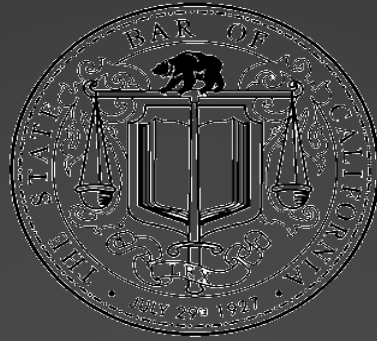


Teaching Social Justice & The Law Scholars Program



September 9, 2020

Dr. Erin Vines • Dr. Jill Zimmerman • Alberto Mendoza •
Bahareh Beheshti • Carlos Pinho • Diane Walker, JD • Frederick
“Fritz” Hemker • John Vento • Kamryn Williams • Rosa Fuller •
Towana Catley



“WHEN YOU DREAM— COMMUNITY COLLEGE PATHWAY TO LAW SCHOOL”

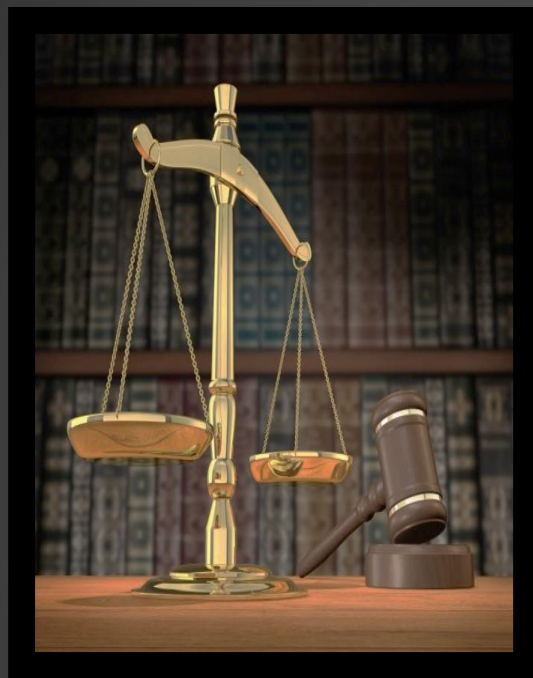
<https://sites.google.com/site/calbardream>

<http://www.discoverlaw.org/preparing/community-college.asp>

COMMITTEE MEMBERS



Dr. Erin Vines
Vice President of
Student Services



Dr. Jill Zimmerman
Dean of Student Life



Diane Walker, JD
AVUHSD Dir. Industry
Liaison & Post-Secondary
Partnerships



Kamryn Williams
Administrative Assistant
of Student Life

FACULTY & COMMITTEE MEMBERS



Alberto Mendoza
Philosophy



Carlos Pinho
Administration of
Justice



John Vento
Political Science



Frederick Hemker
Political Science

FACULTY & COMMITTEE MEMBERS



Rosa Fuller
Counselor



Towana Catley
Counselor



Bahareh Beheshti
Counselor
Starting Spring 2021

THE PROGRAM

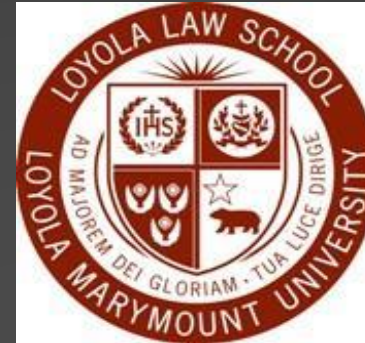
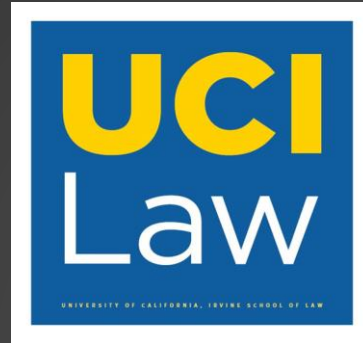


The Community College Pathways to Law School initiative is an unprecedented effort within California higher education to enhance opportunities and advancement in the legal profession for diverse populations.

“This project will put talented and promising community college students on a trajectory to enter some of the finest law schools in the nation, and receive the support they need to succeed, and make the legal profession more diverse and the justice system more reflective of our state.”

Brice W. Harris, Chancellor of the California Community Colleges

PREFERRED ADMISSIONS at our Partnered Law Schools



Program will include individual advisement and mentoring from law school advisors, waived application fees for admissions, and/or preferred admission status upon acceptance

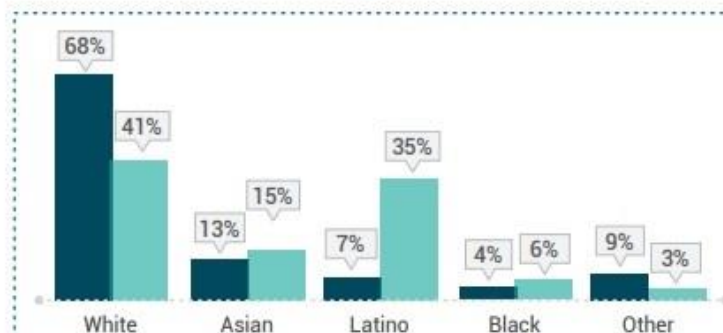
CALIFORNIA STATE BAR & DIVERSITY

This Bar Brief draws from data collected to date from over 125,000 California attorneys

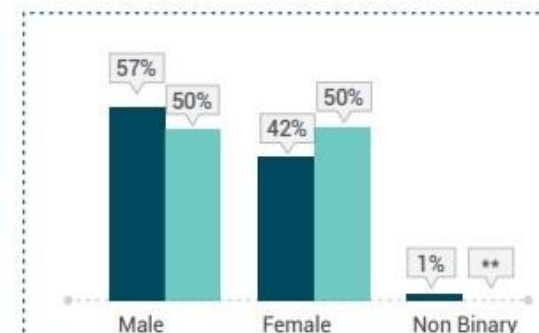
Source: State Bar of California Attorney Demographics

<https://members.calbar.ca.gov/search/demographics.aspx>

CA Attorneys (2019) CA Pop > 18 years (2017)



California's legal profession remains approximately two-thirds white, while the state's population is nearly 60 percent people of color. Latinos in particular are underrepresented among attorneys.



Women are a slight majority in California's adult population, but they make up about 42 percent of California attorneys.

Fewer Attorneys with Disabilities Than State Estimate



CA Estimate Source: National Center on Birth Defects and Developmental Disabilities

More than one in five Californians has some form of disability: mobility issues, cognitive impairments, vision and hearing impairments, and other disabilities that limit activities and self-care. Few attorney respondents reported having a disability.

Attorney LGBTQ Population Roughly at Parity with State Estimate



CA Estimate Source: Williams Institute, UCLA School of Law

About a third of attorney survey respondents declined to answer the survey question about sexual orientation. However, total respondents who identified themselves as having an orientation other than heterosexual indicate that the attorney population is slightly higher than with estimates of the LGBTQ population in California.

WHY THIS MATTERS

- Diversity in the legal profession and judiciary supports the public's trust and confidence, and enhances perceptions of fairness in the legal system.
- Lawyers occupy critical leadership positions, and engage in policymaking impacting our communities.

STUDY BY LAW SCHOOL ADMISSIONS COUNCIL

- Recruitment has typically taken place at 4-year universities
- Students who start at 2-year colleges tend to succeed in law school as well as students who start at 4-year universities. The **challenge** is get them **to apply successfully**
- New Law Scholars Program started in 2014. AVC is 1 of 29 community colleges partnered with 6 California law schools to help smooth the pathway to a law degree

HOW TO PREPARE FOR LAW SCHOOL ADMISSIONS

- Develop skills to do well on LSAT standardized test and get through law school
- Learn about the application process
- Understand the law profession and areas of specialization
- Keep a strong academic record
- To improve the likelihood of law school admission by developing **logical and analytical reasoning skills and reading comprehension**



4 PROGRAM REQUIREMENTS



Complete 7 required courses

Actively participate in Pre-Law Club

Service Learning

Be transfer ready (see your counselor!)

7 REQUIRED COURSES

- ENGL101
- ENGL102 or 103 or PHIL201*
- MATH115
- POLS101
- POLS203 or BUS201
- HIST107 or 108
- COMM115

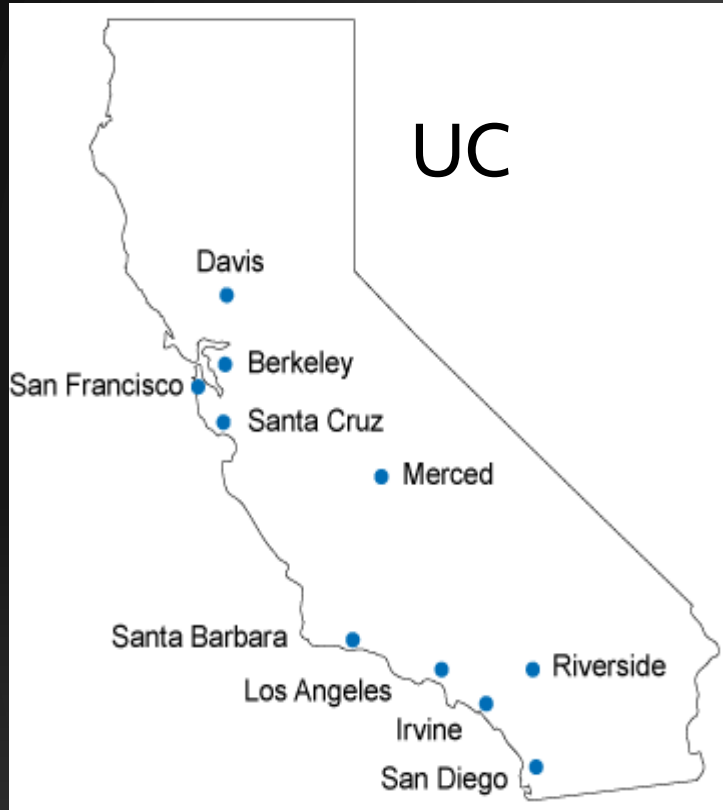
ASSOCIATE'S DEGREE OPTIONS

- Complete general education coursework for transfer and fulfill your transfer major prep requirements (assist.org)
- An Associate's Degree is NOT required to transfer nor to go to law school, but recommended
- Popular Associate's Degrees include:



You are not limited to the above, but other majors may require additional coursework and extend your time at AVC. Plan accordingly and see the advisor/counselor.

WHERE WILL YOU TRANSFER TO?

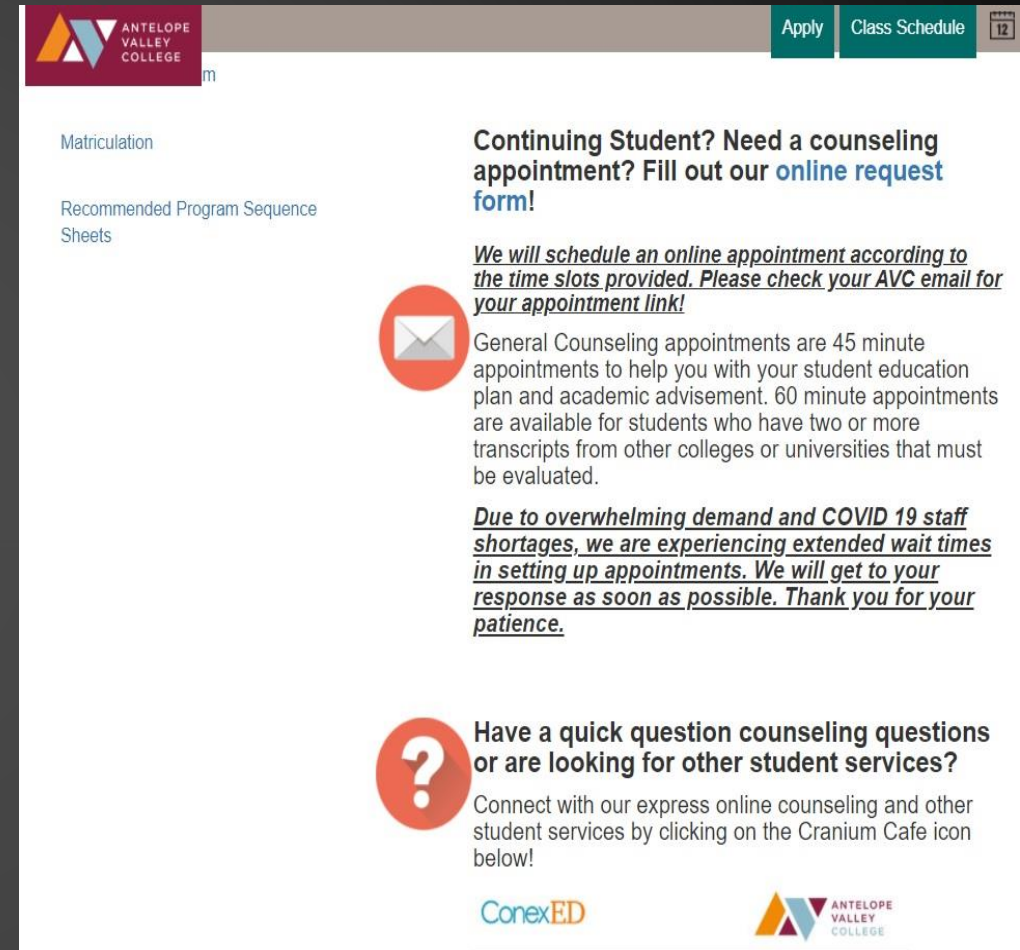


“Opt in” to the Transfer Center canvas shell to get information on transfer workshops, application help, and other important transfer assistance.

Q: WHERE DO I START?

A: GET AN EDUCATIONAL PLAN

- Focus on English and Math EARLY
- Meet with program Advisor/Counselor for updated student educational plan & get help with the transfer process
- Book a counseling appointment via online at <https://www.avc.edu/student-services/counseling>



The screenshot shows the Antelope Valley College website. At the top, there is a navigation bar with the college logo on the left, and links for "Apply", "Class Schedule", and a calendar icon on the right. Below the navigation bar, there are two main sections. The first section is titled "Continuing Student? Need a counseling appointment? Fill out our online request form!" and includes a red envelope icon. The second section is titled "Have a quick question counseling questions or are looking for other student services?" and includes a red question mark icon. At the bottom of the page, there are logos for "ConexED" and "Antelope Valley College".

Matriculation

Recommended Program Sequence Sheets

Continuing Student? Need a counseling appointment? Fill out our [online request form!](#)

We will schedule an online appointment according to the time slots provided. Please check your AVC email for your appointment link!

General Counseling appointments are 45 minute appointments to help you with your student education plan and academic advisement. 60 minute appointments are available for students who have two or more transcripts from other colleges or universities that must be evaluated.

Due to overwhelming demand and COVID 19 staff shortages, we are experiencing extended wait times in setting up appointments. We will get to your response as soon as possible. Thank you for your patience.

Have a quick question counseling questions or are looking for other student services?

Connect with our express online counseling and other student services by clicking on the Cranium Cafe icon below!

ConexED

ANTELOPE VALLEY COLLEGE

OUR AVC LAW SCHOLAR ALUMNI: Ms. Julie Lewis

Antelope Valley College (Graduated June 2018):

- Associates Degree in Administration of Justice
- Law Scholars graduate w/ Honors
- President of Pre-Law Club
- Law Scholars Award
- Subject Area Award: Administration of Justice
- Alpha Iota Permanent Member



University of California Berkeley (Graduated May 2020):

- Bachelor's Degree in Legal Studies
- Assistant Director for ASUC Student Legal Clinic
- Conducted legal research for clients in the Berkeley community
- VITA certified to assist with filing tax returns
- Currently working at law firm in L.A. specializing in employment law

APPLY NOW!

[HTTPS://WWW.AVC.EDU/ACADEMICS/LAWSCHOLAR/](https://www.avc.edu/academics/lawscholar/)



Community College Pathway to Law

Also known as The Law Scholars Program

Interested In Attending Law School?

The Antelope Valley College Law Scholars program is designed to prepare community college students for admission to law school in California. Program benefits include financial aid counseling, academic advising, LSAT prep, exposure to the legal profession and other steps designed to increase the interest of community college students in law school. Consider the AVC to CSU transfer pathway for quicker completion to transfer to a CSU. Make your appointment with our counselors for proper planning.

****Fall 2020 Orientation****

"Teaching social justice & The Law Scholars Program" orientation will be held on **September 9, 2020 at 4pm**. Everyone is welcome! Join us as we introduce the program requirements, benefits, and our faculty and student champions. Note: Faculty can claim FPD standard 2 credit. Current Law Scholars can claim the hours toward their service learning requirement.

Zoom meeting ID: 96005289680 Password: 973730

Upon request five business days before the event, reasonable accommodation will be provided to facilitate the participation of covered individuals with disabilities. Call 661-722-6360 (voice/relay).

Partnered Law Schools



Law Scholars Application Must be signed into your myAVC account to complete application.

[Law Scholars Brochure](#)

[Program MOU](#)

[Service Learning Requirements](#)

[Service Learning Requirements Log/Point Sheet](#)

Schedule your Counseling appointment today! Be sure to mention this is for the Law Scholars Program.

The Law Scholars Program supports

BLACK

To Do ASAP

- Create your LSAC account ASAP!
www.lsac.org Apply as a “JD applicant”
 - Explore law fields and much more in the “DiscoverLAW” tab
 - Explore Summer PLUS Programs
- Explore specialty areas and student support services/resources each school offers
- Take advantage of internships, student pre law conferences and webinars

To Do while at AVC

- See AVC Career Counselor and/or explore through your AVC major courses
- Take advantage of Law Scholars trips to law schools and pre-law conferences
- Challenge yourself academically and strive for excellence
- ALL of your undergraduate grades will be considered with your LSAT scores (median GPA 3.6 at UCI, UCD, USC, Loyola)

Maintain a high GPA and avoid withdrawing from classes with a “W” (some law schools calculate Ws as Fs)

MORAL CHARACTER & MISCONDUCT



- Law schools will look closely at any offenses you've committed either before, during, or after college (drugs, money, relationship, alcohol, vandalism, plagiarism, stalking, violence, lying on applications, cheating, etc.).
- The state bar association will also question any type of record of sanction or questionable behavior you commit.
- Always be candid and honest when asked!

POPULAR MAJORS



| Major | Number of Applicants | Average LSAT Score | % of Applicants Admitted |
|-------------------------|----------------------|--------------------|--------------------------|
| Political Science | 11,947 | 153.6 | 80% |
| OTHER | 4,537 | 148.4 | 64% |
| Psychology | 3,736 | 152.5 | 77% |
| <u>Criminal Justice</u> | 3,629 | 145.9 | 62% |
| English | 3,151 | 154.8 | 81% |
| History | 3,138 | 156.3 | 85% |
| Economics | 2,757 | 159.0 | 86% |
| Philosophy | 2,238 | 157.2 | 83% |
| Arts and Humanities | 1,947 | 154.0 | 77% |
| Sociology | 1,870 | 150.6 | 71% |

**WHAT
COLLEGE
COURSES
STRENGTHEN
LEGAL SKILLS?**



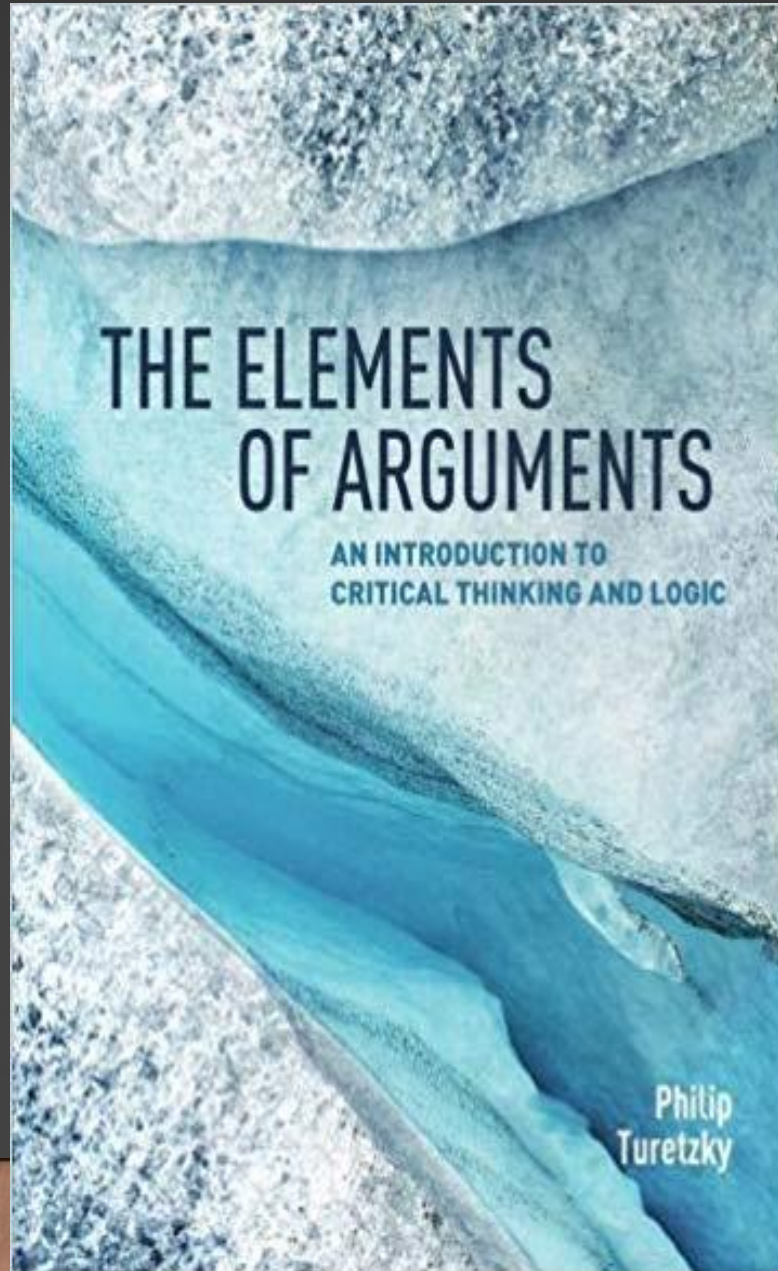
**I. FORMAL LOGIC
(PHIL110)**



**II. CRITICAL
THINKING
(PHIL201)**

FOCUS ON CRITICAL THINKING

- AVC Course Description:
PHIL201 CRITICAL THINKING
- *3 units*
3 hours weekly
Prerequisite: Completion of *ENGL 101/ENGL 101SL*.
An introduction to the logical analysis and critical evaluation of arguments and the basic strategies of rhetoric. Different forms of writing are distinguished and examined. A strong emphasis is on formal instruction in argumentative writing that utilizes the critical thinking skills developed in the course. (CSU, UC, AVC)



PREVIEW OF THE COURSE I : CRITICAL THINKING AND LOGIC ANALYZED



Description from, *The Elements of Arguments: An Introduction to Critical Thinking and Logic*:



We will concentrate on and emphasize the elements of arguments in the indicated order:

Chapter II: propositions

Chapter III: constructing complex propositions from simple propositions;

Chapter IV: sets of propositions; logical relations between propositions;

Chapter V: the support relation, forms of arguments, and methods for evaluating the support relation claimed by arguments;

Chapters VI: arguments in ordinary language.

PREVIEW OF COURSE II: LEGAL LANGUAGE ANALYZED

It is also useful to specify whether each argument marker marks a reason or a conclusion (and what the argument is), which stronger term is replaced by each guarding term marked “G,” and which objection is discounted whenever you mark a discounting term with “D.”

This simple process of labeling brings out features of an argument that could pass by unnoticed. It also directs us to ask sharp critical questions. To see this, we can look at each part of the argument in detail.

M ————— Mr. KYL. Mr. Speaker (oppose) this measure. (oppose) it ————— AP
 first (because) it is expensive. I further (oppose) it (because) it is ————— AP
 untimely. ————— M

This is a model of clarity. By the use of a performative utterance in the opening sentence, Kyl makes it clear that he opposes the measure. Then by twice using the argument marker “because,” he gives his two main reasons for opposing it: It is expensive and it is untimely. We must now see if he makes good on each of these claims.

The next paragraph begins the argument for the claim that the measure is expensive:

(I do not intend to belabor this first contention.) We have been ————— A
 presented a budget of about \$82 billion. We have had rec-
 ommended to us a whole series of additional programs or
 extensions of programs for priming the pump, for depressed
 areas, for the needy, for the unemployed, for river pollution
 projects, and recreation projects, aid to education, and many
 more. All are listed as must activities. These extensions ————— R
 are not within the budget. (furthermore), if business condi- ————— M
 tions are as deplorable as the newspapers indicate, the Gov-
 ernment’s income will not be as high as anticipated. (It is not ————— D
 enough to say) we are spending so much now, a little more
 will not hurt. What we spend, we will either have to recover
 in taxes, or add to the staggering national debt.

a. “I do not intend to belabor this first contention.” This is an example of *assuring*. The conversational implication is that the point is so obvious that little has to be said in its support. Yet there is something strange going on here. Having said that he will *not* belabor the claim that the bill is expensive, Kyl actually goes on to say quite a bit on the subject. It is a good idea to look closely when someone says that he or she is not going to do something, for often just the opposite is happening. For example, saying “I am not suggesting that Smith is dishonest” is one way of suggesting that Smith *is* dishonest. If no such suggestion is being made, why raise the issue at all?

leave out conditional premises, and we have seen how important conditional propositions are. Leaving conditional propositions out tends to make us think claims are unconditional or merely lists of unconnected “opinions” when the arguments given are really enthymemes.

In the following example, conditionalizing the argument is clearly not the best way to reconstruct the missing premises, since there is a much simpler way of providing the enthymeme with a valid form.

Example 105: If Natasha is in good shape, then she exercises regularly. It follows that she must not be in good shape.

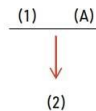
This argument has the invalid form

P = Natasha is in good shape.
 Q = Natasha exercises regularly.

(1) P → Q
 ∴ (2) - P

It is much too complicated and also unnecessary to reconstruct a valid form for this argument by conditionalizing the argument. That would lead us to add the unnecessarily complicated premise “If if Natasha is in good shape, then she exercises regularly, then Natasha is not in good shape.” Instead, we should add the much simpler premise “Natasha does not exercise regularly.” Adding this premise completes the valid argument form of Modus Tollens. The premise is easier to understand and, because of its simplicity, it is easier to assess its truth value. So while many arguments can be given a valid argument form by adding a conditional as a premise of a certain form, this method of supplying missing premises should be used only as a last resort.

When drawing the diagram of an argument with an unstated premise, we use capital letters to mark the unstated premises. So the diagram for this example will look as follows.



Where (A) stands for the unstated premise “Natasha does not exercise regularly.”

- b. Imprisonment in excess of one year
- A2. Its probative value outweighs its prejudicial effect.

Criterion B: The evidence shall be admitted if it involved either of the following:

- B1. Establishing the elements of the crime required *proof* of either a or b, as follows:
 - a. An act of dishonesty by the witness
 - b. A false statement by the witness
- B2. Establishing the elements of the crime required an *admission* of either a or b:
 - a. An act of dishonesty by the witness
 - b. A false statement by the witness

Given this, the overall logical structure of this rule is simple: If either A or B, then E. From this basic structure we can recognize that this rule designates both A and B as *sufficient conditions* for E. This means that the antecedent of the conditional statement will be satisfied if either A or B is true.

Our next step is to analyze both A and B into their components. Criterion A is very complex, but we can see that three logical operators are involved (*if; and; or*). We are told that A is realized whenever two further conditions are true at the same time: A1 and A2. Thus, if both A1 and A2 are true, then A will be true (we already know that if A is true, then E will be true).

On closer inspection, we see that A1 is itself complex: It contains “or.” This tells us that A1 can be realized in either of two ways—when either A1a is true or A1b is true. A2 is a bit more complicated, because it asks us to gauge the relative value of two things. We are told that the court must be able to determine that A2a, the probative value, outweighs A2b, the prejudicial effect. Of course, we would need to know the facts of the case before we could determine the actual value of each component; a judge would have to decide. However, we can still understand the logic behind this requirement. In order for A2 to hold, A2a must be greater than A2b.

We can now combine our analysis into one result for criterion A:

If [(A1a, the prior conviction was punishable by death, or A1b, by imprisonment in excess of one year), and (A2a, its probative value outweighs A2b, its prejudicial effect)], then E, evidence of a prior conviction shall be admitted.

As we have outlined, we must acknowledge that E can be realized even if A does not occur, because the rule asserts that B is sufficient to bring about E. As before, let E = *evidence of a prior conviction shall be admitted*. We notice that B can be realized if either B1 or B2 is the case. So either B1 or B2 is sufficient for B to occur. However, for a complete analysis we need to explore B1 and B2. It turns out that B1 can occur if either B1a is the case (*proof* of an act of dishonesty by the witness), or B1b is the case (*proof* of a false statement by the witness). Similarly, B2 can occur if either B2a is the case (*admission* of an act of dishonesty by the witness), or B2b is the case (*admission* of a false statement by the witness). This analysis results in the following conditional statement:

SOCIAL AWARENESS / CIVIC ENGAGEMENT ACTIVITIES



“Sharing & Learning Together”
LA Sheriff Department Spanish Community Academy

SOCIAL AWARENESS / CIVIC ENGAGEMENT ACTIVITIES



COMMUNITY ACADEMY GRADUATION –AV FAIRGROUNDS

SOCIAL AWARENESS / EXPERIENTIAL LEARNING



Required Extracurricular Activities

Pre-Law Club Requirements

Service Learning Requirements (SLR)

This component should include 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.

Hours Effective 2019-2020

- Law Scholars will be required to accumulate 5 hours per semester

Acceptable Club Activities

- The club will offer a number of activities each semester. A chart of activities and earned points will be available at the start of each school year from the club. It may change from year to year.
- The hours must be signed off by club officers and verified by club advisors

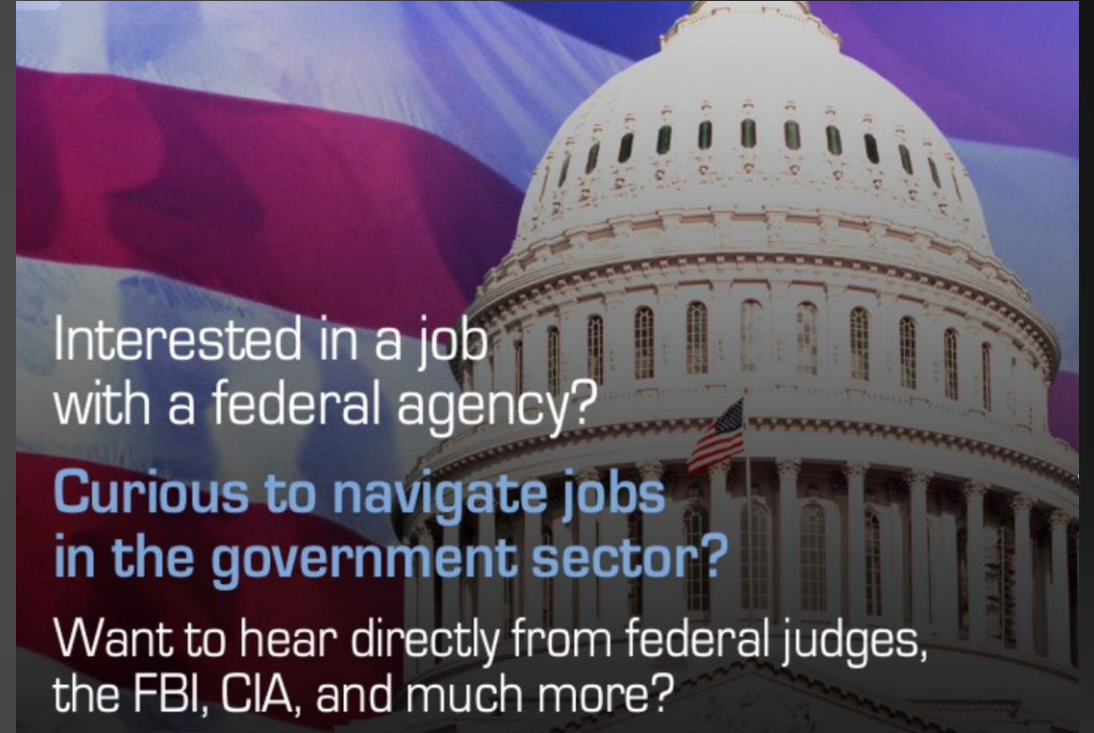
Hours Effective 2019-2020

- Law Scholars graduating by December will be required to accumulate 5 hours per semester
- 10 hours max per year

Acceptable Service Learning Activities

- Shadow a person in a prior approved position (e.g. judge, lawyer, etc)*
- Organized/school sponsored debate
- Attend city council meeting
- Attend LSAC law forum
- Attend a summer program or pre-law program, with prior approval from the committee*
- Work experience (intern or position at law firm or other approved profession)
- Workshop or campus event, with prior approval from the committee
- Assist Presiding Judge at Teen Court*
- Site visits*
- Coordination of Pre-Law Club events*
- Other pre-approved service learning
- **Each SLR must be verified by pre-law club advisors**
- **Students keep track of their SLR on their tally sheet**

EXPERIENTIAL LEARNING / CAREER DAYS CLUB ACTIVITIES/ TOURS & TRIPS



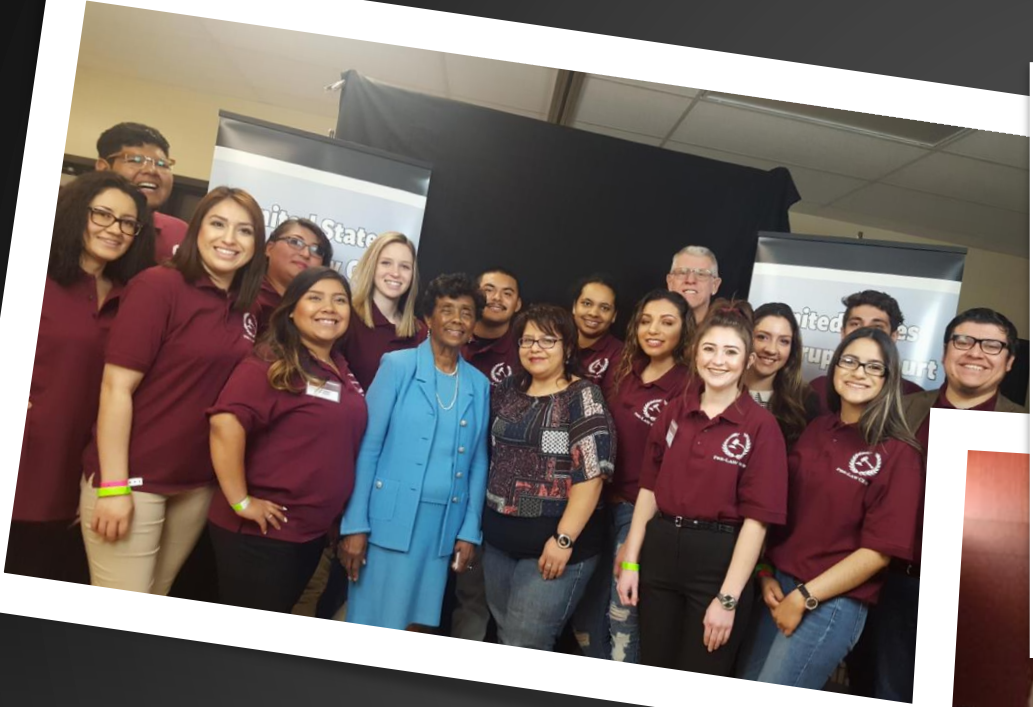
Interested in a job
with a federal agency?

Curious to navigate jobs
in the government sector?

Want to hear directly from federal judges,
the FBI, CIA, and much more?



Experiential Learning Pre-Law Club



Every Thursday @4-5 via Zoom

Community Service ♦ Trips ♦ Guest Speakers

Email Sarahy for zoom details
smejia10@avc.edu

<https://www.lsac.org/lawschoolforums>

LSAC Law School Admission Council

About Schedule COVID-19 Updates Contact Back to LSAC.org

2020 LSAC Digital Law School Forums

Hosted by the Law School Admission Council

JD Applicants – Log In to Register

LLM, Master's, and Certificate Applicants – Log In to Register

Education


Presentation

Teaching

Training

Webinar

2020 Event Dates



| | | | |
|---|---|--|--|
| Saturday, September 26 Register by Sept. 23 | Tuesday, October 13 Register by Oct. 10 | Wednesday, November 4 Register by Nov. 1 | Saturday, December 12 Register by Dec. 9 |
|---|---|--|--|

Meet with law school reps from 3-7 p.m. ET
Attend live workshops from 2-7:30 p.m. ET
[View Full Schedule](#)

Thinking about law school?

Each year, LSAC Law School Forums serve as invaluable opportunities for candidates to learn about law school and connect with law school representatives. Due to the evolving COVID-19 pandemic, we're shifting the 2020 forums to a convenient online format. By

New to LSAC?
Sign up to get

Create your LSAC account as a “JD applicant” today!

<https://www.youtube.com/watch?v=nhLibDtZ4Ms&feature=youtu.be>

QUESTIONS?