

Cerro Coso College  
**Course Outline of Record Report**  
10/18/2021

## PARAC190 : Legal Ethics

### General Information

Author:	<ul style="list-style-type: none"><li>Vivian Baker</li><li>Ward, Dawn</li></ul>
Course Code (CB01) :	PARAC190
Course Title (CB02) :	Legal Ethics
Department:	Business Information Technolog
Proposal Start:	Fall 2018
TOP Code (CB03) :	(1402.00) Paralegal
SAM Code (CB09) :	Advanced Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000554022
Curriculum Committee Approval Date:	12/01/2017
Board of Trustees Approval Date:	11/14/2013
External Review Approval Date:	04/02/2014
Course Description:	This course provides students with an understanding of complex concepts of ethics and professional responsibility that govern the legal profession, as well as a substantive analysis of the major principles that affect how the practice of law is regulated.
Submission Type:	Change to Content New Course Materials  Met with counseling to go over pathways for this course. Pre-req (PARA 101) not needed, left as an advisory. Textbook was updated, SLOs were cleaned up to be more focused
Author:	No value

### Faculty Minimum Qualifications

Master Discipline Preferred:	<ul style="list-style-type: none"><li>Law</li></ul>
Alternate Master Discipline Preferred:	No value
Bachelors or Associates Discipline Preferred:	<ul style="list-style-type: none"><li>Legal Assisting (Paralegal)</li></ul>
Additional Bachelors or Associates Discipline Preferred:	No value

### Course Development Options

Basic Skills Status (CB08) Course is not a basic skills course.	Course Special Class Status (CB13) Course is not a special class.	Grade Options <ul style="list-style-type: none"><li>Pass/No Pass</li><li>Letter Grade Methods</li></ul>
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Allow Students to Gain Credit by Exam/Challenge

Allowed Number of Retakes

0

Course Prior To College Level (CB21)

Not applicable.

Rationale For Credit By Exam/Challenge

No value

Retake Policy Description

Type:|Non-Repeatable Credit

Allow Students To Audit Course

Course Support Course Status (CB26)

No value

## Associated Programs

Course is part of a program (CB24)

Associated Program

Award Type

Active

CC Paralegal Studies

A.S. Degree Major

Summer 2018 to Fall 2020

Paralegal Studies

Certificate of Achievement

Summer 2018 to Fall 2020

Law, Public Policy, and Society Associate in Arts Degree for Transfer

A.A. Degree for Transfer

Fall 2020

Paralegal Studies Associate in Science Degree

A.S. Degree Major

Fall 2020

Paralegal Studies Certificate of Achievement

Certificate of Achievement

Fall 2020

## Transferability & Gen. Ed. Options

Course General Education Status (CB25)

No value

Transferability

Transferable to CSU only

Transferability Status

Approved

C-ID

Law, Public Policy, and Society

Categories

C-ID discipline

Status

Approved

Approval Date

No value

Comparable Course

LLPS 120

## Units and Hours

### Summary

<b>Minimum Credit Units (CB07)</b>	3
<b>Maximum Credit Units (CB06)</b>	3
<b>Total Course In-Class (Contact) Hours</b>	54
<b>Total Course Out-of-Class Hours</b>	108
<b>Total Student Learning Hours</b>	162
<b>Faculty Load</b>	0

### Credit / Non-Credit Options

#### Course Credit Status (CB04)

Credit - Degree Applicable

#### Course Non Credit Category (CB22)

Credit Course.

#### Non-Credit Characteristic

No Value

#### Course Classification Status (CB11)

Credit Course.

Variable Credit Course

#### Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

### Weekly Student Hours

	<b>In Class</b>	<b>Out of Class</b>
Lecture Hours	3	6
Laboratory Hours	0	0
Activity Hours	0	0

### Course Student Hours

<b>Course Duration (Weeks)</b>	18
<b>Hours per unit divisor</b>	54
<b>Course In-Class (Contact) Hours</b>	
Lecture	54
Laboratory	0
Activity	0
<b>Total</b>	54

#### Course Out-of-Class Hours

Lecture	108
Laboratory	0
Activity	0
<b>Total</b>	108

### Time Commitment Notes for Students

No value

### Faculty Load

Extra Duties: 0

Faculty Load: 0

### Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

### Pre-requisites, Co-requisites, Anti-requisites and Advisories

#### Advisory

PARAC101 - Introduction to Paralegal Studies

Students would benefit from a basic understanding of paralegal profession to apply professional responsibility concepts.

### Entrance Skills

Entrance Skills	Description
No value	No value

### Limitations on Enrollment

Limitations on Enrollment	Description
No value	No value

### Specifications

#### Methods of Instruction

Methods of Instruction	Other
Rationale	Other Methods: A. Posted Lecture each week B. Group Discussion: Instructor posted questions. C. Individual Essay or Short Answer D. Quiz, Mid-Term and Final Examinations

<b>Methods of Instruction</b>	Peer analysis, critique & feedback
<b>Rationale</b>	No value
<b>Methods of Instruction</b>	Outside reading
<b>Rationale</b>	No value
<b>Methods of Instruction</b>	Case Study
<b>Rationale</b>	No value
<b>Methods of Instruction</b>	Discussion
<b>Rationale</b>	No value
<b>Methods of Instruction</b>	Lecture
<b>Rationale</b>	No value
<b>Assignments</b>	
<p>A. Reading – will include course text, paralegal association web sites, and legal, state bar associations, and American Bar Association (ABA) ethics web sites.</p> <p>B. Discussion On-Line in conjunction with legal research. Students are presented legal questions for research, comment, opinion, and discussion with other students/instructor. Discussion Question Example (This discussion is part opinion and part objective application of the laws): Why is it important for all nonlawyer employees in a legal office, especially paralegals, to have a working knowledge of their jurisdiction’s rules of lawyer conduct? Do you agree or disagree?</p> <p>C. Examination (multiple choice, true and false, and short answer), Essay based on research and case scenario, and Short Answer Questions based on law application (procedural and substantive). Short Answer Question Example: Please explain the principle of imputed disqualification and why it is applied.</p>	
<b>Methods of Evaluation</b>	<b>Rationale</b>
Tests	Examination - Examination will be by web site automatic graded true and false or multiple-choice questions. Additional questions posted for student to write answers to case law evaluation, law application, or research into hypothetical scenario requiring student analysis and conclusion based on substantive or procedural law application.
Homework	Essay and Short Answer Questions - Test has specific legal questions for legal research for substantive or procedural law application.
Participation	Class Discussion Question and Answer - Students have interaction in discussion forum with other students and instructor. Questions include procedural and substantive review of law application in legal system (court or alternative dispute resolution applications) and case law review of specific areas of law.

## Equipment

No Value

## Textbooks

Author	Title	Publisher	Date	ISBN
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Kauffman, K.D.	Legal Ethics. 3rd Ed.	Delmar Cengage	2014	This is the current edition of the textbook in this field of study. The information contained within the text is applicable to general concepts of today's ethic laws and the text is supplemented by up to date Ethics ABA and local state ethics codes from professional association websites.
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## Other Instructional Materials

No Value

## Materials Fee

No

## Learning Outcomes and Objectives

### Course Objectives

No value

### CSLOs

Analyze and apply the common ethical duties of the legal profession.	Expected SLO Performance: 70.0
Differentiate between and apply the duty of confidentiality and attorney-client privilege.	Expected SLO Performance: 70.0
Distinguish between and articulate the concepts of unlawful practice of law and malpractice.	Expected SLO Performance: 70.0
Investigate and resolve conflict of interest situations in client relationships and other miscellaneous ethical issues.	Expected SLO Performance: 70.0
Implement principles of competence as a paralegal and in the legal profession.	Expected SLO Performance: -

## Outline

### Course Outline

1. Introduction to Legal Ethics
  1. Members of the team
  2. Duties and responsibilities
2. Paralegal's Ethics in the Work Place
  1. Unauthorized Practice of Law
  2. Recognizing ethical issues of client relations
  3. Meeting the needs of the attorney in case management
3. Ethical Regulations and Issues
  1. Ethical codes
  2. Attorney-client privilege
  3. Conflict of Interest
4. Conflict of Interest Policies and Procedures
  1. Staff manuals
  2. Topics for staff manuals
  3. Electronic access
5. Client Communication
  1. Rules for advertising ethically
  2. Solicitation of clients
6. Client Fees, Timekeeping and Billing
  1. Legal fee agreements
  2. Timekeeping systems
  3. Billable vs. non-billable
  4. Corporate & government billing
  5. Trust/Escrow accounts
7. Fee Sharing
  1. Ethical considerations for the distribution of fees
  2. Attorney and non-attorney relations
8. Legal Malpractice
  1. Types of malpractice

Prevention of malpractice

## Delivery Methods and Distance Education

**Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other**

Face 2 Face

Online

Hybrid

Interactive

**Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section?**

Online: All paper assignments are identical to those in an onsite class except that they are submitted by "submission box" within the Learning Management System (LMS). Weekly class discussions are conducted by means of online weekly discussion forums within the LMS. Quizzes and exams will also be uploaded to the LMS and the student will take the quiz/exam through the LMS platform; however,

content will be identical to any on-site courses. The instructor is responsible for providing feedback to the discussion within the discussions each week and also through grading feedback. Some instructors use rubrics, which are also stated in the syllabus, to grade course work and discussion forums but rubrics are not required and the need will vary by assignment. Objective answers would not require a rubric. The same feedback that would be provided online through the LMS gradebook annotations would be given to the student in written format on the graded materials on ground.

**Effective Student-Instructor Contact:** Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Moodle Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV -Interactive Video -Other (specify)

discussion forums  
Lms message  
chat  
email  
itv

**Software and Equipment:** What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

Special software or equipment is not required.

**Accessibility:** Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

itv  
LMS  
publisher

**Class Size:** Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

Online class size will not be lower than on-ground classes.