

# MEMORANDUM OF UNDERSTANDING

## Special Partnership Agreement

### *Community Colleges Pathway to Law School Initiative*

EFFECTIVE DATE and PARTIES. This Memorandum of Understanding (“MOU”), dated as of May 1, 2014 Law Day (“Effective Date”), remains effective until June, 30, 2024 (“Agreement Period”), among the undersigned parties (collectively, “Parties”); establishes a “special partnership agreement” among the Parties; and creates the “COAF Scholars” program:

- The Regents of the University of California, on behalf of the University of California, Davis and University of California Irvine campuses and their respective Schools of Law;
  - Loyola Marymount University and Loyola Law School;
  - Santa Clara University and Santa Clara University School of Law;
  - University of San Francisco and University of San Francisco, School of Law;
  - University of Southern California and University of Southern California Gould School of Law; and
- Twenty-four (24) selected community colleges in California

1	Antelope Valley College	Lancaster
2	Bakersfield College	Bakersfield
3	Chabot College	Hayward
4	Chaffey College	Rancho Cucamonga
5	College of Alameda	Alameda
6	College of the Canyons	Santa Clarita
7	College of the Sequoias	Visalia
8	Contra Costa College	Richmond
9	Fresno City College	Fresno
10	Gavilan College	Gilroy
11	Hartnell College	Salinas
12	Los Angeles City College	Los Angeles
13	Los Angeles Mission College	Los Angeles
14	Merritt College	Oakland
15	Oxnard College	Oxnard
16	Rio Hondo Community College	Whittier
17	Riverside City College	Riverside
18	Sacramento City College	Sacramento
19	San Joaquin Delta College	Stockton

20	San Jose City College	San Jose
21	Santa Ana College	Santa Ana
22	Solano Community College	Fairfield
23	Southwestern College	Chula Vista
24	Ventura College	Ventura

The parties enter into this MOU to reflect their understanding and agreement regarding their participation in the *Community Colleges Pathway to Law School Initiative* (“Initiative”) established under the auspices of the State Bar of California’s Council on Access and Fairness. The purpose of this Initiative is to provide a pathway to a law school education for students whose post-secondary education begins at the community college level by establishing a special relationship, partnership between the 6 participating law schools and the 24 participating community colleges.

Specifically, this innovative Initiative will provide a clear pathway from community college to law school. The model involves affirming existing articulation agreements or Transfer Guides between community colleges and the four-year undergraduate institutions to facilitate admissions, and developing a special partnership between the community colleges and law schools. Students from the selected community colleges would be provided additional support, access, and information to the law school admission process and targeted outreach and recruitment would occur at the 24 participating community colleges if the Students achieve specific criteria such as successfully completing certain community college courses that are based on the Shultz-Zedeck Lawyering Competencies (Effectiveness Factors). Support for the Students, including mentoring, pre-law activities, counseling, internships, and possibly scholarships, will be developed as part of the Initiative in order to provide Students with the best possible chance for success on the LSAT, in the law school admission process, in law school, and in the legal profession.

DOCUMENTS INCORPORATED. The MOU constitutes the provisions set out in these sections as well as all attached exhibits:

- Section I: Students / COAF Scholars
- Section II: Community Colleges
- Section III: Undergraduate 4-year Institutions
- Section IV: Law Schools
- Section V: Statewide Coordinator/Chief Navigator
- Section VI: Other Terms and Conditions

- Exhibit A: Course Requirements at Community Colleges
- Exhibit B: Service/Civic Learning Component Criteria
- Exhibit C: Timeline – Implementation Agreement Period
- Exhibit D: Statement of Commitment & Special Partnership by Law Schools
- Exhibit E: Brochure for Video

## **RECITALS**

WHEREAS, the State of California is a majority-minority state with approximately 60 percent of its population from racial or ethnic minority groups;

WHEREAS, the membership of the State Bar of California is made up of approximately 20 percent racial or ethnic minority lawyers, and this number has not been increasing at a pace that is sufficient to reflect the general population, and the legal profession continues to lag behind almost every other profession in the country;

WHEREAS, studies among court users show that diversity in the legal profession and judiciary is a priority for public trust and confidence in the legal system and the appearance of fairness in the courts;

WHEREAS, attorneys make up the majority of elected officials and other key local, state, and national leaders, and it is important that those leaders represent the rich diversity of California so that diverse interests are considered and represented in making public policy and other critical decisions affecting all communities in the state;

WHEREAS, attorneys directly representing clients should reflect the rich diversity of the state population to maximize cultural sensitivity to the needs of a diverse client base and to foster public faith in the legal profession;

WHEREAS, in an increasingly global economy, attorneys representing key entities should embody and be sensitive to clients from diverse backgrounds in order to respond to global business demands;

WHEREAS, the Council on Access & Fairness (“COAF”) was created by the State Bar of California (“State Bar”) in 2006 to serve as the State Bar’s “think tank” on diversity and to advise the State Bar’s Board of Trustees on appropriate strategies for increasing diversity in the legal profession, consistent with State Bar policies and procedures. COAF’s mission is to provide leadership and guidance for the State Bar of California to ensure the legal profession and the judicial system reflect the rich diversity of the people of California and fosters cultural sensitivity and public trust;

WHEREAS, the community college system has the most diverse student population of the three public post-secondary education 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. California’s community colleges educate nearly two and a half million students a year, more than 60 percent of whom are students of color;

WHEREAS, the State Bar through COAF, pursuant to this MOU, seeks to create a pathway for community college students from diverse backgrounds to attend law schools in collaboration with community colleges, 4-year baccalaureate institutions, and their respective law schools;

WHEREAS, the law school Deans at the aforementioned participating law schools are notable leaders in legal academia and have wholeheartedly embraced the State Bar's mission of a diverse legal profession, and the participating law schools and their respective undergraduate institutions are deeply committed to implementing an innovative and promising initiative that seeks to achieve this mission; and

WHEREAS, the 24 community colleges were selected through a competitive process based in large part on their commitment to serve diverse communities and their record of success for all students, including but not limited to success in transferring students of color and students from low socio-economic backgrounds to four-year undergraduate institutions.

**NOW, THEREFORE**, the Parties agree as follows:

The Parties to this MOU are 24 community colleges and 6 law schools and their respective undergraduate institutions. This Initiative is a pilot project that may be modified and adjusted upon consensus of the Parties and COAF which would be reflected in a written amendment to this MOU duly executed by the Parties to this MOU.

The MOU places specific requirements and obligations on the following individuals and entities to implement the goals of the Initiative: the participating Students enrolling at the 24 participating community colleges; the 24 participating community colleges, the 6 four-year undergraduate institutions, and the 6 law schools. A statewide coordinator ("Statewide Coordinator"/"Chief Navigator") will monitor and assist the Parties in implementing the requirements of the Initiative as expressed in this MOU, coordinate statewide activities and record-keeping, and serve as the Parties' liaison to the State Bar and COAF.

### **SECTION I: STUDENTS / "COAF SCHOLARS"**

- A. "COAF Scholar" Status / Qualification: To qualify as a "COAF Scholar" and to be able to identify as a "COAF Scholar" when applying to law school, a student participant ("Student") must matriculate at one of the 24 participating community colleges during or after Academic Year 2014-2015 and successfully complete the courses required under Section I(D).
- B. Counseling. Student must attend an orientation on the Community Colleges Pathway to Law School Initiative, if the participating college campus provides such orientation. Student must work with a designated Pathway Initiative Counselor. Student must establish a Student Educational Plan based on a selected major including the courses set forth in Section I(D).

- C. Information-Sharing. Student must self-identify as a “COAF Scholar” participant in the Initiative to the State Coordinator, and agree to consent to the Coordinator’s release of information to Parties to the extent necessary for Student to progress through the Initiative and consent to maintenance of general data necessary to assess the program.
- D. Courses. Student must complete the required coursework delineated in this MOU, which is based on a defined set of “success factors” of effective lawyers. The intention of this Initiative is to align criteria from the “success factors” with California Community College courses currently 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. Advanced Placement (AP) credit for Statistics and English may be granted pursuant to the local community college’s policy.
- i. Seven (7) Required Courses.
- a. Street Law, Street Law-based, OR Law and Democracy
  - b. English Composition
  - c. Critical Thinking
  - d. Argumentation and Debate OR Persuasion
  - e. Statistics
  - f. U.S. History
  - g. Introduction to American Government

Two (2) Recommended Elective Courses.

- h. Service/Civic Learning
  - i. College Success
- ii. Reciprocity Between Community Colleges. Any required course taken at any of the participating community colleges will have reciprocity – that is, it will receive “pass along” credit among the participating community colleges under this MOU.
- iii. Deferral of Courses to 4-Year University. Students transferring to Santa Clara University or the University of Southern California may elect to defer up to four of these courses until transfer to the four-year undergraduate program, where they must then complete these equivalents. Advanced Placement (AP) test credit may be applied to four-year undergraduate requirements pursuant to Santa Clara University’s or University of Southern California’s respective policies.
- a. Santa Clara University:
    - Political Science 1, Introduction to U.S. Politics, in lieu of Introduction to American Government
    - History 96A or 96B, Intro History of the U.S. I or II, in lieu of U.S. History
    - English 177, Argumentation, in lieu of Argumentation and Debate or Persuasion

- Any course approved for the Core Experiential Learning for Social Justice requirement in lieu of Service/Civic Learning

b. University of Southern California:

- Communication 141, Applied Debate, in lieu of Argumentation and Debate
- Political Science 100, Theory and Practice of American Democracy, or Political Science 120, Comparative Politics, in lieu of American Government
- History 100gm, The American Experience, or a score of 4 or 5 on the AP U.S. History exam, in lieu of U.S. History
- Math 208x, Elementary Probability and Statistics, or a score of 4 or 5 on the AP Statistics exam, in lieu of Statistics

See Exhibit A (Course Requirements at Community Colleges).

- E. Service/Civic Learning / College Success. It is recommended that Students take the service/civic learning and college success course. In addition or alternatively, Students may work with the instructional faculty champion for placement into law-related civic/service learning internships.

See Exhibit B (Service/Civic Learning Component Criteria)

- F. Extracurricular Activities. Student is encouraged to participate in various law-related activities and events sponsored at the community college level, such as debate competitions, statewide Law Day conference, pre-law club, law school visits, legal writing competitions, local county and affinity bars' events, judges' events, screening of video "When You Dream ... Community College Pathway to Law School", and California Supreme Court oral argument hearings. See Exhibit E (Brochure for Video).

All students at participating community colleges are encouraged to participate in these activities, whether or not students are qualified as "COAF Scholars" under this MOU.

- G. Transfer and Admission to Undergraduate Institution. While knowledge of which courses will transfer to an institution is valuable, policies at each university (or even schools and majors within a university) may impose additional admission requirements. In addition to completing the specified courses under the Initiative for admission to the participating law schools, Student must complete all pre-requisites for his/her major as required by a participating undergraduate institution and must transfer successfully. Students are encouraged to meet with transfer counselors and visit admissions and transfer websites for the participating undergraduate institutions.
- H. Good Standing. Student must at all times be in good academic standing as defined by each educational institution that the Student attends; must never be on academic probation or suspension or in violation of student conduct codes; and must at no time fall below the standards of ethics or behavior that would bar admission to the State Bar of California. Student should contact the State Bar of California, and/or the equivalent

licensing organizations in the jurisdiction(s) in which the Student intends to practice, to determine the applicable character, fitness, and other qualifications necessary for licensure.

In addition to the above, Student may at any point be removed from consideration under this Initiative by any or all of the participating law schools for any of the following behaviors as determined by those participating law schools;

1. Academic misconduct
  2. Unlawful misconduct
  3. Employment misconduct
  4. Financial misconduct
  5. Any other reasons determined by a law school that would indicate that Student does not appear capable of satisfactorily completing its educational program and being admitted to the bar.
- I. Application and Matriculation at Law School. Student must complete the course work at the community college level during this Agreement Period and enroll in participating law school no later than Fall 2024. Student is required to complete the law school application. Student must register with the Law School Admission Council and submit official transcripts through the Candidate Assembly Service (CAS).
- J. No Obligation. Any Student who does not meet the requirements for consideration as a “COAF Scholar” under this MOU or who is removed from the Initiative is not otherwise barred from seeking directly admission to any law school, including all participating law schools. Likewise, Student who meets all the requirements under this MOU is not obligated to attend any of the participating law schools and may seek admission to other law schools or may decide not to pursue a legal career.

## **SECTION II: COMMUNITY COLLEGES**

- A. Course Offerings. Community colleges shall offer each of the required 9 courses at least once every academic year and schedule the courses to maximize access for participating Students and enable Students to complete all courses within two academic years.

To the extent possible, community colleges shall provide priority enrollment in these courses for participating student. Community colleges shall also provide priority enrollment for all Students in EOPS, DSPS, CalWorks, TRIO, Puente, Umoja, AANAPISI, PACE, and high school law academy students under concurrent enrollment/dual enrollment, and other learning communities.

Community colleges shall maintain an updated list of courses (and their respective course numbers and dates offered) and must annually communicate its updated list to the Statewide Coordinator. See Exhibit A (Course Requirements at Community Colleges).

- B. Civic/Service Learning and College Success Course. Community colleges shall offer civic/service learning courses for as many units as possible. Community colleges with civic/service learning courses shall offer such courses in accordance with the criteria set forth in Exhibit B (Service/Civic Learning Component Criteria) and collaborate with the judiciary, bar, and public interest law organizations to develop such courses. Community colleges shall also offer a college success course as frequently as possible.
- C. Extracurricular Activities. Community colleges shall participate in the statewide debate competition. Community colleges shall organize law-related events and activities necessary for continued Student participation in this Initiative. Community colleges shall collaborate with local county bars, affinity bars, and the local judiciary to organize and sponsor law-related events and activities such as debate competitions, statewide Law Day conferences, college's Constitution Day, pre-law clubs, law school visits, legal writing competitions, local county and affinity bars' events, judges' events, and California Supreme Court and appellate court oral argument hearings.
- D. Financial Contribution. Unless funding is secured through public or private sources, each community college shall contribute \$5,000 per academic year for the employment of the Statewide Coordinator during this Agreement Period. Except for the employment contribution described in the preceding sentence, the community colleges that is a Parties to his MOU: (i) shall not have any other financial responsibilities relating to employment or retention of the Statewide Coordinator; (ii) shall not be liable or responsible for the acts, omissions or other conduct of the Statewide Coordinator; and (iii) shall not be deemed to be the employer of the Statewide Coordinator. All costs for activities at each respective community college and for its personnel (such as costs of travel to annual summit and release time) shall be borne by each respective community college.
- E. Notice. The Statewide Coordinator and participating community colleges, to the extent possible, shall identify participating Students applying to transfer to the respective undergraduate institutions. Students should identify on their applications if they are applying through the Initiative.
- F. Instructional Faculty Champion. Each community college will designate one "Faculty Champion" to lead the Initiative at its college and within its district. While some of the tasks of the Faculty Champion may be delegated to other faculty members or administrative staff at the college, it is important that there be a single member of the Faculty to act as a liaison to the Initiative and the Statewide Coordinator. That individual may change as the needs of each community college dictate, but it is expected that Faculty Champions will serve in that role for a minimum of three years.

The Faculty Champion must:

- i. Be a full-time, tenured or tenure-track faculty member at the community college. If an adjunct faculty is better suited for the role, an exception shall be requested from the Statewide Coordinator;
- ii. Agree to attend an annual conference/summit of the Parties;

- iii. Ensure that a current course list is maintained and transmitted as required to the Statewide Coordinator;
- iv. Ensure the curriculum required is maintained and reviewed annually for currency and effectiveness;
- v. Partner/liaison with community agencies/organizations, including local judiciary and bar organizations to provide Students with extracurricular opportunities in and service learning/civic engagement exposure to the legal profession; and
- vi. Work with counseling faculty and student leaders in facilitating campus events/activities in order to create a pre-law culture and promote the success of this Initiative.

G. Counseling Faculty Champion. Community college shall designate at least one counseling faculty to:

- i. Help Students establish their Student Educational Plans, guide them toward completion of the required courses, and identify undergraduate transfer pre-requisites; these duties can be performed in collaboration with the Articulation Officer whose expertise in curriculum requirements, transfer requirements, etc., may be required;
- ii. Assist Students with their transfer applications to the participating undergraduate institutions/law schools;
- iii. Attend the annual conference/summit to receive updated information from law schools and the legal profession on career counseling; and
- iv. Work with instructional faculty and student leaders in facilitating campus events/activities in order to create a pre-law culture and promote the success of this Initiative.

H. Administrator and Student Liaison. Each community college shall designate an administrator and a student who will work with the Instructional and Counseling Faculty Champions in promoting the Initiative at the college. Their collective responsibilities are to:

- i. Ensure that the Initiative becomes a part of the college's institutional culture by seeking support from college's executive leaders, academic senate, classified senate, and associated students organization;
- ii. Provide an annual report to the Statewide Coordinator within state and federal privacy laws on the participating Students in the Initiative, and the number and percentage of participating Students who are also participants in other programs and learning communities such as but not limited to EOPS, DSPS, CalWorks, TRIO, Puente, Umoja, AANAPISI, PACE, and high school law academies under concurrent/dual enrollment.
- iii. Support the "Faculty Champions";
- iv. Identify and support student candidates for participation in the Initiative; and
- v. Seek out and develop extracurricular activities that are law related in which Students can participate, preferably in partnership with the legal community.

### **SECTION III: UNDERGRADUATE 4-YEAR INSTITUTIONS**

- A. Articulation Agreements. The undergraduate institutions shall coordinate with all the participating community colleges to develop or reaffirm their respective articulation agreements or Transfer Guides and facilitate to the extent possible the participating student's ability to transfer.
- B. Transferability. The undergraduate institutions shall work with the participating community colleges to ensure, to the greatest extent possible, the ability for Students to transfer the required 9 courses. See Exhibit A (Course Requirements at Community Colleges).
- C. Recommended Courses and Extracurricular Activities. The undergraduate institutions shall provide a list of recommended courses such as logic, ethics, and rhetoric at their institutions that Students could take to better prepare them for the LSAT and law school. The undergraduate institutions shall also provide a list of pre-law activities and organizations. The recommended course listing and extracurricular activities shall be developed with the assistance of the Statewide Coordinator and COAF.
- D. Notice. The undergraduate institutions shall notify the Statewide Coordinator and the participating law schools of the participating Students transferring to their respective undergraduate institutions. Undergraduate institutions shall maintain data on participating Student enrollment and communicate that to the participating law schools and Statewide Coordinator within state and federal privacy laws.
- E. Liaison. The undergraduate institutions, to the extent possible, shall designate a person at their respective institutions to serve as a liaison for this Initiative and provide support for Students in this Initiative through various resources such as pre-law career advising and law-related activities.

### **SECTION IV: LAW SCHOOLS**

- A. Statement of Commitment and Special Partnership. Each participating Law School commits to promoting diversity, and supporting the "COAF Scholars" and participating community colleges.
  - i. The participating Law Schools commit to supporting this Initiative by providing students, pre-law advisors, and other educational and career counselors with accurate and appropriate information about law school opportunities. This includes conducting and supporting collaborative outreach activities at the participating community colleges and the participating law schools' respective undergraduate institutions. These activities will be designed to encourage students to consider a legal education and a career in the field of law, and to help effectively communicate the requirements and expectations of those students who choose to pursue a law degree and legal and legally-related careers.

ii. The participating Law Schools shall waive the application fee for participating students. The participating Law Schools commit to a holistic review of the applications of the participating students. This includes but is not limited to consideration of the following in furtherance of achieving the goals of this Initiative and the individual law schools' institutional missions or objectives:

- Successful completion of the requirements to be “COAF Scholars” under this Initiative.
- Law School Admission Test (LSAT) scores
- Undergraduate course of study and grade point average
- Personal statements
- Professional and other work experiences
- Relevant demonstrated skills
- Letters of recommendation
- Evaluations
- Personal interviews (if granted at the discretion of the participating Law Schools)

Participating Law Schools shall not admit applicants who do not appear capable of satisfactorily completing their educational programs and being admitted to the bar.

B. Liaison for Initiative. Law School shall appoint at least one individual to serve as a Liaison to COAF for the Initiative. The Liaison will:

- i. Champion the Initiative at the law school;
- ii. Attend the annual community college summit/conference for Parties to offer insights on law school teaching and courses, career advising, and financial aid;
- iii. Communicate with the community colleges and participating 4-year undergraduate institutions to involve Students in activities and programs sponsored at the law school such as lectures, pre-law training programs, law firm receptions, judges' nights, moot court, volunteer opportunities to serve as mock jurors or organize law firm interview programs, and bar-related activities; and
- iv. Maintain data on participating Student enrollment in the law school and communicate that to the Statewide Coordinator within state and federal privacy laws.

## **SECTION V: STATEWIDE COORDINATOR / CHIEF NAVIGATOR**

COAF will select an individual to serve as the Statewide Coordinator and liaison to COAF for this Initiative during the Agreement Period. The Statewide Coordinator will be

housed with the California Community College Foundation or an entity allowed by any secured funding sources. The Statewide Coordinator will:

- v. Provide certificates to participating students who successfully complete the requirements set forth in this MOU as part of the Initiative, and upon their graduation from the participating community colleges, designate them as “COAF Scholars”;
- vi. Ensure that the administrative aspects required of the Initiative are implemented and followed by the Parties;
- vii. Provide data to the Parties on success metrics and facilitate discussions on best practices and improvements;
- viii. Maintain a list of participating Students for all participating parties in accordance with state and federal privacy laws;
- ix. Oversee the statewide repository of the course listings at each of the community colleges for the law schools to evaluate whether or not the participating Students have met all the course requirements;
- x. Coordinate activities and communication among the Parties;
- xi. Organize and develop the programming for the annual conference/summit and Law Day for Students, in collaboration with the Parties;
- xii. Develop outreach and counseling materials;
- xiii. Represent the Initiative in conjunction with the State Bar and COAF;
- xiv. Report to COAF annually on success data;
- xv. Develop partnerships with various individuals and entities such as foundations, educational organizations, local bars, law firms, public interest/legal aid organizations, and affinity bars for student internships, scholarships, civic/service learning opportunities, extracurricular activities, and teaching professional development;
- xvi. Seek funding or assist Parties seeking funding for student scholarships, operational costs for Statewide Coordinator, and operational costs for community colleges;
- xvii. Mediate and arbitrate any disputes between Parties; and
- xviii. Be evaluated by the Parties and COAF on an annual basis.

## **SECTION VI: OTHER TERMS AND CONDITIONS**

- A. Annual Conference/Summit. All Parties will send its representatives to the annual conference/summit. The summit is both a conference for faculty and administrators, and a Law Day event for Students.
  - i. The purposes of the “Faculty Champion” annual meeting include, but are not limited to, discussing any needed improvement relative to the Initiative, providing pre-law and career advising information for community colleges to counsel Students, promoting better communication and partnership between the community colleges, 4-year undergraduate institutions, and law schools, and sharing best practice tools for teaching and advising.

- ii. The purposes of the “Law Day” conference include, but are not limited to, providing Students with pre-law and career advising, introducing Students to prominent judges and lawyers, and serving as the statewide forum for mock trials or debate competitions.
- B. Mediation and Adjudication. If there are any ambiguities or unforeseen issues that arise during this Agreement Period, Parties will meet and reach an agreement, with the Statewide Coordinator serving as facilitator and mediator. Should the parties not come to an agreement, the Statewide Coordinator shall serve as the adjudicator and his/her decision may only be appealed to COAF for final decision.
- C. Amendment. Upon mutual agreement among Parties and COAF, Parties may amend this MOU in writing. Written amendments shall be effective only if duly executed by authorized employees of the Parties.
- D. Timeline. This MOU shall be effective for a period of ten (10) academic years and the Initiative may have its first student matriculating at the law schools as early as Fall 2017 and as late Fall 2024. The Parties agree to continue to promote the Initiative, offer the courses, and remain current with all requirements of the Initiative for the ten (10) academic year period. See Exhibit C (Timeline – Implementation Agreement Period)
- E. Termination. Parties may terminate the MOU upon consensus or withdraw from the MOU with at least six (6) months’ written notice prior to a new academic year, as long as Parties adhere to the terms of the MOU for any current Students who have relied on the terms of the MOU and allow such Students to complete their law school career under the terms of the MOU.

The Parties each represent and warrant that they have the full power and actual authority to enter into this MOU and to carry out all actions required of them by this MOU. Parties may deputize designee to sign at ceremony on May 1, 2014; and provide final signature subsequently. Neither Party may assign or otherwise transfer this MOU without the other Party's prior written consent.

The Parties to this Memorandum of Understanding hereby confirm their agreement to its terms by their signatures:

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Victor Gold, Dean, Loyola Law School Date

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Michael O’Sullivan, Dean, Loyola Marymount University Date

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Lisa Kloppenberg, Dean, Santa Clara University School of Law      Date

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Dennis Jacobs, Provost, Santa Clara University      Date

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Kevin Johnson, Dean, University of California, Davis School of Law (King Hall)      Date

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Linda P.B. Katehi, Chancellor, University of California, Davis      Date

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Erwin Chemerinsky, Dean, University of California, Irvine School of Law      Date

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Michael V. Drake, Chancellor, University of California, Irvine      Date

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John Trasviña, Dean, University of San Francisco, School of Law      Date

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Jennifer E. Turpin, Provost, University of San Francisco      Date

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Robert K. Rasmussen, Dean, University of Southern California Gould School of Law      Date

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Michael Quick, Executive Vice Provost, University of Southern California

Date

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President, Antelope Valley College

Date

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President, Bakersfield College

Date

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President, Chabot College

Date

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President, Chaffey College

Date

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President, College of Alameda

Date

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President, College of the Canyons

Date

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President, College of the Sequoias

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President, Contra Costa College

Date

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President, Fresno City College

Date

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President, Gavilan College Date

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President, Hartnell College Date

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President, Los Angeles City College Date

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President, Los Angeles Mission College Date

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President, Merritt College Date

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President, Rio Hondo Community College Date

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President, Oxnard College Date

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President, Riverside City College Date

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President, Sacramento City College Date



**EXHIBIT A**  
**COURSE REQUIREMENTS AT COMMUNITY COLLEGES**  
**COURSEWORK AND IGETC GUIDELINES**

**Summary of Required 7 Course Pattern and 2 Elective Course Patter:**

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
8. Service/Civic Learning (elective)
9. College Success (elective)

**Deferral of Courses to 4-Year University:**

Students transferring to Santa Clara University or the University of Southern California may elect to defer up to four of these courses until transfer to the four-year undergraduate program, where they must then complete these equivalents:

Santa Clara University:

- English 177, Argumentation, in lieu of Argumentation and Debate or Persuasion
- History 96A or 96B, Intro History of the U.S. I or II, in lieu of U.S. History
- Political Science 1, Introduction to U.S. Politics, in lieu of Introduction to American Government
- Any course approved for the Core Experiential Learning for Social Justice requirement in lieu of Service/Civic Learning

University of Southern California:

- Communication 141, Applied Debate, in lieu of Argumentation and Debate
- Math 208x, Elementary Probability and Statistics, or a score of 4 or 5 on the AP Statistics exam, in lieu of Statistics
- History 100gm, The American Experience, or a score of 4 or 5 on the AP U.S. History exam, in lieu of U.S. History
- Political Science 100, Theory and Practice of American Democracy, or Political Science 120, Comparative Politics, in lieu of American Government

## **REQUIRED 7 COURSE PATTERN**

### **(1) Street Law course, Street Law-based course, OR Law and Democracy**

- A Street Law or Street Law-based course is a required course for the initiative. See Street Law in Community Colleges Brochure and Guidelines for What Constitutes a Street Law-Based/Equivalent.
- UC Transferrable
- IGETC Area: 4 – Social and Behavioral Sciences

**NOTE:** Examples of UC-transferable Street Law, Street Law-based OR Law and Democracy courses include:

1. POSC/ADMJ 45 - Law and Democracy (Chabot College)

### **(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.
- UC Transferrable?  Yes
- IGETC Area: 1A – English Composition

### **(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.

- UC Transferrable
- IGETC Area: 1B – Critical Thinking/English Composition

#### **(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.
- UC Transferrable
- IGETC Area: 1C – Oral Communication

May defer and instead take English 177, Argumentation, at Santa Clara University (satisfies Core Advanced Writing requirement).

#### **(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.
- UC Transferrable
- IGETC Area: 2A - Mathematical Concepts & Quantitative Reasoning

**(6) U.S. History – any time period**

- UC Transferrable
- IGETC Area: 4 – Social and Behavioral Sciences

May defer and instead take History 96A or 96B, Intro History of the U.S. I or II at Santa Clara University (satisfies Core Civic Engagement requirement).

**(7) Introduction to American Government or Equivalent**

- UC Transferrable
- IGETC Area: 4 – Social and Behavioral Sciences

May defer and instead take Political Science 1, Introduction to U.S. Politics at Santa Clara University (satisfies Core Civic Engagement requirement).

**REQUIRED 2 COURSE PATTERN**

**(1) 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 B.

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

Or, 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

May defer and instead take any course approved for the Core Experiential Learning for Social Justice requirement at Santa Clara University.

**(2) 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.

At the community college level, at minimum, one class for each of the IGETC factors shall be offered at least annually. Each community college will offer the official *Street Law* course, or an approved *Street Law* based course, annually. Additionally, each community college will offer the service / civic learning and college course annually.

Each community college will maintain an updated list of courses (and their respective course numbers and dates offered) for which that course satisfied specified factors/learning outcomes and must annually communicate its updated list to the person who is designated to serve as the “Statewide Coordinator” by a time and date to be agreed upon with the Statewide Coordinator. In addition to these academic requirements, participating community colleges will also participate or sponsor key outreach events and community activities including debates, mock trials and or activities, such as law day.

## EXHIBIT B

### SERVICE/CIVIC LEARNING COMPONENT CRITERIA

Law schools and the legal community recognize the importance of fostering civic-minded professionals willing to help others and improve their communities. In fact, some state bars even require attorneys to complete a minimum number of pro bono hours to maintain good standing. Civic engagement tends to benefit all parties—attorneys have the opportunity to gain experience in areas of law that they might not be accustomed, community organizations are provided with the much needed intellectual capital, the public has greater access to community services, and the government’s burden in supporting such programs itself is lessened.

Students often agree that some of their most worthwhile experiences resulted from community based service/civic learning opportunities, not only because of the practical “hands on” experience, but also because they were connected to education opportunities allowing them to develop a greater understanding of the interworking of their communities. Civic engagement can result in students’ exposure to the legal field, strengthened ties with their community, expanded network of professional contacts, and a deeper understanding of why they want to go to law school.

The 2+2+3 Program hopes to advance these objectives by recommending a public service/civic learning component to the program. While community colleges are free to exercise their creative judgment when crafting their courses, non-credit programs or incorporating civic engagement into existing courses, the component should include a nonprofit or public interest organization partners as well as work related to law, policy, or government. The component is different than an unfocused volunteer program; it goes a step further by incorporating some type of legal or legally-related experience. Some examples include:

- Assisting with client-intakes at a legal aid organization
- Working in the courts as interns or in the court’s self-help center
- Working on development of legislation and advocacy for policies
- Participating in a joint study program with local law school clinics
- Working at a public interest law firm on impact litigation
- Providing interpretation and translation services for law firms and elected officials
- Helping conflict resolution organizations with community mediations
- Developing educational materials and youth outreach

### LEARNING OBJECTIVES

Through this course, students may gain the following:

#### *Knowledge*

1. Understand the theory and history of civic and community engagement in the U.S., and develop critical perspectives on the importance of public service and the role lawyers play
2. Understand how individuals and groups create and sustain change, including the contributions lawyers can make in the community

3. Deepen an understanding of social and environmental problems and of the role of multiple stakeholders in addressing these problems

*Skills*

4. Develop skills for success working in community settings
5. Learn to work effectively as members of a diverse team
6. Develop student's own interests and commitment to community engagement and public service
7. Learn substantive areas of the law
8. Learn client interview and counseling
9. Learn how to persuasively tell a client's story
10. Provide legal assistance to underserved individuals and rural communities
11. Improve research and writing skills
12. Gain an understanding of court process and procedure
13. Learn time management and organizational skills
14. Become more confident public speaker
15. Learn advocacy and negotiation skills

Students transferring to Santa Clara University may defer and instead take any course approved for the Core Experiential Learning for Social Justice requirement at Santa Clara University.

## EXHIBIT C

### TIMELINE – IMPLEMENTATION AGREEMENT PERIOD

Year	Academic Year (Aug – June)	Community College	Law School
	Spring and Summer 2014	Outreach to community college students and feeder high schools;  Attend “Faculty Champion” Summit and Law Day Student conference in May 1-2 2014.	Assist with Outreach/Recruitment  Attend “Faculty Champion” Summit on May 1-2,2014
1	2014-2015	First full class of community college students: starts taking courses and participates in pre-law activities.	
2	2015-16	First full class: matriculates second year at community college.  Possibly, some community colleges students transfer to 4-year undergraduates.	
3	2016-17	First full class: earliest matriculation at 4-year institution.  Possibly, some community college students who transferred will take LSAT.	
4	2017-18	First full class: earliest taking of LSAT.	Fall 2017: Possibly, some community college students matriculating under Initiative.
5	2018-19	First class: earliest matriculating in law school.	First full class of community college students matriculating under Initiative.

6	2019-20		
7	2020-21		
8	2021-22	Spring graduation: last community college class to participate under Initiative.  Last year for community colleges in Initiative.	
9	2022-23	Last class: matriculates at 4-year undergraduate institution unless there is an extension	
10	2023-24	Last class of students to take LSAT for law school matriculation in 2023-24.	
	2024-25		Fall 2024: Last entering class to be admitted under Initiative, unless there is an extension. Last law graduating Class of 2027.

**EXHIBIT D**

**STATEMENT OF COMMITMENT AND SPECIAL PARTNERSHIP BY LAW  
SCHOOLS**

**EXHIBIT E**  
**BROCHURE FOR VIDEO**

<https://sites.google.com/site/calbardream/>