Los Medanos College

New Instructional Program Proposal – Phase 1

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Date: __2/24/2020_____

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Program Name: Law, Public Policy and Society AS-T Program

Mission/Goals

Describe the purpose and goals of the program. Who is it designed to serve? Will the program offer an Associate Degree? A Certificate of Achievement?

The goal of the Law, Public Policy and Society AS-T Program:

Law forms the backbone of our country, the judicial system and our community organization. Understanding the 'rule of law' empowers citizens to help make real change in their communities, while also providing the skills and knowledge for successful careers. This interdisciplinary area of emphasis focuses on the development of the necessary skills (such as critical thinking, argumentation, research and writing) for success in law related fields.

The Mission of the Law, Public Policy and Society AS-T Program will be to provide a complete pathway for law students which will serve as good preparation for law school upon completion of a bachelor's degree.

The program will have the following Program Student Learning Outcomes. Upon completing the program students will be able to:

1. Analyze the history of the United States Constitution, case law and statutory law as it relates to the development of civil liberties protections, civil rights guarantees, and how these are applicable to diverse demographic groups. (GESLO 4, 5)

2. Critically analyze and evaluate the political institutions and legal processes through which law and/or public policy is formulated and implemented. (GESLO 3)

3. 3. Apply ethical analysis to develop solutions for contemporary social, economic and political issues. (GESLO 2, 4)

4. Develop and apply strong written and oral communication skills in analysis of legal and social issues. (GESLO 1)

The program is designed to serve the following students:

1. The primary focus will be on students seeking to succeed in law school. According to the Employment Development Department of the State of California, from 2016 – 2026 the employment of lawyers will grow from 97,400 to 108,000 a 10.9% increase. In Contra Costa County they estimate 5,840 lawyers. At Los Medanos College we have a number of self identified law students hoping to go to law school.

2. Students seeking other law related fields. This degree is intended to be preparatory for law fields and as such provides a broad base for any student interested in the intersection of law, public policy and society. These include jobs such as paralegal, law clerk, probation officer, law enforcement officer, lobbyist, politician, journalist, marketing and advertising professional, human resources and financial analyst. (adegreewithaguarantee.com)

3. Student interested in an area of focus for majors not offered. This degree offers the foundation for other majors not found at Los Medanos College. From the Transfer Model Curriculum for this degree, these include but are not limited to: Criminology (CSU Fresno), Global Intelligence and National Security (CSU Bakersfield), Public Administration (CSU Fresno), International Relations (CSU Sacramento).

4. Students interested in supplementing other degrees with a programmatic general education. Being an interdisciplinary degree student may want to receive the AS-T in Law, Public Policy, and Society, in addition to another degree, because it provides a breadth of general education curriculum which may supplement their education. For example a student who intends to transfer and majoring in political science would benefit from the skills in communications and critical thinking emphasized in the degree.

Program Strategy:

The program will offer an Associate's Degree for Transfer in Law, Public Policy and Society. Most students interested in careers in law will need to transfer to a four year institution to complete a bachelor's degree and may need to complete law school. The Law, Public Policy, and Society AS-T is the best path for this, because it was built with these transfer connections in mind. We will design it to help provide students with the necessary skills to get an advantage at their transfer institutions.

The program will use the Learning Community model to help reach the goals of the program. The cohort model has been show to offer success for students, through connections with other students and faculty.

This model is ideal for law students for a number of reasons. This model will offer students the chance to get real world exposure to the law which is critical to their success in the field. Law student will have a long path. It will be especially advantageous for them to have allies and students who they are working with, as well as faculty and staff who are attentive to their needs. Finally the resources needed to be successful don't just live in the classroom. These student will need lasting partnership they can take with them to upper-division and law school.

Rationale

What role would this program fulfill in the college curriculum? Why is it important to offer this program?

Role in college curriculum.

Within the current college curriculum there exists a gap between disciplines. Our law students bounce between Political Science, Administrative Justice, Communication and Philosophy. While each program provides some support and a portion of the skills that these students will need, no one program offers them all and no one program offers the holistic insight to provide for these students. In these ways prospective law students currently don't have a clear path to study law with any semblance of breadth at Los Medanos College.

The Law, Public Policy and Society AS-T will fill this gap using existing course and resources across these disciplines to create a clear pathway for law student success and enrichment.

The vision and mission of the program maps onto all of the general education student learning outcomes outlined by the college. These is expressed in the PSLOs.

1. Analyze the history of the United States Constitution, case law and statutory law as it relates to the development of civil liberties protections, civil rights guarantees, and how these are applicable to diverse demographic groups. (GESLO 4, 5)

2. Critically analyze and evaluate the political institutions and legal processes through which law and/or public policy is formulated and implemented. (GESLO 3)

3. 3. Apply ethical analysis to develop solutions for contemporary social, economic and political issues. (GESLO 2, 4)

4. Develop and apply strong written and oral communication skills in analysis of legal and social issues. (GESLO 1)

It is important to offer this program for four reasons.

1. Tracking students. We have no mechanism or institutional organizing for tracking the success of our law students. These student exist in a gap which does not get accounted for when we complete Program Assessment or any departmental review. Contra Costa County has law related jobs in the community which students are interested in filling. We need a mechanism to assess how to best meet these students needs and start them on the long path towards law-related careers.

2. The degree would provide our law students an advantage to getting into law school and graduating from law school. Success in law school starts early and a good foundation in key to success over the 7 year process. The degree would provide our law students with a competitive advantage to getting into law school and graduating from law school. For example, taking Philosophy 210 preps them for the LSAT, Journalism-110 prepers them for writing and Political Science 160 gives then a foundation in legal briefs and case law.

3. The degree aligns with the Vision for Success in three ways.

A. The degree will increase the number of students receiving a degree and the number of those students transferring. Currently no one degree fits the law student and so they often settle for something similar, but may not see the degree all the way through as it is not their area of focus. They may choose to simply select to complete their CSU or IGETC requirements and transfer without a degree. This degree will offer a clear choice and set of course towards transfer, helping them get both a degree and transfer. This aligns with the following Vision for Success Goals:

> Goal 1: increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
>
> Goal 2: increase by 35 percent the number of California Community College students transferring annually to a UC or CSU.

B. The degree will help degree law students only take necessary units. With a clearly articulated degree, it takes the guess work out of students course work. A common story for our students is they start in Administrative Justice and then switch to Philosophy when they decided they want a law pathway. This results in these students completing units for the Administration Justice program which will not transfer to the Philosophy program, resulting in additional units. his aligns with the following Vision for Success Goal:

> Goal 3: decrease the average number of units accumulated by California Community College students earning associate degrees

C. While not a CTE program as such, the degree will help students find jobs and careers in law. The focus of the program in large is to help students complete the course work necessary to begin working in law or to build the foundation skills necessary to work in law related fields. This aligns with the following Vision for Success Goal:

> Goal 4: increase the percent of existing CTE students who report being employed in their field of study

4. Offering a Law, Public Policy and Society Program will help the college achieve the following objectives set out in the Strategic Plan:

1.Increase equitable student engagement, learning, and success. The program will help empower disenfranchised groups by giving them a door to the law and the education to build a stable career. By creating the degree we will also have a chance to holistically evaluate the quality and success of our law related courses.

2.Strengthen community engagement and partnerships. As part of the program we will make connections with local law firms and government agency to place students in internships. We will work will local law firms and government agency to incorporate the skills and training students need to be successful in careers in our region. Finally we are already working with Deer Valley High School to map our program on to they pre-law programs.

3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness. By providing better tracking for law students and better accountable for our law classes, this innovative program will help with all of the qualities of this objective.

Curriculum and Needs Assessment/Feasibility

List the proposed new courses for the program, including the title, number of units, and a brief course description.

LMC already offers all of the courses outlined in the TMC. All the course already have or have applied for the needed C-IDs.

List the course requirements for the major.

The TMC for the LPPS is broad and intended to be focused. Given our emphasis on law related skill development, we propose the following degree structure:

CORE

Per the TMC, a minimum of 18 units can be double counted towards completion of the CSU GE Breadth. The following CORE course will be core to the degree but will all be double counted.

TMC Category	LMC Course	CSU GE Box
1. Understanding the Law	ADJUS 110: Introduction to Criminal Justice	D
2. Ethics	PHIL 120: Introduction to Ethics	C2
3. Oral Communication	SPCH 110: Speech Communication OR SPCH 120: Argumentation and Debate	A1

4. Written Communication	ENGL 100: College Composition	A2
5. Critical Thinking	ENGL 221 Advanced Composition and Critical Thinking (UC) OR SPCH 120: Argumentation and Debate (CSU)	A3
6. Quantitative Reasoning	MATH 110: Introduction to Statistics	B4
7. US History	HIST 29: United States History until 1865 OR HIST 30: United States History from 1865	D (US History)
8. Intro to Am Gov	POLSC 10: Introduction to American Government: Institutions and Ideals	D (American Ideals)
9. College Success	ACS-10: Becoming a College Scholar - a First Year Seminar	E

MAJOR SKILLS
Students must complete all courses listed below:

1. JOURN-110: Writing for the Media	3
2. POLSC-160: Introduction to Law, Public Policy, Society	3
3. PHIL-210: Symbolic Logic	3
Total Units	9

MAJOR LAW FOCUS
Select One course (3 Units) from the list below:

1. BUS-294: Business Law OR 2. ADJUS-120: Criminal Law	3
Total Units	3

ELECTIVES
Select two courses (minimum of 6 units) from two of the areas listed below:
(Note – courses must not have been used above.)

Business:	
BUS-294: Business Law	3
Economics:	

ECON-010: Microeconomics	3
ECON-011: Macroeconomics	3
Political Science:	
POLSC-043: International Relations	3
POLSC-050: Intro to Comparative Politics	3
Public Policy:	
ENGL-110: Intro to Social Justice Studies	3
SOCIO-016: Intro to Social Problems	3
Diversity:	
ANTHR-006: Cultural Anthropology	3
SPCH-150: Intercultural Communication	3
SOCSC-136: Intro to Gender Studies	3
SOCSC-150: Intro to Race & Ethnicity	3
Administration of Justice:	
ADJUS-120: Criminal Law	3
ADJUS-122: Criminal Trial Process	3
ADJUS-124: Legal Aspects of Evidence	3
ADJUS-160: Community & Justice System	3
ADJUS-200: Intro to Corrections	3
ADJUS-220: Juvenile Procedures	3
Internship/Fieldwork:	
COOP-160: General Work Experience Education	3
Total Units	6

Major Skills Courses	9 Units
Major Law Focus	3 Units
Electives	6 Units

Total	**18 Units**

List the proposed sequence of program-specific courses and the projected enrollment:

Fall-Year 1 (list the courses to be offered each term and the projected enrollment)

ENGL 100: College Composition	3
ACS-10: Becoming a College Scholar - a First Year Seminar	3
POLSC 10: Introduction to American Government: Institutions and Ideals	3
SPCH 110: Speech Communication (CSU) OR SPCH 120: Argumentation and Debate (UC)	3

Spring-Year 1

ENGL 221 Advanced Composition and Critical Thinking (UC) OR SPCH 120: Argumentation and Debate (CSU)	3
POLSC-160: Introduction to Law, Public Policy, Society	3
ADJUS 110: Introduction to Criminal Justice	3
JOURN-110: Writing for the Media	3

Fall-Year 2

1. BUS-294: Business Law OR 2. ADJUS-120: Criminal Law	3
PHIL 120: Introduction to Ethics	3
HIST 29: United States History until 1865 OR HIST 30: United States History from 1865	3

Spring-Year 2

PHIL-210	3
MATH 110: Introduction to Statistics	3
ELECTIVE 1	3
ELECTIVE 2	3

Projected number of students in the program*:

Fall-Year 1 __40_____; Spring – Year 1 _____40_____
Fall-Year 2 __40_____; Spring – Year 2 ____40_____

* Unduplicated total headcount in program-specific courses.

Enrollment projections are based on: [enrollments in experimental (900) courses to be included in the program; enrollments in similar programs in the college or nearby colleges; etc.]

Projected Annual FTES (to be completed by the Office of Instruction)

Year 1 _____
Year 2 _____

Do other colleges in the district or in neighboring districts offer a similar program? If so, provide the rationale for duplicating it at LMC.

According to AdegreewithaGarentee.com Canada College is the only community college within 50 miles that offers this AST. The following colleges in our area participate in the California Law Pipeline:

Chabot College
College of Alameda
Merritt College
Solano Community College
San Joaquin Delta College

From our research there is no measurable or concrete advantage for students participating in the Pipeline. While these programs offer certificates, a certificate is the wrong vehicle for students. It does not offer a complete path for students to transfer and complete law school.

In this way Los Medanos College would be committing to a more complete and robust law pathway, making this program only one of two in our region and certainly the only practical option for students from East Contra Costa County.

We believe the prevalence of law careers in the county justifies this need.

For new <u>CTE programs</u>: provide labor market information and job market projections that support the establishment of this program. Sources for this information are provided in the Program and Course Approval Handbook (Chancellor's Office). Also include the results of discussions with key local employers/potential advisory committee members.

N/A

What other departments at the college could be affected by adding this program? Explain and include the results of preliminary discussions with the affected departments.

Given the interdisciplinary nature of the degree it will impact all the departments participating. Four department have more course than any other: administration of Justice, Political Science, Communications and Philosophy. All four of these departments are involved in the creation of this degree.

All the departments involved meet on May 1st, 2019 and discussed the degree. There was unanimous agreement to move forward with the degree and to have Edward Haven and Ryan Hiscocks take the lead with the assistance of Nikki Moultrie (Dean) and David Reyes (Counseling).

The leads and assisting members meet on September 30th to finalize PSLOs for the program.

Staffing

Describe the initial staffing needed for the program, including the approximate number of full time and part time faculty and classified staff.

All the course for this degree are already being taught within their respective disciplines. The faculty from the disciplines are aware of the introduction of the program and the additional course load it might create for their departments.

The only course being introduced specifically for the Law, Public Policy and Society students would be a section of ACS-10 for law students.

The program would need a specialized counselor, similar to other learning community models, dedicated to helping the law students navigate the program, teach the ACS-10 course and provided knowledge of law schools and careers. David Reyes already volunteered to fill this role, which could be meet within his current load.

Like other learning communities at the college, a staff member would be needed to help coordinate and manage the program. This includes student information, events and internships. This may not be a full-time job at first (20hr/wk) and could be share with other learning communities or job on campus.

Finally the program will need a faculty lead, who will need to be given .20 release time per semester. Given the fact that this program will not have dedicated faculty and that a program review will need to be completed and course offerings organized across disciplines, someone from within the disciplines involved will need to lead and organize the program. This position would be appointed by the full-time faculty in the disciplines involved and run on a two-year rotation.

Will new hires be required in order to offer the program? If so, are the pools of full time and/or part time faculty expected to be sufficient?

No new hires will be needed.

How will the staffing needs change in years 2-4?

The staffing needs listed above should cover the program going forward and no additional staffing needs should arise in the years to follow.

Operating Budget

Outline the initial budget required to fund the program. Briefly explain any budget item as needed to make the purpose clear.

Staffing — Positions outlined above.
1. Program Assistant, Full time: $3,864 - $4,706
2. Reassigned Time: .40/year: ~ $10,000 (adjuncts hired to replace)

Supplies — $200 standard supplies budget

Consultants — $2000 These funds will be used to cover guest speakers or consultants for skills like LSAT prep, Mock Trial (travel reimbursement for mileage, stipends, etc.)

Travel — $5000 This includes travel for faculty to internship sites, building local partnerships, college partnerships and funding professional development.

Interprogram (Copies, postage, etc.) $400 standard Inter-program budget

Equipment (list all major equipment) $0
See Instructional Technology Department for recommendations and cost estimates

What additional costs should be anticipated in subsequent years?
Additional cost could be incurred should the program grow beyond initial projections.

Facilities

Describe the facilities needed for the program in the first year (classrooms, labs, offices, other).

The program would occupy the existing classrooms. An office would be needed for the hourly classified staff.

What additional facilities needs should be anticipated in subsequent years?

Ideally as the program grows, it would be good for the program to have a student space, in the same way that other learning communities have. However, this space could be a shared with other groups or clubs, such as the common student leaning community space in the new Student Union.

Reviewed by:

_____ Senior Dean of Instruction

_____ Academic Senate President