satisfy IGETC Area:**

**1A – English Composition**

• **Currently offering this course?**

Yes    No

• **How frequently is this course offered?**

• **List the learning objective(s) of this course:**

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

### 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.

• **Course name:**

• **Must satisfy IGETC Area:** **1B – Critical Thinking/English Composition**

• **Currently offering this course?**  Yes  No

• **How frequently is this course offered?**

• **List the learning objective(s) of this course:**

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

**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.

• **Course name:**

• **Must satisfy IGETC Area:** **1C – Oral Communication**

• **Currently offering this course?**  Yes  No

• **How frequently is this course offered?**

• **List the learning objective(s) of this course:**

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

**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.

• **Course name:**

• **Must satisfy IGETC Area:** 2A - Mathematical Concepts & Quantitative Reasoning

• **Currently offering this course?**  Yes  No

• **How frequently is this course offered?**

• **List the learning objective(s) of this course:**

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

<b>6) <u>U.S. History – any time period</u></b>	
• <b>Course name:</b>	
• <b>Must satisfy IGETC Area:</b>	<b>4 – Social and Behavioral Sciences</b>
• <b>Currently offering this course?</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
• <b>How frequently is this course offered?</b>	
• <b>List the learning objective(s) of this course:</b>	
• <b>What is the student success data for this course?</b>	

<b>7) <u>Introduction to American Government or Equivalent</u></b>	
• <b>Course name:</b>	
• <b>Must satisfy IGETC Area:</b>	<b>4 – Social and Behavioral Sciences</b>
• <b>Currently offering this course?</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
• <b>How frequently is this course offered?</b>	
• <b>List the learning objective(s) of this course:</b>	
• <b>What is the student success data for this course?</b>	

**RECOMMENDED ELECTIVE COURSES**

**8) Service/Civic Learning:**

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.

This component is highly preferred, but not required. Greater consideration will be given to community colleges that offer this component.

Yes, we intend to incorporate the service/civic learning component in our Street Law or equivalent-based course. (i.e., The Street law or its equivalent will become 4 or more units after incorporating this component.)

Yes, we intend to offer the service/civic learning component as a separate stand-alone course. Examples of 2 UC-transferrable service learning courses:

- Santa Monica - SOCIOL 1S Intro to Sociology-Service Learning 3 unit
- Santa Monica - SOCIOL 2S Social Problems- Service Learning 3 unit

**9) College Success:** 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.

Yes, we intend to offer a College Success course.

**5 Contact Information**

<b>Administrator</b>	Name:	
	Title:	
	Mailing Address:	
	Phone Number:	(      )
	Email Address:	
<b>Instructional Faculty</b>	Name:	
	Title:	
	Mailing Address:	
	Phone Number:	(      )
	Email Address:	
<b>Counseling Faculty</b>	Name:	
	Title:	
	Mailing Address:	
	Phone Number:	(      )
	Email Address:	
<b>Student</b>	Name:	
	Title:	
	Mailing Address:	
	Phone Number:	(      )
	Email Address:	
<b>Submitted by:</b>		
Name:		
Signature		
Title:		
Mailing Address:		
Phone Number:	(      )	
Email Address:		