

American Bar Association
Standing Committee on Paralegals
321 North Clark Street
Mail Stop 19.1
Chicago, Illinois 60610-4714

**APPLICATION FOR
APPROVAL OR REAPPROVAL OF
PARALEGAL EDUCATION PROGRAM**

Institution Name: University of La Verne
Institution Address: 1950 3rd Street
City, State, Zip: La Verne, California 91750
Institution Telephone Number: (909) 593-3511

Program Name: Department of Legal Studies
Program Address: 1950 Third Street
City, State, Zip: La Verne, California 91750
Program Telephone Number: (909) 593-3511

Submitted by: _____
FRED YAFFE, Dean of the College of Arts and Science

PATRICIA ADONGO, Chair, Department of Legal Studies

Date Submitted: June 13, 2008

If Reapproval, current term of approval ends: February 2009

If Reapproval and Extension Granted:
Original Due Date: June 15, 2008
Extension Granted to: July 15, 2008

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Produced by the Standing Committee on Paralegals

UNIFORM TABLE OF EXHIBITS

Include only the exhibits listed and identify with the specified number. If an exhibit does not apply to the program, indicate that it is not applicable. Exhibits marked * must be provided in the format shown.

- Exhibit 1 Enrollment Chart/Students by Program Option*
- Exhibit 2 Number of Graduates by Program Option*
- Exhibit 3 Organization Chart(s)
- Exhibit 4 Advisory Committee Members*
- Exhibit 5 Advisory Committee Guidelines or Procedures
- Exhibit 6 Advisory Committee Minutes
- Exhibit 7 Non-discrimination Policy and/or Affirmative Action Plan
- Exhibit 8 Policies and Procedures for Accommodating Persons with Disabilities
- Exhibit 9 Advertisements and Announcements to Recruit Faculty and Staff
- Exhibit 10 Composition of Student Body by Gender and Racial-Ethnic Background*
- Exhibit 11 Composition of Faculty by Gender and Racial Ethnic Background*
- Exhibit 12 Expenditures and Budgets*
- Exhibit 13 Needs Assessment Conducted Prior to Initiation of Program (for initial applicants only)
- Exhibit 14 Assessment of Paralegal Utilization in the Community (survey instruments and summary/analysis of results)
- Exhibit 15 Assessment of Graduate Satisfaction and Preparation (survey instruments and summary/analysis of results)
- Exhibit 16 Assessment of Employer Satisfaction and Utilization (survey instruments and summary/analysis of results)
- Exhibit 17 Student Evaluations (Survey instruments and summary/analysis of results)
- Exhibit 18 Exemptions from General Education and Total Unit Requirements*
- Exhibit 19 List of Legal Specialty Courses by Term*
- Exhibit 20 Course Materials for All Legal Specialty Courses
- Exhibit 21 Transfer Credit Information
- Exhibit 22 Information on Courses Offered in Alternative Formats (if applicable)
- Exhibit 23 Assessment Results for Courses Offered in Alternative Formats (if applicable)
- Exhibit 24 Resumes of Persons with Responsibilities for Program Direction
- Exhibit 25 Faculty Participation in Professional Development*
- Exhibit 26 Minutes of Faculty Meetings
- Exhibit 27 List of Faculty Members*
- Exhibit 28 Resumes of Faculty Members
- Exhibit 29 All Promotional Material used by Program
- Exhibit 30 Employment and Continuing Education Information on Graduates*
- Exhibit 31 Promotional Material for Continuing Education Courses (if applicable)
- Exhibit 32 Written Agreement with External Library (if applicable)
- Exhibit 33 Inventory of Required Library Resources
- Exhibit 34 Assessment re Electronic Access to Library Materials (if applicable)

**American Bar Association
Standing Committee on Paralegals**

THIS FORM IS DESIGNED TO BE COMPLETED DIRECTLY ON A WORD PROCESSING PROGRAM ON A COMPUTER. FEEL FREE TO EXPAND OR CONTRACT SPACE FOR ANSWERS AS APPROPRIATE.

GENERAL INFORMATION

G-101 through G-107

- A. Name, address, telephone number, fax number, and URL of web site of the institution and program.

The University of La Verne
Department of Legal Studies
1950 Third Street
La Verne, CA 91750
(909)593-3511, ext. 4428
Fax: (909) 392-2707
Institutional URL: www.ulv.edu
Program URL: www.ulv.edu/legalstudies

- B. Accrediting agency by which the institution is accredited. Indicate date of most recent reaffirmation of accreditation and the current status of the institution's accreditation.
(G-302(c))

The Accreditation Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC) accredits the University of La Verne. The University has been accredited since 1955. The date of the most recent reaffirmation of accreditation is 1991, affirmed in a letter of 3-13-2000. The date of the most recent Commission Action is 6-23-2000. The University is in the first stages of re-accreditation, having completed an approved Institutional Proposal in fall, 2007, with a scheduled visit and evaluation by WASC to take place in spring, 2010.

The University also has accreditation and/or approval in the following areas:

Juris Doctor in the College of Law: provisionally accredited by the American Bar Association (ABA).

Teacher Education/Education Credentials: accredited by the California Commission on Teacher Credentialing.

Doctor of Psychology in the College of Arts & Sciences: accredited by the American Psychological Association (APA).

Master of Public Administration in the College of Business & Public Management: accredited by the National Association of Schools of Public Affairs and Administration (NASPAA).

Athletic Training Education in the College of Arts & Sciences: accredited by the Commission on Accreditation of Allied Health Education Program (CAAHEP).

- C. List all program options in paralegal studies offered by the institution (i.e., each course of study that leads to the award of a degree, minor, certificate or other diploma.) (*Note: "Program option" is defined in G-103A.*)

The University offers two program options: (1) Bachelor of Science Degree in Legal Studies; (2) Paralegal Certificate for students who already have a Bachelor's degree or who have completed 60 semester units (including 18 units of General Education courses) from an accredited college.

- D. Describe the location of the program and its courses.

1. Give the location of the main site at which legal specialty courses are offered.

All legal specialty courses are offered at the Main Campus of the University of La Verne located at 1950 Third Street, La Verne, California 91750, other than Legal Research and Writing (LS 304) which is regularly held at the University of La Verne College of Law, located at 320 East D Street, Ontario, California 91764.

2. Indicate whether the program offers legal specialty courses at any location other than the main location shown in D.1 and give the address of each location.

The only legal specialty course regularly taught at a location other than the Main Campus in La Verne is LS 304, Legal Research and Writing, which is taught at the University of La Verne's College of Law, in the City of Ontario, seven miles east of the Central Campus. The address is: 320 East D Street, Ontario, California 91764.

Over the past three years, two other legal specialty classes were held at the College of Law for one semester only.

- a. For each location, provide a list of all legal specialty courses offered there for each of the past three years.

Main Campus:

LS 301	American Legal Studies
LS 304	Legal Research and Writing
LS 307	Legal Ethics
LS 311	Law Office Computer Applications
LS 365	Litigation I
LS 368	Litigation II

LS 321	Family Law
LS 328	Property and Real Estate Transactions
LS 330	Business Organizations
LS 331	Bankruptcy
LS 350	Wills, Trusts, and Probate
LS 370	Criminal Law
LS 380	Torts
LS 390	Contracts
LS 498	Paralegal Internship

College of Law

LS 304	Legal Research and Writing
LS 340	Immigration Law (Fall, 2006 only)
LS 321	Family Law (Spring, 2008 only)

b. To demonstrate that the offerings at multiple locations should be considered one program for the purposes of approval, address all of the factors set forth in G-104K subsection 1 and 2. (G-104.K).

G-104K An institution that offers multiple programs or program options for the education of paralegals at one or more locations will be considered a single program for purposes of approval if:

Subsection 1. a few legal specialty courses are offered at an alternate location(s):

LS 304 is the only course regularly held at the College of Law in Ontario. On two previous occasions, courses were scheduled at the College of Law in order to accommodate a larger class size.

- E. Does the institution offer any programs for the education of paralegals, as defined in G-103 of the Guidelines, that are not included in this report? If so, describe and explain. (See G-106A.)

No, the University of La Verne does not offer any other programs for the education of paralegals other than what is included in this report.

- F. Does the program cross-list any legal specialty course with other programs or majors offered by the institution? If so, list and explain. (G-103 and G-503)

No legal specialty course is cross-listed with other programs or majors. However, two courses, American Legal Studies (LS 301) and Legal Research and Writing (LS 304), are offered as courses providing credit toward General Education within the University of La Verne, in addition to being Legal Specialty courses. This means that students other than paralegal students in the paralegal program are permitted to take the course for a grade. The progress, content, level, and quality of legal specialty courses are not adversely affected by the inclusion. The courses remain focused on paralegal education, meet the original objectives of the official course outlines, and continue to be challenging to all students.

G. Provide information about the following for each program option (i.e., each certificate, degree) you offer.

1. Date students first admitted.

Students were first admitted to the University's Para for the Certificate option in 1972. Students were first admitted to the Bachelor's Degree option in 1986.

2. Complete Exhibit 1, showing the number of students enrolled in each program option each year for the past three years, or if this is a reapproval application, for each year since the date of the last report. (Use actual headcount of students in the program; do not use FTE or the total of headcount in all classes if that headcount would count a single student more than once. You may use your institution's definitions for full and part-time.)

3. Complete Exhibit 2, showing the number of graduates in each program option for each year since the inception of the program and the total number of graduates in each program option since the inception of the program.

H. For reapproval applications, provide the effective date of the last approval by the House of Delegates and the date of the last Interim Report.

The House of Delegates of the American Bar Association granted approval to the Department of Legal Studies at the University of La Verne on February 7, 2002. The date the last Interim Report was submitted was February 1, 2006.

I. For reapproval applications, state verbatim each recommendation from the site team report of your last reapproval site visit and from any follow-up visits made in connection with your reapproval, and after each recommendation state the actions that the program has taken to address these recommendations.

From site team report of Visit dated October 9 – 10, 2000:

Primary Concerns

(1) Determine whether the University will continue the Paralegal Program on the San Fernando Valley Campus and if the Program continues there, show that both programs are meeting all of the Guidelines listed in G-105 F. The University closed the San Fernando Valley Campus in December, 2000.

(2) The program must prove that any courses taught by alternative means, such as directed studies are comparable to traditional courses. In the fall semester, two students took the Ethics course and two students did their Senior Project as a "directed study." The syllabus the students used and the course work they accomplished throughout the semester matched the substance and amount of work done in the regular live course offering.

- (3) *The program must provide accurate placement statistics of all graduates of the program for the past two years, including information on the date of graduation, type of degree or certificate, job title and place of employment.* The program continues to gather placement statistics of all graduates by asking all seniors in the Department of Legal Studies to complete the Paralegal Graduate Employment Record once upon graduation and then again in six months by mail. In an effort to obtain 100% reporting, the Program Director calls and e-mails those graduates who do not respond by first-class mail.

Team's Additional Recommendations

- (1) *The program must be more proactive in recruiting minority faculty by contacting minority bar associations or advertising in minority newspapers.* The program increased their efforts to recruit minority faculty by advertising with minority group websites, Black Women Lawyers Association (<http://www.blackwomenlawyersla.org/>) and the Mexican American Bar Association (<http://www.mabaattorneys.com/>). Since the time of the recommendation issued by the site team, the University hired a minority full-time faculty member, who resigned two years after hiring. The University hired a replacement full-time faculty member in spring, 2007, Carolyn Bekhor, who is a Hispanic minority. With regard to our adjunct faculty, we have a total of four adjunct instructors we use. Of the four, one is a Hispanic minority and another Hispanic instructors was used previously.
- (2) *The budget for the program was confusing to the team because it showed a deficit for the program even though the enrollment figures supported the conclusion that the program was operating at a profit.* Not all tuition paid by the legal studies students is credited to the legal studies department. With the transfer of the program to the College of Arts and Sciences, only the expenses for the program are budgeted and not the income. The program continues to keep records of its enrollments and tuitions earned. The Legal Studies Department has no budgetary issues at this time.
- (3) *Review the current curriculum and make changes based on the needs of the local legal community and duplication of coverage of material in some courses.* The program continues to review its curriculum, particularly with the Advisory Committee. This past fall semester, 2007, for example, the committee considered the need of further legal writing instruction in light of the responses to employer surveys pointing out the need for writing skills. Additionally, the faculty reviews the course syllabi for each class for substantive appropriateness.
- (4) *Survey the legal community and graduates on a regular basis to ascertain the effectiveness of the Program and to elicit suggestions for improvement of the Program.* Every year since the first site visit, the program sent out Graduate Surveys for the graduating class five years prior and the class one year prior. Beginning in 2008, the schedule for the Graduate Surveys changed to sending them every three years rather than every year. Every three years the program send out Legal Community Employer Surveys.

- (5) *That the Program reconsider its policy of not admitting students who are exceptions to G-303.* A policy has been developed to allow the admission of students who are exceptions to G-303. Since then, the program has admitted a limited number of student applicants with substantial experience.
- (6) *The team felt that the program would benefit from Professor San Juan teaching additional classes.* Professor San Juan accepted a position at the School of Law in August 2003 and no longer is affiliated with the Legal Studies department.
- (7) *Maintain a strong liaison with the legal and paralegal communities.* The program is a member of all local and national paralegal associations and two local bar associations. The faculty attends meetings as they are able considering their teaching schedule. The Advisory Committee is part of the program's connection to the legal community.
- (8) *Be sure that all publications clearly, accurately, and consistently describe the three program options.* The two program options are clearly, accurately, and consistently stated on the brochure and on the Legal Studies department's website located at: <http://www.ulv.edu/legalstudies/>
- (9) *An internship program is currently being refined and some students have signed up for the course. If the course will be considered a legal specialty, it is important that students work only on law related positions and that the Program Chair closely monitors them. Self-motivated students, primarily older students or students with some work experience, seem to benefit from their ULV education, but a large number of younger graduates are not receiving career placement assistance and are not finding employment as paralegals.* The internship course is well monitored by Program Chair Patricia Adongo and many students continue to enroll in the course. Younger students are urged to take it. All internship placements are in law related positions and tasks performed are paralegal tasks. In addition, help with interviewing and writing resumes is provided. The department also maintains an online job board where employers post offerings for paralegal positions that vary in experience required from no experience to extensive experience. The job board is constantly updated and reviewed. All enrolled Legal Studies students and graduates have access to the password-protected job board via a link on the Legal Studies Department homepage. The password is given to all Legal Studies students in their first semester of the program.

From site team Follow-Up Visit dated September 13, 2001: There were no recommendations made in the report; the Program was granted approval.

SECTION II

ORGANIZATION AND ADMINISTRATION

G-201 through G-206

- A. State the specific goals and explicit objectives of the program. Indicate where these goals and objectives are published, e.g., college catalog and program brochures. (G-201, G-201A)

The goals and objectives are set forth verbatim on the Department of Legal Studies' website (<http://www.ulv.edu/legalstudies/>). Program brochures will be updated to reflect the newly revised goals and objectives.

The goal of the Department of Legal Studies is to educate students of diverse backgrounds to become effective, ethical and professional paralegals who are employable in a variety of legal settings. The five cornerstones to achieving this goal are:

- Knowledge of law
- Practical application
- Analytical ability
- Effective communication
- Technology literacy

Paralegals work under the direction of attorneys in such settings as private law firms of all sizes, corporations and businesses, legal aid organizations and governmental agencies.

The department, in furtherance of the university mission, strives to help students build a framework for life that is ethical, service-oriented, appreciative of diversity and committed to continuing education. In addition to the major in Legal Studies, students should receive a well-rounded general education with exposure to the traditional liberal arts fields of study, in order to develop their abilities to communicate, both orally and in writing, to think critically and creatively, and to access, analyze, synthesize, and evaluate information.

The learning objectives of the department are that students will:

- Learn the law and legal principles in a variety of subject areas as well as understand legal procedures and practices.
- Recognize and apply the ethical rules and standards of conduct involved in the practice of law and to be observed by paralegals.
- Analyze legal problems, correctly applying the applicable law.
- Research case and statutory law, using traditional and technological methods.
- Function effectively with the computer technology used in practice and be prepared to adapt to ever-changing technological advances.
- Draft legal documents, including letters, using proper English, format, and clarity.
- Display effective oral communication skills to be used with clients, attorneys, witnesses, and other persons.
- Be knowledgeable about the role and qualifications of the paralegal including the necessity of continuing legal education and staying abreast of changes and advancements in the paralegal career.

- Develop organizational skills necessary for successful law office functioning, including categorizing and organizing documents, calendaring, prioritizing work, managing time, using forms, and maintaining billing data.
- Gain basic skills in factual investigation and interviewing.

B. Provide an organizational chart showing the relationship of the program to the institution. The chart should include major academic units and support departments in the institution, including, for example, admissions, registration, student records, student services, and placement. The chart must show where the program fits within the structure of the institution, the titles of administrators, including the president or other chief executive and others, and the reporting relationships among administrators. Include as Exhibit 3. (G-201B and E)

An organizational chart is included in Exhibit 3.

C. Describe the relationship of the paralegal program to:

1. Administration of the institution offering the program. Indicate the academic unit within the institution in which the paralegal program is situated and the title of the person to whom the program director reports.

The Department of Legal Studies is administered by the University's College of Arts and Sciences. Dr. Fred L. Yaffe is the Dean of the College. Program Director (Chair) Patricia Adongo reports to Dean Yaffe. Dean Yaffe is consulted on any major changes to the program. Dean Yaffe reports to Provost Alden Reimonenq who in turn reports to the President of the University, Stephen C. Morgan.

2. Other academic and support units of the institution.

The University of La Verne consists of four major colleges and one school: College of Arts and Sciences, College of Education, College of Business and Public Management, College of Law, and the Regional Campus Administration. The University has several branch campuses in Central and Southern California administered through the Regional Campus Administration. The University offers Baccalaureate, Master's, and Doctoral degrees to approximately 7,646 students each year.

The Department of Legal Studies is one of 32 majors and/or departments within the College of Arts and Sciences, offering a Bachelor's Degree of Science in Legal Studies and a Paralegal Certificate.

3. Governing bodies, committees, academic or faculty senates, etc. Include a description of the representation of the paralegal program on or to these entities. (G-201B, C, D, E)

The two full-time faculty members of the department, Patricia Adongo (Program Chair) and Carolyn Bekhor, are voting members of the Faculty Assembly which makes decisions that affect all faculty of the University. Ms. Adongo is a member of the Appeals Committee and Ms. Bekhor is a member of the Undergraduate Admissions Policy Committee. The Department Chair attends College of Arts and Sciences chairs meetings. Both faculty members continue to attend all University-wide programs in

order to keep an open communication between the University and the Department of Legal Studies. Likewise, the Dean of the College of Arts and Sciences, Dr. Fred L. Yaffe, represents the Department of Legal Studies, along with the other departments within the College, through his participation in University meetings such as the University Council, the Deans' Council and the President's Cabinet.

- D. Describe the process for planning, including long-range planning, in the institution and in the program. (G-201F)

The planning begins within the Department of Legal Studies. Each year, the Chair assesses the status of the program by taking into account information from employer and graduate surveys, current and former students, professors, and any applicable administrators. Any changes, long-term adjustments and/or long-term goals are presented to the Advisory Committee and discussed. From there, any plans are reviewed with the Dean of Arts and Sciences, as well as the Provost. Once approval is given, then the plans are put into motion.

- E. Explain how the paralegal program is comparable to other similar units within the institution. Identify one or more similar units according to size, nature of program, specialized approval/accreditation, and other relevant matters and use the following factors in the analysis. (Describe how the similar programs are treated comparably or differently for each factor; do not simply conclude that the treatment is comparable.) (G-202)

The Department of Legal Studies stands alone in the College of Arts and Sciences in that it has a fairly large enrollment level and yet only offers one major, awarding a Bachelor's of Science in Legal Studies and a Paralegal Certificate. Neither does the Program serve in any significant way the general education course load. The Department of Legal Studies is also one of the few which has been approved by an outside agency, the ABA, and has traditionally been viewed as being more professional in nature rather than purely academic.

Despite its unique presence at the University, there is another comparable academic program within the University of La Verne's College of Arts and Science in regard to size, nature of program, specialized approval/accreditation and other factors: the Athletic Training Education Program (ATEP) housed within the Department of Movement and Sports Science. While ATEP is slightly smaller than the Department of Legal Studies (35 students were enrolled in fall, 2007, as compared to Legal Studies' 87), ATEP has been accredited by the Commission on Accreditation of Athletic Training Education (CAATE) and prepares students to take the Board of Certification Examination to become Certified Athletic Trainers. As such, ATEP is viewed as being more professional in nature rather than purely academic. Likewise, ATEP does not service the general education course load.

Both these programs (and the departments under which the programs operate) are treated as units equal to all other academic departments, programs, and majors within the College of Arts and Sciences. The Dean of the College gives equal attention to the Department of Legal Studies and ATEP as he does to other departments/programs of academic study within the College of Arts and Sciences. Likewise, the departments are as accountable as other departments with regard to budget and participation in the University's push for re-accreditation by WASC.

One major difference between the programs lies in the size and administrative inner-workings of the umbrella academic departments. The Department of Movement and Sports Science (DMSS) which houses ATEP is much larger than the Department of Legal Studies and has a very different administrative system due to the fact that the DMSS is responsible for all intercollegiate athletics within the University.

1. Responsibilities, treatment and status of faculty, program director, and staff.

The responsibilities of the Department of Legal Studies Chair, held by Patricia Adongo, exceed other department chairs within the College of Arts of Sciences in that the position is inherently intertwined with the job of Program Director. As such, in addition to her usual duties as Chair (managing the Legal Studies major from a University-wide perspective), she is required to administer the Certificate program, advertise the program, and maintain an active Advisory Board. The Chair must evaluate all student applications for the Certificate program in order to determine eligibility for admission to the University. She is further responsible for maintaining the American Bar Association's approval of the program. In order to ease the burden of her additional responsibilities, however, the University provides release time from teaching classes to attend to the ABA reporting when needed. Ms. Adongo also receives assistance with program tasks from the other Legal Studies full-time faculty member, Ms. Bekhor.

This intertwining of job positions differs from ATEP in that ATEP employs a Program Director who works independently from the chair of the DMSS.

The Department of Legal Studies is similar to ATEP in that the Department Chair and Program Director of both programs remains as full-time, regular faculty and are treated by the University as such in the way of salary, office space, classroom accommodations, and so forth. Likewise, all full-time faculty members that serve the Department of Legal Studies and ATEP are treated as other regular faculty within the University, including being subject to the same tenure track responsibilities and periodic evaluation. Adjunct instructors in both departments are also treated and paid similarly to adjunct instructors throughout the University.

While the Department of Legal Studies has been provided its own part-time administrative assistant, ATEP shares administrative services with the DMSS. The Department's full-time administrative assistant devotes 50% of work time to ATEP, as does the Department's full-time business manager.

2. Enrollment.

In fall, 2007, the Department of Legal Studies had 87 students, a combination of traditional age students under age 25 and Campus Accelerated Program for Adults (CAPA) students over age 25. The number of bodies-in-seats is higher than ATEP's enrollment. However, proportionately speaking, the Department of Legal Studies has a much higher number of CAPA students than do other departments within the College, CAPA students occupying nearly 75% of our total enrollment. The impact on overall enrollment of two legal specialty classes offering credit to General Education beginning fall, 2008, remains to be seen.

Like ATEP, the Legal Studies Program is not offered on any of the University's satellite campuses, which does lessen enrollment for both programs.

3. Amount and kind of staff support.

ATEP and the Department of Legal Studies are provided with sufficient administrative assistance in order to meet program responsibilities. While ATEP uses full-time staff assigned to the DMSS to meet its administrative duties, the Department of Legal Studies uses the Department of Legal Studies' one staff member, Laura Cantrell. She works twenty hours a week in her own office. She provides excellent support of the department through her preparation of materials for meetings, creative input on advertising, and general clerical assistance as needed.

4. Technical and other supporting services.

Similar to ATEP and other Departments/programs in the College of Arts and Sciences, the Department of Legal Studies has full access to technical support. Classrooms have computers, internet access, and projectors for on-screen presentations. Similar to ATEP and other Departments/programs in the College of Arts and Sciences, Legal Studies also has access to the Registrar, Financial Aid, Graphic Services, Admissions, Institutional Research, Office of Information Technology, Student Accounts, Student Affairs, University Relations, and other University-wide administrative departments.

5. Physical resources including office space, classrooms, laboratories, and library.

Like ATEP and other Departments/programs in the College of Arts and Sciences, full-time faculty members are given sufficient office space to properly perform their teaching and administrative duties, including computers, printers, and voice-mail. Additionally, the University provides adequate classroom space to accommodate all course offerings to all enrolled students as well as full access to both the Law Library and the Main Campus Library.

6. Support for professional development.

The University of La Verne encourages professional development of all employees, faculty and otherwise, so in this sense ATEP and the Department of Legal Studies are treated the same. The University offers numerous training sessions throughout the year, such as courses in relevant software operations, communications, teaching, and relationship skills. For example, in January, 2008, the University held a faculty retreat at the UCLA Conference Center in Lake Arrowhead to present various speakers on teaching methodology, student learning outcomes and peer visitation. Faculty members of both the Department of Legal Studies and ATEP were in attendance.

All University faculty members, inclusive of ATEP and the Department of Legal Studies, may apply for sabbatical leave for professional development according to the same rules as other faculty members. Because funding is limited, not all sabbaticals are granted.

Specific to the Department of Legal Studies, the University provides funds covering all costs involved so the Director and another Legal Studies faculty member can attend both the national and regional conferences of the American Association for Paralegal Education. ATEP on the other hand is only provided with funding for faculty members to attend the regional athletic training education conference. National conferences are paid out-of-pocket by faculty members.

When available and upon application, the University offers funds to faculty members to attend professional development programs offered by outside agencies, such as for continuing education. Legal Studies professors all maintain active status with the California State Bar. As such, they are required to meet continuing legal education requirements. Some of these requirements are met by attendance to local bar association meetings. The University provides mileage and costs to attend the meetings. Further funds for more costly continuing legal education programs, however, is available only upon application. ATEP is similar in that faculty members must be Certified Athletic Trainers which has continuing education requirements. Most continuing education for their Certified Athletic Trainers, however, is only paid for upon application, otherwise it is out-of-pocket.

7. Participation in academic affairs, governance, and decision making.

All faculty members, including those within ATEP and the Department of Legal Studies, are expected to attend Faculty Assembly meetings, within which faculty members are given the opportunity to vote on matters affecting the College of Arts and Sciences and the University as a whole. Faculty members are also expected to participate in University committees. Over the years, Department Chair Adongo has served on the Faculty Senate Bylaws Committee, the Undergraduate Assessment Committee in the Subcommittee on Adult Student Outcomes. For the past two years, she has been serving on the Appeals Committee which relates to student affairs. Assistant Professor of Legal Studies, Carolyn Bekhor is currently serving on the Undergraduate Admissions Policy Committee which addresses issues related to admissions.

8. Any other factors that may be relevant to assessing comparability.

The Department of Legal Studies is comparable to ATEP especially in regard to the perception of professional purpose. Unlike other academic programs within the College of Arts and Sciences such as biology or history, ATEP and the Department of Legal Studies are training their students for very specific purposes. Nevertheless, both programs are required to meet University-wide undergraduate degree requirements, rely on the services the University provides, and are subject to the same review processes and rules as other departments. However, unlike other departments, both programs have the added challenge of maintaining approval/accreditation with outside entities. The layer of additional duties seals the unique quality of both programs at the University of La Verne.

F. Provide information on the advisory committee:

1. Complete the chart at Exhibit 4, showing the members of the paralegal program's advisory committee. As indicated on the chart, show for each member the professional affiliation including title/position and the name and nature of the entity with which affiliated; whether the member is 1) a practicing lawyer, 2) a public sector paralegal, 3) a private sector paralegal, 4) a paralegal manager, 5) a faculty member, 6) a school administrator, 7) a representative of the general public, or 8) other; the date of appointment to the advisory committee; any affiliation with the program and/or institution in addition to service on the advisory committee, e.g., if a person listed as a practicing attorney also teaches in the program.
2. Provide copies of written guidelines or procedures governing advisory committee activities, if any. Include as Exhibit 5.
3. How are advisory committee members appointed, and what is the appointment term?

Committee members are nominated by other advisory committee members, faculty or University administrators, including the Department Chair. The members are then appointed by the Department Chair. Except for student members, the terms of appointment to the Committee are for two years. Members may serve for more than one term. Terms begin in the fall of each academic year.

4. Indicate whether the committee has subcommittees and what the specific areas of responsibility of these subcommittees are. Provide the names of current members of subcommittees.

The Advisory Committee Guidelines and Policies provides for the appointment of Advisory Committee members to subcommittees. While these subcommittees have met in the past, the current Advisory Committee has been addressing all issues at the general meetings and has not required further study in a subcommittee. The Advisory Committee Guidelines provide for seven subcommittees:

- a. Admissions Standards: the goal of this committee is to develop standards for admission which will assist the program director in selecting qualified students for the program. Members assist in determining what qualifications are necessary in a paralegal considering the numerous types of positions paralegals fill, and finding ways to determine which applicants to the Department of Legal Studies possess those qualifications.
- b. Curriculum Development: this subcommittee looks at the entire program, the effectiveness of our graduates, and the needs of the legal community, and develops curriculum ideas and guidelines for the Program, as well as specific tasks to be taught, so that the Program will maintain its relevance and meet its goals.
- c. Library Resources: This subcommittee evaluates the library and determines whether, through the resources available, they are meeting the needs of paralegal

students, and if necessary, recommends changes necessary to improve the content of those libraries.

- d. Internships and placements: This subcommittee is specifically charged with developing internship positions and placement opportunities for graduates. It assists in assessing the needs of the job market, developing relationships with the legal community and providing contacts in the community.
 - e. Marketing: This subcommittee handles the issue of marketing of the program, including preparation of brochures and advertising, seminars for prospective students, and publicity to the legal community. It develops strategies and material to market the program to both prospective students and employers.
 - f. ABA Approval: The subcommittee is responsible for assisting the Program in obtaining the approval of the American Bar Association.
 - g. Paralegal Profession: This subcommittee keeps abreast of changes and trends in the paralegal profession and communicates this information both the general committee and the Program.
5. How often does the advisory committee meet? If applicable, how often do subcommittees meet?

The Advisory Committee meets one time each academic semester (in fall and spring). Subcommittees meet as the members agree and if the focus of the particular subcommittee is needed.

6. Provide copies of the minutes of the advisory committee meetings and any subcommittee meetings held during the past three years or, if this is a reapproval application, since the date of the last Interim Report. (Be sure that minutes show the date of the meeting and the persons in attendance. Include as Exhibit 6.) (G-203)
- G. Describe the procedures by which the institution maintains equality of opportunity and seeks to avoid prohibited discrimination regarding the treatment of personnel and students.

1. Does the institution have a written non-discrimination policy or affirmative action plan? If yes, include a copy as Exhibit 7. (Be sure to include policies if available relating to both students and personnel.)
 - a. Yes, the University of La Verne has a written non-discrimination policy in place that is displayed on its website and in the University Catalog (both in print and online).
2. Does the institution have a policy or procedures for the accommodation of students and personnel with disabilities? If yes, include a copy as Exhibit 8.

Yes, the University has comprehensive policies and procedures in place to accommodate students and personnel with disabilities.

3. What methods are used to recruit faculty and staff? The description should include the methods used to encourage diversity and the steps taken to recruit and retain a diverse faculty. If written advertisements and/or announcements are used, include copies as Exhibit 9.

Full time faculty is recruited by advertising on the Human Resources website for the University of La Verne (<http://www.ulv.edu/hr/>), as well as in *Legal Assistant Today Magazine* (<http://www.legalassistanttoday.com/>), *Higher Education Recruitment Consortium* (http://www.socalherc.org/home/index.cfm?site_id=761), *Higher Ed* (<http://highered.com/>), and *Inside Higher Ed* (<http://insidehighered.com/>). The position is also posted online at the *Chronicle of Higher Education* (<http://chronicle.com/jobs/>).

In order to encourage a diverse group of applicants, advertising for full-time faculty was included on the websites for the Black Women Lawyers Association (<http://www.blackwomenlawyersla.org/>) and the Mexican American Bar Association (<http://www.mabaattorneys.com/>).

Part-time faculty is recruited according to need in a similar manner, including advertising in the newsletters of local bar associations. The Program does not discriminate in hiring faculty and/or staff, and all applicants are evaluated without consideration of their race, religion, sex, ethnic group, or marital and family status.

4. What methods are used to encourage diversity in the student body of the paralegal program?

The Department of Legal Studies advertises in three or four local newspapers. One is the major metropolitan newspaper for Los Angeles. Among the three papers, all racial ethnic and religious groups can be reached. Applications are considered without regard to any of these factors. In that same vein, every semester, faculty from the Department of Legal Studies visit Mt. San Antonio College, another Hispanic-serving institution in Walnut, California, to talk with its paralegal students about the University and the Program. This relationship, as well as other similar relationships, has resulted in a positive flow of diverse students into the Department of Legal Studies.

On a larger scale, the University of La Verne is designated as a Hispanic-serving institution not only by the federal government but by the Association of Hispanic Colleges and Universities. The designation encourages a wide range of students to apply to the University and the Program.

The University further encourages diversity through the efforts of the Office of Multicultural Services. One of its programs includes the very effective First Generation Student Success Program. The program was highlighted in the January 15, 1999 issue of *The Chronicle of Higher Education*. Other programs utilized to encourage diversity include the Collaborative Partners Coalition for Diversity, the President's Steering Committee on Multicultural Initiatives, the Mosaic Cultural Institute, the Growing with Diversity Committee, various student clubs and organizations, academic units, various

department diversity chairs/liaisons including Campus Activities Board (CAB), Residential Housing Association (RHA), and Black and Latino Alumni Associations.

Services provided by the Office of Multicultural Services include: Acting as ombudsperson for diversity issues impacting students and campus community; directing, advising, mentoring, and supporting cultural clubs on campus such as the Black and Latino Alumni Associations; directing and sponsoring the cultural graduation celebrations; directing and facilitating the Cultural Club Leadership Collaborative; managing the Student Affairs Cultural Programming Collaborative; sponsoring students to attend leadership forums and conferences; providing diversity training/workshops to the university campus; representing and advocating for diversity on various university committees; providing logistical support for cultural clubs and organizations; and managing the Cultural Resource Library (books, videos, magazines, journals, etc.).

5. Complete Exhibit 10, showing the composition of the paralegal student body by racial/ethnic classification and gender for each of the last three years, or if this is a reapproval application, for each year since the last Interim Report.
6. Complete Exhibit 11, showing the composition of the faculty of the paralegal program by racial/ethnic classification and gender for each of the last three years or, if this is a reapproval application, for each year since the date of the last Interim Report. (G-204)

H. Provide information with regard to budgetary provisions for the paralegal program as follows:

1. State the source(s) of financial support, i.e., state support, student tuition and fees, community taxes, grants. Indicate the approximate percentage of financial support from each source.

100% of financial support for the University's Department of Legal Studies comes from tuition and fees paid by University-wide students.

2. Complete the chart provided as Exhibit 12, showing the amounts spent for each category of expense for each of the past three years and showing the projected budget for the current year and next year. Report this information by your institution's fiscal year and indicate on the exhibit the dates of that year, e.g., July 1 through June 30. If exact amounts for actual or projected expenses are not available, estimate the amount and indicate that the amount is an estimate.
3. Explain the institution's budgetary process and identify any variations from budgetary procedures utilized by other units within the institution. (G-205)

The Director of the Department of Legal Studies develops the budget for the coming fiscal year. It is submitted to the Dean, to the Executive Vice President and ultimately to the University's Board of Directors. The Director determines the needs by projecting enrollment and expenses.

The budgetary process is the same as for the other units within the institution, except that the income that flows to the Program is the actual tuition costs of certificate

courses. This means that while degree students pay higher rates for their courses than certificate students do, the amount per paralegal course that actually flows to the Program is the certificate rate. The balance flows to the University and other schools and programs which service the students.

SECTION III

EDUCATIONAL PROGRAMS

G-301 through G-303

- A. What methods are used to encourage students and graduates to achieve upward mobility in education (i.e., to earn higher or additional degrees or certificates upon completion of the program)?

Students are routinely advised by faculty to continue with their pursuit of education, whether it is maintaining their track towards a Bachelor's degree or continuing forward to earn a Juris Doctor or Master's Degree. Furthermore, faculty advise students on the continuing education requirements for California Paralegals, as well as encouraging paralegal students to sit for the PACE exam offered by the National Federation of Paralegal Associations or participate in the National Association of Legal Assistant's Advanced Paralegal Certification Program.

1. For institutions awarding associate degrees: Not applicable.
 - a. What articulation agreements does your program have with four-year colleges, including the names of each college and program;
 - b. What is the process for informing students about transfer opportunities;
 - c. Indicate the percentage of program graduates who have transferred to an institution offering a baccalaureate degree in each of the past three years, or if this is a reapproval application, in each year since the date of the last Interim Report.
2. For programs awarding baccalaureate degrees, what articulation agreements does your program have with associate degree programs, including the name of each institution and program? (G-301C)

The Department of Legal Studies maintains articulation agreements with the following schools:

- (a) Fremont College, Cerritos, California (ABA approved Paralegal Studies Program)
- (b) Fullerton College, Fullerton, California (ABA approved Paralegal Studies Program)
- (c) Mt. San Antonio College, Walnut, California (ABA approved Paralegal Program).
- (d) Pasadena City College, Pasadena, California (ABA approved Paralegal Studies Program)
- (e) Platt College Ontario, Ontario, California (ABA approved Paralegal Studies Program)

- B. If this is an application for initial approval, indicate what needs assessment was conducted to determine the need for and interest in the program and attach as Exhibit 13 copies of relevant

surveys, assessment tools, research findings, and recommendations. Survey results must show when the survey was conducted, to whom it was sent, and the number and percentage of responses. (G-104B)

Not applicable.

C. Describe the program's plan for evaluation, review, and improvement of the program, as follows:

1. What is the overall assessment plan, i.e., how does the program determine the extent to which it is meeting its stated objectives? Is there a plan and timeline for various forms of assessment? Is the assessment plan part of an institutional plan? What is done with the results of surveys and other assessment findings? (G-301E1)

The Department of Legal Studies regularly uses the following assessment documents:

- Exit Survey to Graduating Seniors
- Graduate Employment Record to Graduates at graduation and six months later
- Survey to Employers of Graduates within two weeks of receiving employment information from graduates
- Graduate Survey is given to Graduates every three years beginning in 2008 to graduates of the last three years. Previously it was given every year to graduates of five years prior and one year prior.
- Legal Community Employer Survey given every three years.
- Senior Portfolio given in Senior Project
- Individual Online Course Evaluations

Exit Surveys are given to all graduating seniors in their final semester, prior to receiving their Bachelor's Degree or their Paralegal Certificate and to Certificate students when they complete the program. The Exit Survey requests that students anonymously rate their satisfaction with the Program and individual courses. The Survey further asks the students to evaluate whether basic objectives were met as a whole. The Program Director tabulates the results of the Exit Surveys.

Graduates are also asked to complete a **Graduate Employment Record** in which they provide information about job placement. Within two weeks of receiving the Graduate Employment Record information, a survey is sent to **Employers of Graduates** which calls for reflection on the graduate as a paralegal or other legal employee and whether the program adequately prepared the graduate for the employment position. The Program Director tabulates the results of both these items.

The **Graduate Survey** is sent to all graduates on a regular schedule every three years, requesting graduates to reflect upon their experience in the Department of Legal Studies and assess how well the Program met its objectives in light of current employment. The Program Director tabulates the results of the Graduate Survey.

A **Legal Community Employer Survey** is given every three years to the local legal community at large requesting information on how paralegals are used in their office, technology that is currently being used, and what requirements they have for employing paralegals. The Program Director tabulates the results of this survey.

For the first time in spring, 2008, Senior Project students have been asked to create a **Senior Portfolio** which included legal research assignments, a personal essay, and assessment forms which specifically addressed program and individual course objectives. Students were asked to rate the degree of said objectives being met within the Program as a whole, and for each course taken at the University of La Verne. In coming years, the Senior Portfolio will include work from throughout the students' years in the Department of Legal Studies. We retain the Senior Portfolio and will be tabulating the assessment forms as they are completed.

Finally, every student who takes a Legal Specialty course at the University is asked to complete an online **Course Evaluation** which asks the student to reflect on the course substance, the instructor, and to rate the course as a whole. The results are tabulated by the University's Department of Institutional Research and Assessment and sent to the Department Chair and to the relevant instructor of each course.

Once the results are tabulated by the Department Chair, the results of the surveys and evaluations are reviewed by the full-time faculty to determine if any changes are required. Following discussions regarding the changes with relevant instructors, potential changes to the Program are then submitted to the Advisory Committee for evaluation and input. Changes are also submitted to the Dean of the College of Arts and Sciences and any other applicable University committees as needed. If changes are required, the Program Director implements those changes as soon as practically possible.

Currently, the University is undergoing the re-approval process for University-wide accreditation by the Western Association of Schools and Colleges. As a department within the College of Arts and Sciences, the Department of Legal Studies is required to continue its self-assessment through surveys, evaluations, and the monitoring of course work by the Program Director.

2. How does the program determine how paralegal services are being used in the community? Are research, surveys, focus groups or other means used to ascertain the state of paralegal utilization? How often is such assessment conducted? As Exhibit 14, attach relevant documentation, such as survey instruments and a summary of the results of surveys or other research conducted during the past three years, or if this is a reapproval application, since the date of the last interim report. Survey results must show when the survey was conducted, to whom it was sent, and the number and percentage of responses. (G-301E2)

In order to determine how paralegal services are being used in the community, the Department of Legal Studies sends surveys (in written form and online) to the legal community to obtain its feedback. In addition, employers of graduates are also sent the same survey. Assessments of graduate employers have been done regularly in response to Graduate Employment Records since 2000, and assessments of the larger community are done every three years.

The surveys help the Program evaluate itself. The survey obtains input on what employers are looking for in education and skills of graduates, as well as what tasks paralegals perform, all of which helps the Program in its self-evaluation. Further, the surveys inform on the types of legal environments that are using paralegals, which is conveyed to the paralegal students by faculty members.

3. How does the program determine the extent to which graduates are securing suitable positions? Is such information taken from graduate surveys, placement records, or other sources? How is it compiled and used? (Note that placement records are required as Exhibit 30 in Section V of this report.) (G-301E3)

The Graduate Employment Record is completed at the end of the student's education and then sent to graduates six months after graduation. The Program Director keeps a record of the responses and uses the information in her regular assessment of the Department of Legal Studies. The Graduate Questionnaire then obtains more information every three years.

4. How does the program assess graduates' perceptions of their preparation for employment and of their educational experience in the program? Explain the plan for graduate assessment, i.e., how often is it conducted, which group(s) of graduates are surveyed, what kinds of instrument or other measures are used, who in the institution is responsible for conducting the surveys, and how are the results used. As Exhibit 15, include a copy of the evaluation instrument(s) and the summary of results for the past three years or, if this is a reapproval application, since the date of the last Interim Report. Summaries of survey results must show the date conducted, number sent, and number and percentage of responses received. (G-301E4)

Feedback from graduates regarding the program is obtained three ways: Exit Surveys, program/course assessments through the Senior Portfolio, and Graduate Surveys.

First, departmental exit surveys are obtained from all senior Legal Studies students in their final semester at the University, prior to receiving their Bachelor's Degree or Paralegal Certificate. Results are tabulated by the Program Director.

Beginning spring, 2008, all seniors in their final semester are provided with program and course assessment forms to be completed prior to the close of the semester as part of a portfolio assessment. The forms address how well various objectives were met through the Program and through individual courses. Beginning in fall, 2008, students will begin compiling their portfolios each semester in preparation for Senior Project.

Finally, Graduate Surveys are sent to all graduates of the Department of Legal Studies every three years.

The results of all surveys, reports, and assessment forms are tabulated and reviewed by the Program Director as a means of Program assessment. The results are periodically reported to the Advisory Committee, in addition to University officials and/or committees when requested. Changes then are considered by the Program Director and Advisory Committee depending on the results of surveys.

5. How does the program assess the satisfaction of employers and managers? Explain the plan for employer assessment, i.e., how often is it conducted, which employers are surveyed, what kind of survey instrument or other measures are used, who in the institution is responsible for conducting the survey, and how are the results used. As Exhibit 16, include a copy of the evaluation instrument(s) and the summary of results for the past three years or, if this is a reapproval application, since the date of the last Interim Report. Summaries of survey results must show the date conducted, who was surveyed, the number of surveys sent, and number and percentage of responses received. (G-301E5)

Surveys are sent by the Department of Legal Studies in response to graduate information to graduates' employers. The Program also sends the Legal Community Employer Survey which provides additional information on the paralegal needs of the surrounding community. The Program Director tabulates the results and evaluates how well the Program is meeting its stated objectives based on said results. Changes to the Program are considered based on the survey results.

6. How does the program assess the satisfaction of students with curriculum, instruction, services, and facilities? Describe the procedures for evaluation of faculty members and of other aspects of the students' educational experience. As Exhibit 17, include a copy of the evaluation instrument(s). Do not include individual faculty member's evaluation results, but do include a summary of results of other matters that are evaluated by students. (G-301E6) (See G-301F for an explanation of how assessment plans and methods will be evaluated.)

The Department of Legal Studies uses the Exit Survey of graduates, the Graduate survey, and the Senior Portfolio assessment forms to assess their satisfaction with curriculum, instruction and services of the Program. The Program Director evaluates the results of these assessments and makes adjustments as needed. The Program Director further reviews the performance of all faculty members, full-time and adjunct, as requested by the University.

Additionally, each Legal Studies student completes an online course evaluation at the close of each semester of Legal Studies courses. The course evaluations are administered and tabulated by the University's Office of Institutional Research. The results are forwarded to the individual instructor and the Department of Legal Studies Director. The course evaluation is an opportunity for students to evaluate faculty, the quality of instruction and course work provided in individual Legal Studies courses.

- D. Provide the total curriculum for the paralegal program. Indicate each program option offered (i.e. degree or certificate) as defined in G-103A. Include the total number of hours or credits for each program option, using either semester units, quarter units, clock hours, contact hours, or continuing education units using the definitions set forth in G-302D.

The University of La Verne Department of Legal Studies offers the following degrees and certificates:

- (1) Baccalaureate degree (B.S.) in Legal Studies, which requires a total of 128 semester units, including 42-44 units of legal specialty courses in the major.

- (2) Paralegal Certificate, which requires a total of 30 semester units of legal specialty courses.
2. Provide a list of the suggested sequence of courses for each program option including the following information:
- Semester hours or equivalent for each course/subject.
 - Prerequisites and co-requisites. (G-302E5)
 - Identify the legal specialty courses as defined in G-302I and, for each such course, indicate whether it is required or elective. (Use the abbreviations LS-R and LS-E.)
 - If general education is part of the required course work, identify the general education courses as defined in G-302E1. (Use the abbreviation GE.)

(1) Baccalaureate degree (B.S.) in Legal Studies:

Legal specialty courses are marked (LS).

Prerequisites – Students must complete college-level English and six units of General Education prior to taking Legal Specialty courses. LS 301 is a prerequisite for all other courses, except can be taken concurrently with LS 304. LS 304 is a prerequisite for all courses except LS 301. LS 365 is a prerequisite for LS 368. LS 311 requires as a prerequisite that the student either have a prior course in Microsoft Office or pass a test the department gives. LS 498, Paralegal Internship requires that the student must have taken eight legal studies courses and completed LS 365 and preferably LS 368.

Core requirements – All of these courses are required.

COURSE NO.		Semester Units
LS 301	American Legal Studies (LS)	4
LS 304	Legal Research and Writing (LS)	4
LS 307	Legal Ethics (LS)	2
LS 311	Law Office Computer Applications (LS)	4
LS 365	Litigation I (LS)	4
LS 368	Litigation II (LS)	4
LS 380	Torts (LS)	4
LS 390	Contracts (LS)	4
LS 499	Senior Project	2

Electives – three of the following are required.

LS 321	Family Law (LS)	4
LS 328	Property and Real Estate Transactions (LS)	4
LS 330	Bankruptcy (LS)	4
LS 340	Special Topics*	1-4
LS 350	Wills, Trusts, and Probate (LS)	4
LS 370	Criminal Law (LS)	4
LS 498	Paralegal Internship (LS)	2

* In the past Special Topics have included Immigration Law, Intellectual Property, Alternate Dispute Resolution, and Employment Law.

General Education Requirements for Baccalaureate Degree

COURSE	NO. OF COURSES REQUIRED (Courses range from 2 to 4 semester units)	
	Traditional Students	CAPA students*
English Language Skills	2	2
Spoken English	1	1
Mathematics	1	1
Humanities (from areas of Literature Philosophy or Religion, Mass Media, or Inter-Area Humanities)	3	2
Movement and Sports Science	1	1
Fine Arts		
History and Appreciation	1	1
Experiential	1	1
Social Science (from areas of Behavioral Sciences, History and Political Science, Economics, or Inter-area Social Science)	3	2
Natural Science		
Life Science	1	1
Physical Science	1	1
Lab	1	1
CORE REQUIREMENTS**		
Values and Critical Thinking	1	1
International/Intercultural		
Foreign Language	1	exempt
World Civilization and Culture	1	1
International/Intercultural exper.	1	exempt
Interdisciplinary Core	2	1
Service Learning	1	exempt

* CAPA students are students entering ULV over 25 years of age following a break in studies; Traditional students are those entering ULV under 25 years of age.

** Requirements vary depending on number of units transferred into ULV from other colleges.

- (2) **Paralegal Certificate** – in order to pursue a Paralegal Certificate from the Department of Legal Studies, student must have either a Bachelor’s Degree, or 60 semester hours/units (including a minimum of 18 General Education units) from a regionally accredited college). General Education courses are subject to department approval.

Legal specialty courses are marked (LS).

Core requirements – all of these courses are required.

COURSE		Semester Units
LS 301	American Legal Studies (LS)	4
LS 304	Legal Research and Writing (LS)	4
LS 307	Legal Ethics (LS)	2
LS 311	Law Office Computer Applications (LS)	4
LS 365	Litigation I (LS)	4
LS 368	Litigation II (LS)	4
LS 380	Torts (LS)	4
LS 390	Contracts (LS)	4

3. How are the general education requirements met? Explain whether these requirements are met by students upon admission to the program or through coursework taken as part of the program. (G-302E and F)

Students entering the Department of Legal Studies for the Baccalaureate Degree option can take courses that fulfill the General Education requirements offered on the Main Campus (and, for some students, online) by academic departments throughout the University. Alternatively, students can fulfill the University's General Education requirements by transferring qualifying course work completed at other colleges and/or universities, by completing specialized placement exams for certain courses (including CLEP and DANTES exams), and/or by having completed Advanced Placement courses/exams during high school.

CLEP = College Level Examination Program

DANTES = U.S. Department of Defense's Defense Activity for Non-Traditional Education Support

Students entering the Legal Studies' Paralegal Certificate Program are required to already have completed requisite General Education coursework by either possessing a Bachelor's Degree, or by proving that they have completed 60 units from an accredited college (including a minimum of 18 units of general education courses). Completed general education coursework is evaluated by the Department Chair and must be from at least three of the following academic areas: social and behavioral science; English composition and literature; foreign language; mathematics; humanities; natural science; and appreciation or history of the arts.

- a. How is the distribution requirement for three disciplines within the general education component met? (G-302E2)

As shown above in Section III. D. 2. of this report, for the Baccalaureate Degree option, the required General Education coursework falls into a broad span of different disciplines, including at least three courses in social and behavioral science; two to three courses in English composition and literature; two courses (or satisfying placement exams) in foreign language; one course in mathematics; three courses in humanities; two courses in natural science; and one course in appreciation or history of the arts.

Likewise for the Legal Studies' Paralegal Certificate option, students are required to have a minimum of 18 units of general education coursework in at least three of the following academic areas: social and behavioral science; English composition and literature; foreign language; mathematics; humanities; natural science; and appreciation or history of the arts. The general education coursework of incoming Certificate students is evaluated individually by the Department Chair.

- b. What method(s) is/are used to determine whether students demonstrate writing proficiency at the college level? (G-302E3)

Students for both the Baccalaureate Degree option and the Paralegal Certificate option demonstrate proficiency in college-level writing by taking and obtaining a minimum of "C-" in college-level writing courses offered by the University or at other colleges (provided the coursework is approved as transferable by the Registrar of the University). Alternatively, students may demonstrate writing proficiency by successfully challenging the requirement and passing relevant placement exams offered by the University, or by obtaining Advanced Placement credit toward the writing requirement obtained in high school. Credit is also awarded in the area of college-level writing if students obtain a passing score on the CLEP examination.

Additionally, all legal specialty courses offered by the Department of Legal Studies require students to demonstrate college-level writing proficiency by completing a variety of written assignments such as law office memoranda, memoranda of points and authorities, correspondence, and written examinations.

- c. What means are used to ensure that students demonstrate competence in oral communication? (G-302E4)

Students for the Baccalaureate Degree option are required to demonstrate competence in oral communication by completing a minimum of one course in Spoken English (a general education requirement) offered at the University or through transferred coursework from another college.

Additionally, many legal specialty courses offered by the Department of Legal Studies require students to demonstrate competence in oral communication either by requiring oral presentations and/or participation in class discussions.

- d. If credit is given by examination or through other means for general education courses, what methods are used to determine whether credit should be granted? Indicate how evaluation for equivalence is conducted and whether there are limits on the amount of credit that is earned through such means. (G-302E6)

The University Registrar evaluates the available examinations such as CLEP, DANTES, and the Advanced Placement for high school exams, and determines whether the substance of the exam matches the objectives and purpose of the General Education required coursework. With regard to the minimum passing scores and credit awarded for those passing scores, the Registrar follows the recommended scores and credit as determined by the organizations responsible for CLEP and DANTES exams. With

regard to the Advanced Placement exams given to high school students, the Registrar office of the University uses its independent judgment based on the general substance and depth of the examination in determining the required score necessary to obtain credit for required general education coursework.

- e. If general education credit is accepted in transfer, what policies govern the acceptance of transfer of general education credits completed at other institutions? How are the courses evaluated to ensure that they meet the definition of general education and the breadth contained in these Guidelines? (G-303E)

The Office of the Registrar for the University of La Verne evaluates courses from other colleges and determines the appropriateness of equivalency based on substance, coursework, text books, and semester hours. If the Registrar determines that equivalency to a particular general education requirement is met, then an articulation agreement is drafted and students are given appropriate credit for the coursework completed at that college.

- E. How does the program ensure that students have technology skills that are appropriate for employment as a paralegal? (Do not include electronic legal research in this section as this information is requested below under Section III K.) Indicate whether students are required to complete particular coursework that teaches technology skills, to take legal specialty courses into which technology is integrated, to achieve passing scores on standardized tests of this area, and/or to demonstrate competence in other ways. (G-302G)

The Department of Legal Studies requires that its students complete LS 311, Law Office Computer Applications. The course focuses on the use and practical applications of computers in the law office. While the basics of word processing, presentation programs, databases, and spreadsheets are reviewed, the main purpose of the course is mostly to provide students with practical experience with specialized legal software such as litigation or case-management software, timekeeping and calendaring software, and legal research software. In order for students to take this course, they are asked to pass an examination which demonstrates a basic level of proficiency in Word and Excel, or to have completed a basic course in Microsoft Office. The examination is administered by the Department of Legal Studies.

- F. If the program admits and graduates students who have not met the general education or total unit requirement of G-302H, complete the chart provided as Exhibit 18, showing information about students receiving exemptions from the general education and/or total unit requirements for each of the last three academic years or, if this is a reapproval application, for each year since the date of the last Interim Report.

No student has received exemption since the last Interim Report.

- G. Complete the chart provided as Exhibit 19, showing the legal specialty courses offered for each of the past three years, or if this is a reapproval application, for each year since the date of the last Interim Report. (G-303)

H. Provide a complete set of materials for each legal specialty course showing all of the following information, which must be current and up-to-date as of the date of the report. Include as Exhibit 20.

1. Title and course description.
2. Semester hours or their equivalent in clock hours, contact hours, quarter hours, or continuing education units.
3. Required textbook(s) and other material.
4. Course objectives including paralegal skills to be developed.
5. Instructional methods, including processes for faculty-student and student-student interaction and feedback to students on tests, assignments and other matters.
6. Methods of evaluation of student performance, including the formula for calculating student's grades from tests, assignments, and other factors.
7. A list of specific practical assignments in each course that develop paralegal competencies.
8. A detailed outline of subject area with a breakdown of time devoted to each major topic in increments of no more than three hours. Textbook chapter titles are not sufficient. (G-303I)

I. Does the paralegal program include an internship as a legal specialty course? If yes, provide the following information:

1. the systematic plan for developing, assigning, monitoring, and evaluating internships;

The Program Director, Patricia Adongo, is responsible for locating placements and supervising the program. The placements are with various private firms, governmental agencies in the local area, and legal aid in the local areas. Students in the Department of Legal Studies are encouraged to take the course, especially if they have no paralegal or other legal experience. Once the student decides to enroll in the course, Ms. Adongo interviews the student. Placement is then chosen with the student's interests in mind. The student then is interviewed by the potential placement employer. If the meeting is agreeable, the student proceeds with the internship. Throughout the semester, Ms. Adongo meets with the student several times, monitoring the type of work being done, the hours, the relationship with the placement employer. The performance is evaluated by both the employer and the student at the close of the semester. The student writes a reflection paper and attaches samples of work completed, as well as a time log and daily journal. The student also presents an oral report to Ms. Adongo.

2. the number of hours on the job needed to earn credit;

In order to receive credit, the student works 60 hours throughout the semester. The student receives 2 units of semester credit.

3. how the program ensures that students and sponsors understand expectations;

Both the employer and the student receive specific verbal and written instructions from the Program Director, Ms. Adongo. Both have to sign the written instructions and return to Ms. Adongo.

4. how the student, sponsors, and program faculty communicate during the course of the internship;

Ms. Adongo meets with the internship students periodically throughout the semester, face to face and by e-mail, as well as with the placement employer as needed.

5. how the program ensures that the work emphasizes paralegal skills and competencies. (G-302I1d)

Aside from providing written instructions, Ms. Adongo speaks to both the internship student and the placement employer to ensure comprehension of paralegal skills and competencies. Additionally, Ms. Adongo checks throughout the semester for confirmation that the tasks being done are paralegal tasks and not merely clerical.

- J. Which course or courses provide instruction in ethics and professional responsibility? Reference may be made to course outlines included in Exhibit 20 by course name and number. Approximately how many hours in each program option are devoted to teaching this subject? (G-302I3)

The Department of Legal Studies requires its students to complete LS 307, Legal Ethics. LS 307 is a two-unit course and is required for both the Baccalaureate Degree and Certificate. Legal ethics is also embedded in all other legal specialty courses offered by the Department of Legal Studies.

- K. Which course or courses provide instruction in legal research? In electronic research? Reference may be made to course outlines included in Exhibit 20 by course name and number. Approximately how many hours in each program option are devoted to teaching this subject? (G-302I4, G-601I and J)

Legal Research is introduced in LS 301, American Legal Studies (4 units), and taught in depth in LS 304, Legal Research and Writing (4 units). Although LS 301 introduces students to the concept of computer-assisted legal research, LS 304 provides introductory practical experience in electronic legal research using Lexis and/or Westlaw. The technology course, LS 311 (4 units), provides still further practical experience in electronic legal research. The students gain further experience throughout the Department of Legal Studies as instructors of other legal specialty courses are directed to include coursework that calls for the student to apply their legal research skills, electronic and manual.

- L. What policies govern the acceptance of transfer of legal specialty credits completed at other institutions? Include criteria for accepting courses in transfer, procedures for approving award of credit, limits on the number of legal specialty courses that may be accepted in transfer, and where these policies and procedures are published. (G-302I6)

The University of La Verne has Articulation Agreements with several other colleges that have paralegal programs. As such, paralegal courses taken at those institutions within a certain time period are transferable into the degree program at La Verne. Students who attend schools which have these agreements will have their paralegal courses transferred according to those agreements without petition by the student. The Articulation Agreements were based on ABA

approval of the other programs, institutional accreditation, the substance of each particular course, and the nature of practical assignments given in the courses.

Students who have taken paralegal courses at other institutions without an Articulation Agreement may petition to the Department Chair to have courses transferred into the University of La Verne. The student must include with the petition a catalog from the institution, course syllabi, a transcript, and sample work from the courses. Transferability is based on the accreditation of the school, comparability of the course including evaluation of practical assignments, year course was taken, and grade the student received. Transfer from schools that are not WASC accredited, ABA approved or members of AAFPE, will be limited to two courses, as long as academic quality and comparability to ULV courses are assured. Courses over seven years old will not be transferred into the program.

- M. What policies govern the award of legal specialty credit by course challenge or examination, if such credit is awarded? Include procedures to protect the academic quality and integrity of the program, limits on the number of legal specialty credits that may be earned through such means, procedures for evaluating and approving the award of such credit, and where these policies and procedures are published. Submit as Exhibit 21 a list showing the names of courses for which credit has been given under such policies and list each instance in which such credit has been granted in each of the last three years or if this is a reapproval application since the date of the last Interim Report. This list should indicate the term in which credit was granted, the name of the student that was awarded such credit, the name and number of the course for which such credit was awarded, and the basis on which the credit was awarded. (G-302I6)

The University of La Verne has a policy allowing students to challenge courses. The student may earn credit for a course if the student demonstrates the competencies required for successful completion of the course. Most of the courses in the Department of Legal Studies may be challenged. However, a challenge may not be done if the student has taken the course at ULV. The challenge information is set out in the university catalog.

No Legal Studies courses have been challenged since the date of the last interim report.

- N. If any legal specialty courses are offered through alternative delivery formats, such as compressed, accelerated, or online instruction:

The Department of Legal Studies at the University of La Verne does not offer any courses using alternative delivery formats.

1. Indicate which course or courses are offered by alternative means and describe the delivery method(s) or alternative means utilized. (Refer to G-302J for interpretations relating to alternative formats.)
2. Explain how the program ensures that students take at least ten semester credits or the equivalent of legal specialty courses through traditional classroom instruction or the equivalent as defined in G-302J1.
3. List each course that is taught through an alternative method and provide as Exhibit 22 a detailed course outline for each course showing how the hours devoted to classroom time and the structured instructional activity outside of class or in online instruction are

equivalent to the number of classroom hours that are normally required to award credit for such a course.

4. Explain how courses were selected for delivery in the alternative format and how the courses were developed.
5. Provide information on how students are screened to assess their ability to succeed in the alternative format or otherwise trained or prepared to succeed in taking course work in this format.
6. Provide information on the training and support for the development and instruction of courses delivered in the alternative format.
7. Provide information on the assessment that is conducted to determine the effectiveness of the alternative format and attach as Exhibit 23 a summary of the results of such assessment of the last three years or if this is a reapproval application since the date of the last Interim Report.
8. For online courses, provide the following additional information:
 - a. What means are used to ensure that there is interaction between faculty members and students, and among students?
 - b. By what means are faculty members accessible to students?
 - c. How do faculty members respond to students who have questions? How is feedback given to students on assignments and tests?
 - d. What technical support is provided to ensure proper functioning of the system and back-up in the event of technical difficulties?
 - e. What system is used to verify the identity of students submitting work or taking a test at a distance? (G-302J)

SECTION IV

FACULTY

G-401 through G-403

- A. Identify the name and the title of the person who serves as program director. Indicate whether this position is a full-time position. If the position is not full-time and the person designated as program director does not serve the institution on a full-time basis, identify the person responsible for the program who is full-time with the institution. If the person identified as the program director has been in his/her position for fewer than three years, provide the name or names of the person or persons who have served in this capacity for the past three years with dates of services and status as full-time or part-time. (G-402)

The person who serves as Program Director is Patricia Adongo, Department Chair of Legal Studies. The position is full-time. Ms. Adongo has been serving as Program Director since August 1, 2003. Assistant Professor of Legal Studies, Carolyn Bekhor, assists Ms. Adongo in meeting her duties as Program Director and has been doing so since September, 2007.

- B. Provide as Exhibit 24 a resume for the person designated as the program director and for each other person having substantial responsibilities for program direction or administration. Each resume must include the beginning date of service with the institution and the program, relevant professional qualifications, and experience working with paralegals and/or as a paralegal. If there is a new person with substantial responsibility for program direction within the last three years, or if this is a reapproval application, since the date of the last Interim Report, indicate the reason for the change. (G-401A-D)
- C. For the program director and each person having some responsibility for program direction and administration, indicate how much time is devoted to the program and to other duties, using the three categories below. Be sure to show the approximate time allocation during the year for each area, e.g., percentages of full-time or actual hour amounts for each person.

1. Program-related administrative and related duties.

For Patricia Adongo as Program Director: 40% of her full-time hours are spent on Program-related administrative and related duties.

For Carolyn Bekhor as her assistant: 25% of her full-time hours are spent on Program-related administrative and related duties.

2. Duties that are not related to the paralegal program.

The Program Director and Department Chair, Patricia Adongo, participates in a University-wide committee that addresses University student appeals. The Appeals Committee meets once a week for two hours throughout the academic year, which totals approximately 30 to 60 hours per year. Carolyn Bekhor, Assistant Professor, spends approximately 8-12 hours per year on her Committee. Both are required to attend general, University- or College-wide

meetings which total approximately 18 hours per year. The Chair attends monthly meetings of all chairs in the College of Arts and Sciences which is 13.5 hours per year.

3. Teaching. (If the person teaches for the institution, specify the usual full-time teaching load at the institution and the amount of release or reassigned time, if any, that is given for direction of the program.) (G-402)

Both full-time faculty members of the Legal Studies Department, Patricia Adongo and Carolyn Bekhor, are required to teach 12 units per semester. The Legal Studies Department offers classes in the fall and spring semesters. No summer courses are offered. Release time of one class (4 units) per semester is given in order for Patricia Adongo, Program Director, to manage the paralegal program responsibilities, and as is needed for Carolyn Bekhor to assist with ABA reporting requirements.

- D. What measures are taken to support and encourage the professional growth of all faculty members in the paralegal program with particular reference to their growth as teachers? (i.e., in-service training, attendance at continuing education programs and conferences.) Complete Exhibit 25, listing each faculty member's participation in such professional growth activities during the past three years, or if this is a reapproval application, since the date of the last Interim Report. (G-401F and G)

Faculty and adjunct instructors are encouraged by the University and by the Program Director to attend any available professional development, such as professional conferences and/or continuing legal education. The individual faculty member or instructor determines which conferences or other professional development event they wish to attend. If the University and/or the Department has funding available, reimbursement of costs is provided.

Additionally, the University hosts several professional development events each academic year, including the annual Part-time Faculty Workshop every fall, and the Winter Faculty Retreat. There, teaching methods and assessment were addressed which contributes to the faculty members' growth as teachers. A breakfast was held in May, 2008, to support collegiality amongst faculty members and administration, as well as to encourage faculty members to increase inter-personal communication with students as a means to creating a stronger learning environment. Throughout the year, University faculty offers noontime lectures to fellow faculty members on a variety of teaching methods, including the use of technology in the classroom.

Within the Legal Studies Department, faculty meetings for full-time and adjunct instructors are held once each academic semester. Other than being an opportunity to address administrative matters, the meeting serves as an in-service to all participating instructors. Teaching methods, online supplementation of courses, and assessment have been the subject of the most recent Legal Studies Department faculty meetings.

- E. How frequently are meetings of the paralegal faculty held and what faculty members are invited to participate in these meeting? As Exhibit 26, provide minutes of meetings held during the past three years, or if this is a reapproval application, since the date of the last Interim Report. Be sure that minutes include the date of the meeting, a list of those in attendance, and a record of the discussion. (G-401H)

Meetings of paralegal faculty are held once each academic semester, in the fall and spring. All full-time faculty and part-time adjunct instructors are encouraged to attend. Aside from formal faculty meetings, however, full-time faculty members, Patricia Adongo and Carolyn Bekhor meet regularly and frequently to address departmental and program issues.

- F. Complete Exhibit 27, showing all faculty members who are now teaching and who have taught legal specialty courses for each of the last three years or, if this is a reapproval application, for each year since the date of the last Interim Report, including the following information: name of faculty member; status within the institution, i.e. full-time, part-time, or adjunct; legal specialty courses taught and dates (by semester, quarter, etc.); and if no longer teaching, the reason. (G-401, G-403A)
- G. As Exhibit 28, provide a resume (not an employment application) for each faculty member listed in Exhibit 27. Each resume must include a description of the faculty member's professional qualifications, including experience working with paralegals or as a paralegal. (G-401A, C-E)
- H. What clerical, technical, and other support services are provided to faculty members? (G-403B)

The Legal Studies Department has a part-time administrative assistant, Laura Cantrell, who is available to all full-time and adjunct faculty members for the purpose of providing any administrative assistance. Additionally, the University provides technical and computer support through its Office of Information Technology. Finally, the University makes all its administrative offices available to the Department of Legal Services to address various administrative needs.

SECTION V

ADMISSIONS AND STUDENT SERVICES

G-501 through G-503

- A. What are the admission requirements and procedures used to select students? Indicate what printed or electronic publications of the program and institution contain admission requirements and procedures. (G-501)

The Admissions Office is responsible for evaluating traditional students (under age 25) for admission to the University of La Verne. For freshman applicants, the admission decision emphasizes the academic course of study, the cumulative high school GPA during grades 10 and 11 and first semester of 12, Scholastic Aptitude Test I (SAT I) or American College Test (ACT) scores, the applicant's essay, and letters of recommendation. Transfer students must have a college GPA of 2.2 or higher. Those with less than 30 semester hours of transferable academic credit will be evaluated on college work, high school transcripts, and SAT I or ACT scores, while those with more units need not submit high school transcripts.

The Campus Accelerated Program for Adults (CAPA) evaluates students over the age of 25 for admission to the University. They must have at least 40 semester units of college work with a 2.0 GPA or better to be eligible for admission. The admission process will take into consideration the GPA and the number of units completed, as well as other personal factors.

Applicants for the Legal Studies Certificate program option are evaluated by the Department Chair, Patricia Adongo. Applicants must submit an application, a personal statement, and official transcripts showing completion of:

- (1) A Baccalaureate Degree; or
- (2) 60 semester units from an accredited college, including 18 semester units of general education. The general education must include at least three semester units in college level English composition and fifteen units from at least three of the following academic areas:
 - (a) Social and behavioral science;
 - (b) English composition and literature;
 - (c) Foreign language;
 - (d) Mathematics;
 - (e) Humanities;
 - (f) Natural science;
 - (g) Appreciation or history courses in the arts.

The Department of Legal Studies prints its own individual brochure in which the program is described along with admission requirements (with a caveat that applicants must meet university admission requirements). Additionally, the University website, specifically the Legal Studies Department webpage, sets forth the general admissions information. Finally, the CAPA

department of the University which manages students over age 25 provides information about admissions to the Department of Legal Studies on its webpage and on its brochures.

Students may apply to the Department of Legal Studies by written application to the University of La Verne or online.

- B. If the program does not require a college degree for admission, explain how the program meets the standards stated in G-501(a).

Students entering the Baccalaureate degree option must have a high school diploma or its equivalent prior to admission. With regard to Certificate students, they must have either a bachelor's degree or demonstrate college-level proficiency by transferring in 60 semester units from an regionally accredited college, 18 of which must include 3 semester hours in college level English and 15 general education units that are in at least three of the following areas: social and behavioral science; English composition and literature; foreign language; mathematics; humanities, natural science; appreciation or history of the arts. These requirements better ensure students in the Department of Legal Studies have achieved college-level skills.

- C. If any admission or advanced placement testing is done prior to admission, identify and describe the test and how the results are used to determine eligibility for admission to or advanced placement in the program. (G-501(d))

No admission or advanced placement testing is done for the Department of Legal Studies.

- D. What methods are used to recruit students? Provide as Exhibit 29 copies of all advertisements, promotional materials, brochures, and flyers relating to the program including the institution's catalog and copies of the material that appears on all websites that feature the paralegal program. Indicate on the catalog cover the numbers of the pages of the catalog that refer to the paralegal program. Indicate on the first page of the website materials the URL address. (G-501A and B)

Copies of advertisements, brochures, website pages, and relevant portions of the college catalog are included. Brochures are always mailed to individuals who contact the Department requesting information about the paralegal program.

In addition to traditional print promotion, each academic year, faculty from the Legal Studies Department visits local community colleges and speaks to potential students in their paralegal classes as well as at the career fairs. Information about the University and the paralegal program is provided. On occasion, faculty participates in high school career fairs to inform the younger students about the paralegal career and the Department of Legal Studies. Faculty members also participate in general information sessions held on campus about the paralegal program that is advertised in local newspapers and open to the public.

- E. Indicate where statements are published in the institution's and program's literature that explain that paralegals may not provide legal services directly to the public except as permitted by law. Indicate which of the documents provided in Exhibit 29 contain this statement and the page number on which the statement appears in each such document. (G-501A3)

Our website states on its homepage that our program does not prepare students to practice law or to work directly for the public except as permitted by statute. The Legal Studies Department brochure provides that paralegals may not practice law, give legal advice, or appear in court, but that they do work under the supervision of attorneys. These limitations are also noted on the “Frequently Asked Questions” page which is accessible from the “Prospective Students” link on the Legal Studies homepage. Finally, the limitations are noted on page 82 of the University of La Verne 2007-2008 Catalog and will be expanded in the 2008-2009 Catalog.

- F. What procedures are used to relay information to prospective students about the paralegal program and the profession? Which members of the program faculty and staff are involved in the process? (G-501A)

The brochures that are mailed directly to inquiring students contain information about the Department of Legal Studies and the paralegal profession as does the Legal Studies website. The website’s URL is usually included in the advertisements. The information is also conveyed verbally at the informational sessions on campus and at the local community colleges and high schools. Both full-time faculty members, Ms. Adongo and Ms. Bekhor, participate in providing this information at the informational sessions. Administrative Assistant Laura Cantrell often accompanies faculty to the on- and off-campus informational sessions. Additionally, Ms. Cantrell provides the information to potential students who call the Department of Legal Studies by telephone.

- G. What are the policies and procedures for permitting non-paralegal students to enroll in legal specialty classes? If non-paralegal students are enrolled in any legal specialty classes, provide information for each term for the last three years showing the name and number of course(s), the total number of students enrolled, and the number of non-paralegal students enrolled. Also, explain the reason that non-paralegal students are permitted to enroll in each course. (G-503)

Generally, students are not permitted to register for legal specialty courses if they are not enrolled in one of the Legal Studies degree options. They must comply with the requirements for admission into the program. However, occasionally, a student with another major who has substantially completed their major requirements and wants to take a particular paralegal course offered is allowed to do so. That student must receive the approval of his or her academic advisor, as well as the approval of the Legal Studies Department Chair.

However, any university student may take LS 301 American Legal Studies. This is the beginning course for the program and is recommended for any student interested in the law or in law school, as long as the prerequisites are met. Here is a chart of that enrollment:

SEMESTER	TOTAL STUDENTS	NON-MAJORS
Spring 2006	15	5
Fall 2006	26	4
Spring 2007	13	5
Fall 2007	10	4
Spring 2008	16	1

Beginning in fall 2008, both LS 301, American Legal Studies and LS 304, Legal Research and Writing, will be offered to the general student population as a qualifying General Education course. Students who are not Legal Studies majors will still have to satisfy the prerequisites for the course (completion of LS 301 and college-level English). It is expected that few non-majors will enroll in LS 304.

H. Provide information about the cost incurred by students for:

1. Tuition and fees. Include per credit amount (if applicable) and total amount for the program.

Traditional baccalaureate students under age 25 admitted to the main campus pay the current tuition of \$720 per unit (for overload, directed study or independent study units) or \$12,795 for 12 to 17 units per semester. For CAPA students over age 25 admitted to the main campus, the tuition is \$475 per unit. For students pursuing the Certificate program, the tuition is \$290 per unit.

There is a \$50 non-refundable application fee and a one-time Paralegal Student Association fee of \$25. For each legal specialty course, there is a \$10.00 fee which covers Westlaw or Lexis access. CAPA students pay an additional \$20 Administrative Services fee for each course. Other fees might apply for late charges, appeals, lab fees (for applicable general education science courses), parking permits, transcripts, and written composition courses, as is necessary per individual student.

2. Books and other materials.

Students pay between \$40 to over \$100 per course for books. Typical legal specialty texts are between \$50 and \$80.

3. Placement (if any).

No fee is charged for placement.

4. Lab fees for specific courses including the course title and number and amount.

Paralegal students pay a \$10 Legal Studies computer research fee for each legal specialty course.

5. Any other costs charged by the institution or program to paralegal students. (G-501 and G-502)

No other fees are applicable to Legal Studies students.

- I. Describe the orientation to the paralegal profession provided to new students. Include information on materials provided, when the orientation takes place, and what persons are involved in the process. (G-502A)

Prior to enrolling as a Legal Studies major, students are encouraged to attend the Department's general informational sessions held on campus. There, they learn about the paralegal

profession, job opportunities, and how the Department of Legal Studies prepares the students for employment as a paralegal. Attendees are given the opportunity to ask questions and seek advice about their own interests and needs.

Students new to Legal Studies are all required to take the introductory course, LS 301, American Legal Studies. The course introduces students to the legal and court systems, the role and ethics of the paralegal, and gives an overview of the areas within the legal profession in which paralegals work. Particular attention is provided to the unlawful practice of law by non-lawyers, and available paralegal associations throughout the country.

All students new to the program are provided with an orientation session at the beginning of their first semester in the program. Both full-time faculty members and staff participate in sharing the basics of the Department of Legal Studies including required courses, the job board, the online course supplement (Blackboard), LEX, the Paralegal Student Association, advising requirements, and University-wide services.

J. Describe the student services provided in each of the following areas and the name and title of the person(s) responsible for the following:

1. Course selection, advisement, and registration.

Every student on campus has one or two academic advisors. One is a Legal Studies full-time faculty member (either Patricia Adongo or Carolyn Bekhor) and the other might be a CAPA advisor. The CAPA advisor's duties are to advise the CAPA Legal Studies students about the general education portion of the Legal Studies bachelor's degree. The Legal Studies advisors counsel all students on the legal specialty courses. Legal Studies advisors also counsel traditional students under age 25 on general education courses. The ultimate objective of the advisor is to ensure the student meets all the necessary requirements for either graduation with their bachelor's degree, or obtaining the paralegal Certificate.

While students meet with their advisors every semester prior to registration, the advisors make themselves available to the students for counseling throughout the semester.

2. Career counseling.

The University's department of Career Services is available to students and does career counseling, career testing, online career advisement, and provides access to an online job listing service. The advisors there will connect students with professionals in their chosen field, assist in the writing of resumes, prepare students for job interviews, including doing mock interviews. The advisors help students develop job search strategies.

In addition, as advisors to Legal Studies students, the full-time faculty members are available to meet with individual students to evaluate the student's educational background, work experience, grades received in Legal Specialty courses, and general demeanor; based on the evaluation, the faculty members assess the student's strengths and weaknesses, in order to help the student better understand the best job for them. Faculty members assist students also with resume writing, preparing for job interviews, self-marketing, and job-hunting strategies.

To further help students secure job placement, the Department of Legal Studies maintains an online “job board” through which local law firms, solo practitioners, corporations, and governmental entities advertise available paralegal positions. The job board is accessible on the Legal Studies webpage.

3. Support programs such as remediation and tutoring.

The Program Director encourages all instructors to help students struggling in the legal specialty courses, either by meeting with students face-to-face, or via e-mail. Additionally, the University provides assistance to all students through the Learning Enhancement Center (LEC). The LEC offers tutorial services in math, natural sciences, computers, and writing. It also provides services such as: study skills assistance including note taking and reading comprehension; test taking skills; computer assisted instruction; audio-visual tapes for help in specific courses; time management seminars; cooperative programs with the library; and memory training.

4. Student organizations and associations.

The Legal Studies Department supports the Paralegal Student Association (PSA), offering meeting times and spaces, encouraging and reminding students of the importance of involvement, and assisting with PSA events. This past year, students put on a Breakfast in which working paralegals spoke about the career to attendees, they arranged for a group of students to attend the Career Conference put on by the Los Angeles Paralegal Association, and they organized the Graduate’s Dinner at the end of the Spring, 2008, semester.

5. Other services or activities. (G-502)

The University, including the College of Law, has a myriad of activities which are available to the Legal Studies student. There are regular lecture programs, computer labs, and University-provided e-mail. Students also have access to psychological and health counseling. There are also specialized advisors and services for international students, minority and disabled students.

K. What is the completion rate for students entering the paralegal program? Describe the procedure used to determine this rate and show the actual numbers used to determine the rate. (G-501(c))

To determine the completion rate of Legal Studies students, students who took more than one course are counted as beginning the major. This is because taking the first course, LS 301, is like testing the waters and a student is not determined to be committed to the major until that student takes other courses. Two students who completed the old certificate but did not complete a degree were included as those who completed. These are the figures.

YEAR BEGAN	NUMBER STARTED	NUMBER COMPLETED As of 6/2008	PERCENTAGE	NUMBER STILL ACTIVELY PURSUING As of 6/2008
1998	30	19	63	
1999	23	15	65	
2000	18	7	39	
2001	24	13	54	2
2002	17	11	65	1
2003	24	12	50	6
2004	38	19	50	5
2005	42	17	40	17

L. Describe how graduates are assisted in securing suitable employment by answering the following questions:

1. How and when does the program assist students in developing resume writing, interviewing, and job search skills?

As indicated above in Section V, J.2., Legal Studies students obtain assistance with resume writing, interviewing and job search skills through the University's Career Services department and from the Legal Studies advisors. Students are given access to online job postings at the Career Services department, and through the Legal Studies Department. Additionally, students are encouraged to attend legal career fairs such as the Career Conference hosted by the Los Angeles Paralegal Association where resumes are reviewed and students have the opportunity to speak with job recruiters. The Paralegal Internship course provides additional opportunity to the student to gain experience with resume preparation, job search skills and interviewing.

2. How does the program provide information and resources about current paralegal employment opportunities? Describe the means by which students and graduates are provided access to this information and delineate all resources that are available to students or graduates conducting job searches or seeking assistance with placement.

Students are given online access to the Legal Studies Department's online job board, as well as the University's online job listings through the Career Services Department. They also have access to legal journals and newspapers which often list paralegal positions at the University's College of Law Library. The Paralegal Student Association provides financial reimbursement for Legal Studies students to attend the Los Angeles Paralegal Association's Career Conference which puts students in touch with working paralegals and job recruiters. Finally, students obtain information about current paralegal employment by participating in a paralegal internship offered by the Legal Studies Department.

3. What is the name and title of the person who has the chief responsibility for the employment/placement services? If the person or persons responsible are not part of the

paralegal program staff, describe how the placement and program staff interact, communicate, and coordinate their efforts to provide adequate placement assistance. (G-502(a) and G-502C)

The Program Director is the person who has chief responsibility for employment/placement services.

- M. Complete the form provided as Exhibit 30, showing employment and related information for all graduates for each of the past three years. (G-301E3, 502(a), C and D)
- N. What methods are used to give students the opportunity to express their views and make suggestions regarding the paralegal program? (G-502E)

At the end of every legal specialty course, students are given the opportunity to complete an online course evaluation form in which they evaluate the instructor and the course's substance and procedure. In addition, graduating seniors complete an exit survey, a Graduate Survey, and the Senior Portfolio assessment forms in which they evaluate the overall Department of Legal Studies, provide their opinions on whether program objectives have been met, and give suggestions on improving the program. Finally, students are encouraged by all faculty members within the Department of Legal Studies to speak to them about any issues or problems that they may be faced with as they move through the Program. As such, there is in place a general open-door policy with the full-time faculty members, Patricia Adongo and Carolyn Bekhor. This policy helps the Department to better address and more quickly resolve specific student issues.

- O. If the program provides continuing education for its graduates and/or paralegals, list the continuing education offerings for the past three years. Include any promotional flyers or materials as Exhibit 31. (G-502F)

The Department of Legal Studies does not provide continuing education courses at this time.

SECTION VI

LIBRARY

G-601

A. What kind(s) of law library facilities is/are available to students in the paralegal program?
Identify as a:

1. Law school library.
2. City, county, or bar library.
3. Section of the institution's library.
4. A library collection and area set up specifically to serve the paralegal program.
5. A combination of two or more of the above. (G-601A and E)

Legal Studies students have access to the University's College of Law Library in Ontario, California, seven miles from the main campus. The College of Law is provisionally accredited by the ABA. Students further have access to Lexis-Nexis through the University's main library and Westlaw through the Department of Legal Studies.

B. If the program relies on an external library, as described in 1, 2 or 5 above, provide the following information:

1. Distance of the library or libraries from the institution's facilities, including all locations where paralegal classes are held.

The University's College of Law Library is in Ontario, California, seven miles east from the main campus in La Verne, California.

2. Method of travel between the library and the locations where paralegal classes are held and provide an estimate of the approximate travel time.

The usual method of travel is by car and students are on the road for approximately 15 minutes.

3. Understanding or written agreement between the library and the program regarding student use, including accessibility and permission to provide onsite instruction. If there is a written agreement, include as Exhibit 32. (G-601F)

There does not need to be an agreement as the Legal Studies students are part of the same university. In addition, the program has an excellent relationship with the College of Law.

C. Provide the following information about library use and accessibility for each library listed in A above:

1. What are the hours of library operation?

The University's College of Law Library is regularly open Monday through Thursday from 8:00 a.m. to 11:30 p.m., Fridays from 8:00 a.m. to 9:00 p.m., Saturday from 9:00 a.m. to 9:00 p.m., and Sundays from 12:00 to 9:00 p.m. Hours are adjusted for holidays and final exam periods.

Online access to Lexis-Nexis and Westlaw is 24 hours a day, 7 days a week, so long as the student remains enrolled at the University.

2. Is instruction in legal research permitted within the library facility? State restrictions, if any. (G-601C and D)

The legal specialty course, LS 304, Legal Research and Writing, is taught at the University's College of Law Library.

- D. Describe the provisions that have been made for maintaining, updating, and adding to library resources. Include a description of the process by which the program director and advisory committee evaluate the adequacy of the library and information resources and by which decisions are made about acquisitions and other changes to the collection and services.

The College of Law Library is headed by law librarians. They ensure that all books are maintained, re-shelved, repaired and replaced when necessary. With respect to updating materials, the library subscribes to the updating services of the major publishers. New book purchases are made periodically by the Department of Legal Studies as a result of faculty requests or when deemed advisable by the staff. The law librarians also order particular books when requested to do so by the Department of Legal Studies.

- E. Submit as Exhibit 33, an inventory of materials in the collection under each of the following categories, noting the most recent update.
 1. State code(s).
 2. State or regional reporter(s).
 3. State or regional digest(s).
 4. A resource for checking validity and currency of primary source materials, e.g., Shepard's Citations.
 5. Legal encyclopedia(s).
 6. Texts, practice manuals, and form books for all legal specialty courses. (Be sure to include the materials for every legal specialty course.)
 7. Local and state bar journals, legal newspapers, and periodicals devoted to the paralegal profession.
 8. Texts and other resources (not listed in #7 above) about the paralegal profession. (Include name, author, edition, date of publication, and publisher.)
 9. Law dictionaries. (G-601G)
- F. If your program has decided to provide access to item 4, a resource for checking the validity and currency of primary source materials, e.g., Shepard's Citations, or item 5, a legal encyclopedia, exclusively in electronic format, pursuant to Section G-601H of the Guidelines, provide the following information to demonstrate compliance with Guideline interpretations:

1. Indicate what collection requirements noted above (E 4 or E 5) are met exclusively through electronic access.
2. Indicate what electronic resources are used to meet the requirement(s).
3. Provide the basis for the determination that access to these materials is appropriate for the legal community served by your program. If your own program surveys are used, be sure to show the date conducted, the number of surveys sent and received, and a tally and analysis of results. Include any such survey materials as Exhibit 34.
4. State the number of students who can access these materials electronically simultaneously and any other information that demonstrates that students have the same degree of access electronically that they would have if the materials were in hard copy format. Include information about on- and off-campus access and passwords, if applicable. (G-601H)

Not applicable as none of the required resources are strictly in electronic form.

- G. What access do students have to research materials and resources in electronic formats? List and describe subscription services, Internet access, CD-ROM and the like, including the number of passwords if applicable and the number of terminals at which students may access materials in each format. It is not necessary to repeat information already provided in III.K of this report. (G-601J)

For the last three years, each Legal Studies student taking any Legal Studies course, except the introductory course, is given a password to either Westlaw or Lexis. These passwords make electronic research available 24 hours per day from any computer. In addition, the main library has numerous resources also available on-line from any computer.

- H. What kind of assistance is provided to students when using library resources, including staffing of the library. (G-601H)

Reference librarians and other staff are always at the law library to assist the students. Instructors of legal specialty courses are also directed to make themselves available to students for assistance in legal research related to their individual courses.

SECTION VII

PHYSICAL PLANT

G-701 through G-703

A. Describe the classrooms used for legal specialty classes. (G-701A)

The University of La Verne has many classrooms available for use by the Department of Legal Studies. Aside from LS 304, Legal Research and Writing, which is taught at the College of Law Library, most of the legal specialty courses are taught in one building, Leo Hall. The classrooms are “smart” in that they have computers, and connected overhead projectors. The rooms have adequate seating with writing surfaces, boards for the instructor to use, and adequate lighting, heating, and cooling.

B. Describe the study areas used by paralegal students. (G-701B)

Students may use the computer labs for study, as well as the College of Law Library and the main campus’s Library. There are plenty of desks and tables, many arranged for the minimization of noise and maximization of solitude.

C. List equipment, technology resources, computer labs, and other resources that support the instructional program that have not been described elsewhere in this report. (G-702A, B and C)

The following equipment is available for use by the instructors upon appropriate notice;

- VCRs, DVD players, and televisions
- Laser disk player
- Tape recorders
- Video recorders
- Slide projectors
- Sound systems
- Computer on a cart (if classroom is not already “smart”)
- Film strip projector
- Opaque projectors

The University of La Verne has three computer labs with a total of 70 to 80 computers, with available access to Lexis-Nexis and Westlaw. Instructors are also provided with University e-mail, Blackboard, voice mail. Fax machines and copiers are available, as are Graphic Services which does larger copy and print jobs.

D. Describe the office space that is assigned to the program director, staff, and faculty in the program, including information on areas where students may meet privately with faculty and staff. (G-703A and B)

Full-time faculty members and the administrative assistant have their own individual offices on the La Verne campus. Part-time faculty members do not have offices and must meet students

before or after class in the classrooms or in available conference rooms. In addition, the administrative assistant's office can be used by any adjunct professor.