



Association of American
Law Schools

Conference on Clinical Legal Education

The Value of Variety: Opportunities, Implications and
Challenges of Diversification in Clinical Programs

APRIL 28 - MAY 1, 2013

Law Clinic Directors Workshop

APRIL 27 - 28, 2013

SAN JUAN, PUERTO RICO

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Law Clinic Directors Workshop

APRIL 27 - 28, 2013
SAN JUAN, PUERTO RICO

Why Attend?

Clinics are currently experiencing pressures to be both expansive and economical. Circumstances compel us, as clinical directors, to think creatively, and to consider various structural ways that we might respond to these pressures.

In this climate, both programmatic structures and staffing structures are worth examining. What benefits might new structures bring, what issues are involved in implementing them, and what risks do they entail?

Although there is invariably some overlap, Plenary I focuses primarily on staffing structures, and Plenary II focuses primarily on programmatic structures. Each plenary considers structural innovations and changes that may be responsive, in various ways, to the issues that law schools face today.

Schedule

The Workshop will begin with a reception on Saturday, April 27 at 6:00 p.m. The meeting reconvenes on Sunday, April 28 at 8:45 a.m. continuing until 5:00 p.m. A luncheon will be held at 12:00 p.m.

Who Should Attend?

This conference will be of interest to clinic directors.



Association of American
Law Schools

2013 CALENDAR of EVENTS

MIDYEAR MEETING San Diego, California

CONFERENCE ON CRIMINAL JUSTICE

Sunday, June 9 - Wednesday, June 12, 2013

WORKSHOP ON POVERTY, IMMIGRATION AND PROPERTY

Monday, June 10 - Wednesday, June 12, 2013

WORKSHOPS Washington, D.C.

BEGINNING LEGAL WRITING TEACHERS

Wednesday, June 19 - Thursday, June 20, 2013

NEW LAW SCHOOL TEACHERS

Thursday, June 20 - Saturday, June 22, 2013

PRETENURED PEOPLE OF COLOR LAW SCHOOL TEACHERS

Saturday, June 22 - Sunday, June 23, 2013

FACULTY RECRUITMENT CONFERENCE Washington, D.C.

Thursday, October 17 - Saturday, October 19, 2013

Conference on Clinical Legal Education

The Value of Variety: Opportunities, Implications and Challenges of Diversification in Clinical Programs

APRIL 28 – MAY 1, 2013
SAN JUAN, PUERTO RICO

Why Attend?

As originally conceived, clinical legal education operated primarily within the context of litigation, social justice lawyering, and live-client in-house clinics. Over the years, diverse models of clinical education have emerged: non-litigation clinics such as transactional clinics, mediation clinics, and legislative policy clinics; externship programs; hybrid clinics that combine aspects of direct representation and externship placement; and the expansion of clinical education in countries around the globe. In many respects, the pedagogies of these diverse models have been developing outside the mainstream of clinical legal education through forums such as distinct conferences dedicated to transactional clinics, externships, or global justice issues. This conference seeks to bring the pedagogies from these diverse models of clinical legal education to center stage, examining the methods and assumptions of non-litigation, externship, hybrid, and international clinic models and engaging questions about how these pedagogies can or should inform earlier understandings of clinical education, lawyering skills, and social justice work.

An exploration of the diversification of clinical legal education compels a focus on the divergent approaches adopted by both clinical faculty and law school administrations. A predominant mode of clinical education involves teaching the professional skills of interviewing, fact investigation, counseling, and negotiation within a framework that assumes litigation as a backdrop. The rise of non-litigation clinics, however, has led to pedagogies of lawyering skills organized around the different objectives, methods and competencies of non-litigation work. Moreover, the role of clinicians in assisting law schools to develop lawyering skills training across the curriculum challenges the model of social justice lawyering that has shaped the growth and development of traditional clinical legal education, re-framing questions about the trade-offs between teaching skills and advancing the social justice mission of clinics.

The in-house, live-client clinic has been the preeminent model for American clinical education. Yet, externships have existed at least as long as clinics and form the core of many experiential programs in the United States and abroad. Supervised work in outside practices dominates training in other professions such as medicine, education, social work, and ministry. The need to provide more practical skills training to more law students has pushed law schools to expand the reach of clinical education beyond the limited slots available through in-house clinics taught solely or primarily by in-house clinical faculty.

Law schools have responded to these realities by expanding the range and variety of externship program designs, by developing hybrid models that divide client work, student supervision and classroom teaching between in-house clinicians and adjuncts, and by creating new courses that utilize aspects of externships (e.g. court observation or shadowing) together with more traditional approaches. These diverse models break down some of the traditional distinctions between in-house clinics and externships, prompting both questions and creative dialogue through the contrast of clinical pedagogies.

With the diversification of models of clinical legal education comes not just opportunities, but also challenges, critiques, and controversies. This conference will provide space to explore the pedagogies of these diverse models as well as the underlying challenges inherent in the expansion of the goals and limits of clinical education. To highlight these points, the conference will consider the possibilities for cross-fertilization from different pedagogical models.

Each day of the conference will feature a single plenary session addressing the diverse pedagogies of clinical education and one or two concurrent sessions. Working groups will meet four times during the conference. To address conference themes of diversification and cross-fertilization, while also allowing clinicians to meet in affinity groups, the first two working group sessions will feature mixed subject-matter groups and the second two sessions will feature affinity groups organized by subject matter. (continued on page 4)

Conference on Clinical Legal Education (continued)

Schedule The Conference will begin on Sunday, April 28 with registration at 3:00 p.m. and a Reception with Posters at 6:30 p.m. The program will include three days of plenary sessions, concurrent sessions, and working group discussions.

The Conference will conclude at 5:00 p.m. on Wednesday, May 1, 2013. In addition to the program sessions, there will be luncheons on Monday, Tuesday, and Wednesday and receptions on Monday and Tuesday evenings.

Who Should Attend? This conference will be of interest to all experience levels of clinicians and clinic administrators.

Puerto Rico Experience

Off-Site Events

Three off-site events with limited enrollment will be offered during the conference. Each event requires an advanced payment of \$25.

Search for the Coquí Llanero Frog (*limited to 30 registrants*)

MONDAY, APRIL 29 5:00 – 9:00 P.M.

The habitat for the Coquí Llanero, a small frog listed as an endangered species, is about one hour from Caribe Hilton Hotel. The facilities of the Caribbean Primate Research Center of the University of Puerto Rico-Medical Science Campus are the only remaining habitat of the Coquí. An expert will guide the groups of 5-6 participants at a time on a flat and easy walk through the wetland while speaking about the frog, its habitat, and the dangers posed by a pipeline permit request that was recently withdrawn. Each group's hike will last 15 minutes and will conclude in the evening when participants will hear the Coquí "sing." Participants should bring closed toe shoes (tennis), long pants and water. Refreshments are not provided.

Visit to G8 Communities (*limited to 45 registrants*)

MONDAY, APRIL 29 5:00 – 7:30 P.M.

The history of the G8 Communities dates back to the 1930s. During the Great Depression residents moved from the interior of Puerto Rico to these neighborhoods in San Juan for employment and improved living conditions. Today, these communities are among the most impoverished in Puerto Rico, while the City of San Juan has developed around them, surrounding them with the financial district, luxurious high-rise apartment buildings, universities, shopping malls, and government offices. The G8 Communities have been targeted for numerous redevelopment projects that failed to consider the needs of the residents. As a result, the residents of the G8 Communities have developed a strong community-based organizing network. The residents regularly conduct neighborhood tours to highlight environmental justice concerns (neighborhood contamination, flooding, settlement history, historic preservation challenges, etc.) and entrepreneurship efforts in the Martín Peña neighborhood. We will tour various community projects, such as a public school/community center, public art created by local youth, and street renovation projects, including a bridge that may cause the displacement of local residents, and a community garden. The tour will be conducted by community leaders who have a relationship with the Community Economic Development Clinic at the University of Puerto Rico School of Law and conclude with an interactive presentation at the Corporación del Proyecto ENLACE, the quasi-public corporation working with the residents in the G8 Communities.

Off-Site Concurrent Session on Courtroom Observation (*limited to 30 registrants*)

WEDNESDAY, MAY 1 9:00 A.M. – 12:15 P.M.

This Courtroom Observation is an offsite concurrent session. We will visit a local courthouse in San Juan to observe civil and criminal proceedings in three different courtrooms and to discuss how to use court observation to further learning objectives in the classroom. Following the observations, participants will discuss their experiences observing the events of the morning and compare their court observations to experiences in their own clinics. University of Puerto Rico School of Law clinicians will be present in each courtroom to help us understand the events, put them into context, and provide institutional perspective. The University of Colorado School of Law and St. John's University School of Law are contributing to the cost of Spanish to English simultaneous translation.

Meeting Information

Registration

You can choose to register for the Conference on Clinical Legal Education by one of the methods below. The **first step** to register whether on-line, by fax or mail is to ask your law school dean's office to have you added to the AALS Law School roster with your position, whether it is a tenure, tenure track, contract, visiting, adjunct, or fellow at the law school.

Online

Go to www.aals.org/clinical2013. You can pay the registration fee online by using American Express, Visa or MasterCard. Once you have been added to your law school's roster, you can register on-line. If you need assistance, contact dltsupport@aals.org

Fax or Mail

Complete the Registration Form and send it with payment of the registration fee to AALS. AALS accepts American Express, Visa, MasterCard, or checks (made payable to AALS) for payment of the registration fee. If you are paying with American Express, Visa or MasterCard, you may fax the form to AALS at (202) 872-1829. If you are paying by check, please mail the form and check directly to 1201 Connecticut Avenue, NW, Suite 800, Washington, DC 20036-2605.

Registration Fees

Conference on Clinical Legal Education

\$425: faculty of AALS member and fee-paid schools

\$475: faculty of non-fee-paid law schools

Law Clinic Directors Workshop

\$200: faculty of AALS member and fee-paid schools

\$250: for faculty of non-fee-paid law schools

Registrations must be received at AALS by April 17, 2013.

Please note that payment is necessary for admission to the workshop. A confirmation letter for your paid registration will be emailed. If you have not received a confirmation email (after one day for on-line registration, after one week for faxed form and after two weeks for payment by check), call AALS Registration at (202) 296-2355 to verify your registration.

On-Site Registration

If your form with payment has not arrived at AALS by April 17, 2013 it will be necessary for you to register on-site. There is an additional charge of \$50.00 to register after April 17. AALS accepts cash, personal or school checks, American Express, MasterCard, and Visa for on-site payment for the conference.

Refund Policy

The registration fee will be refunded in full for cancellations through April 10; a refund less \$50, which covers administrative costs, will be given for cancellations received April 11 through April 17; 50% of the registration fee will be refunded for cancellations received April 18 through April 25; no refunds will be given after April 25.

Accommodations

The conference sessions and sleeping accommodations will be at the Caribe Hilton Hotel, 1 San Geronimo Street, San Juan, Puerto Rico, 00901. Located on a peninsula in San Juan, the Caribe Hilton San Juan hotel has 17 acres of gardens with its own beach and oceanfront swimming pools. It is a short drive from old San Juan and the Condado area featuring shopping and fine dining restaurants. It is a 15-minute drive from Luis Muñoz Marín Airport.

To make reservations, attendees will first register for the Conference. After completing the meeting registration process, you will receive a confirmation email from AALS with instructions for booking a hotel reservation at the Caribe Hilton.

The room rate is \$157 for single or double occupancy. All rooms shall be subject to 2013 established taxes; Puerto Rico Commonwealth tax is currently 9%. There is also a 16% daily resort fee, \$5.25 per person roundtrip bellman fee, and daily \$.50 maid gratuity. The bellman and maid fees are subject to 6% state tax and 1% municipality tax.

The cut-off date for making a room reservation is March 28, 2013 so make your reservation early! Making a reservation prior to the cut-off date does not guarantee availability of the AALS rate. To ensure accommodations, please make your reservation early.

The Caribe Hilton Hotel requires a one-night's room rate deposit with one of following credit cards (Visa, MasterCard, American Express, Diners Club, Discover, JCB.) Deposits shall be fully refunded for reservations cancelled by 6:00 p.m. on the expected arrival date.

Local Transportation

The Caribe Hilton is 15 minutes from Luis Muñoz Marín Airport. Taxi fare is \$19 each way.

Hotel Parking

The hotel offers 24-hour, on-site valet parking for \$24.61 or self-parking for \$18.19 inclusive of tax per 24-hour period (with in and out privileges.)

Internet Access

Wired internet access if available in the guest rooms of the hotel at the following rates:

\$7.95: 24-hour Basic Internet

\$14.95: 24-hour Enhanced Internet with higher bandwidth

\$69.95: One week of Enhanced Internet with higher bandwidth

Complimentary wireless internet access is available in the hotel lobby and Starbucks.

Child Care

Child care can be arranged through:

Nanny on Call PR, Inc.

Phone: (787) 728-9999.

www.nannyoncallpr.com

Neither the hotel nor AALS recommends this service but provides this information for your reference.

Law Clinic Directors Workshop

SATURDAY, APRIL 27

4:00 – 7:00 P.M. **Registration**

6:00 – 7:30 P.M. **AALS Reception**

SUNDAY, APRIL 28

8:45 – 9:00 A.M. **Welcome**

Susan Westerberg Prager, AALS Executive Director, Chief Executive Officer

Introduction

Katherine R. Kruse, Chair, Planning Committee for 2013 AALS Conference on Clinical Legal Education, and Hamline University School of Law

9:00 – 10:15 A.M. **Staffing Structures**

Joan W. Howarth, Michigan State University College of Law

Ann Juergens, William Mitchell College of Law

Julie D. Lawton, DePaul University College of Law

Scott A. Schumacher, University of Washington School of Law

Law Deans have decision-making authority regarding staffing structures for the law school, and the terms and conditions of law school employment. While others are involved in these decisions as well, Deans play an influential role. This plenary begins with a Law Dean's perspective on staffing structures for clinical programs. Subsequently, clinical faculty will address current practices with respect to two potential structures for increasing the capacity of clinical programs: fellowship programs and the engagement of adjunct faculty for clinical instruction.

10:30 A.M. – 12:00 P.M. **Programmatic Structures**

Susan J. Bryant, City University of New York, School of Law

Deborah Epstein, Georgetown University Law Center

Luz E. Herrera, Thomas Jefferson School of Law

Fred Rooney, City University of New York, School of Law

In response to the difficulties that law schools face, clinical programs have evolved new forms. While some of these forms fall outside of traditional in-house clinic models, clinical directors and professors are often involved in the design and implementation of these programs because they involve supervision of novice attorneys in real legal matters and in social justice issues. Some evolving programmatic forms for this work include the development of a practicum course or curriculum and the creation of post-graduate incubator programs involving pro bono or low bono legal services. This plenary will address issues raised by the creation and operation of such programs.

12:00 – 1:30 P.M. **AALS Luncheon**

Judith Gundersen, Deputy Director of Testing, National Conference of Bar Examiners,
Madison, WI

James Leipold, Executive Director, National Association of Law Placement,
Washington, DC

2:00 – 4:00 P.M. **Moderated Discussion - Challenges, Strategies, and Innovations**

Margaret Martin Barry, Vermont Law School

Laura L. Rovner, University of Denver Sturm College of Law

This afternoon session will ask Clinic Directors to discuss the challenges they are facing at their particular schools that arise from the pressures to reinvent legal education, and to share strategies they have used or innovations they have developed for addressing those challenges. The discussion will be framed by three inquiries: (1) first principles – what are we rooted in as clinical legal educators; (2) what avenues are we pursuing to meet the challenges of expanding clinical and externship experiences; and (3) what are we learning, both in terms of benefits and challenges, in broadening the scope of the experiences offered.

Conference on Clinical Legal Education

The Value of Variety: Opportunities, Implications and Challenges of Diversification in Clinical Programs

SUNDAY, APRIL 28

3:00 – 7:30 P.M. **AALS Registration**

6:30 – 8:00 P.M. **AALS Reception with Posters**

Project-Based Clinical Methods: Oral Presentations to Organizational Clients

Alicia E. Plerhoples, Georgetown University Law Center

Jessica K. Steinberg, The George Washington University Law School

Chipping Away at Cognitive Bias: A Cross-Clinic, Public-Private Approach to Domestic Violence

Dale S. Cecka, University of Richmond School of Law

Julie McConnell, University of Richmond School of Law

Broadening the Scope: Adapting Traditional Direct Service Clinics to the Changing Legal Market and Practice

Sara Gold, University of Maryland Francis King Carey School of Law

Laurie Kohn, The George Washington University Law School

Teaching Puerto Rican Law Students in a Clinical Setting

David C. Koelsch, University of Detroit Mercy School of Law

The Birth of an International Legal Externship Placement: Looking for Opportunities for Collaboration, the Implications of Ensuring ABA Compliance and the Challenges of Participant Recruitment

Phyllis Williams Kotey, Florida International University College of Law

Boot Camp Program for Required Clinic/Externship at Washington and Lee

James E. Moliterno, Washington and Lee University School of Law

Mary Z. Natkin, Washington and Lee University School of Law

Clinic Student as Teacher: Developing Professionalism and Transferable Skills Through Student-Led Community Workshops

Margaret Moore Jackson, University of North Dakota School of Law

Daniel M. Schaffzin, University of Memphis School of Law Cecil C. Humphreys School of Law

Establishing Diverse Domestic Violence Programs in Law School: Learning Values and Challenges to Meet Student Learning Need and to Best Serve the DV Community and the Community at Large

Christine Butler, Suffolk University Law School

Maritza Karmely, Suffolk University Law School

Arizona Native Voting- Election Protection Project

Patty Ferguson-Bohnee, Arizona State University, Sandra Day O'Connor College of Law

Community Economic Development: Organizing and Self-Management Clinic – Supporting the Integral Development of the Caño Communities

María E. Hernández Torrales, University of Puerto Rico School of Law

Intellectual Property Clinics of the University of Puerto Rico Law School

Chloé S. Georas, University of Puerto Rico School of Law

Hiram Meléndez-Juarbe, University of Puerto Rico School of Law

Eugenio Torres, University of Puerto Rico School of Law

AALS Reception with Posters (continued)

University of Puerto Rico School of Law Legal Aid Clinic

Maria L. Jimenez-Colon, University of Puerto Rico School of Law

The Value of Variety: Opportunities, Implications and Challenges of Diversification in Clinical Programs

Luis J. Torres Asencio, University of Puerto Rico School of Law

Teaching Law Students to Create Public Policy: A Case Study of a Childhood Lead Poisoning Prevention Legal Clinic

Desiree Hensley, The University of Mississippi School of Law

The Systematic Use of a Preparation Document in Negotiation and Clinic Course Curriculums

Alyson Carrel, Northwestern University School of Law

Daniel Gandert, Northwestern University School of Law

Staying Rooted in Clinical Pedagogy While Creating New Pedagogical Opportunities by Embracing Diverse Sites of Experiential Learning in In-House Clinics

Carmen V. Huertas-Noble, City University of New York, School of Law

Liliana C. Yanez, City University of New York, School of Law

MONDAY, APRIL 29

7:30 - 8:45 A.M. **AALS Section on Clinical Legal Education Committee Meetings**

8:45 - 9:00 A.M. **Welcome**

Susan Westerberg Prager, AALS Executive Director, Chief Executive Officer

Introduction

Katherine R. Kruse, Chair, Planning Committee for 2013 AALS Conference on Clinical Legal Education, and Hamline University School of Law

9:00 - 10:30 A.M. **The Changing Face of Clinical Legal Education: Models, Pedagogies, and Opportunities for Transfer**

Alicia Alvarez, The University of Michigan Law School

Elizabeth B. Cooper, Fordham University School of Law

Art Hinshaw, Arizona State University Sandra Day O'Connor College of Law

Ann C. Shalleck, American University, Washington College of Law

A predominant mode of clinical education involves teaching the professional skills of interviewing, fact investigation, counseling, and negotiation within a framework that assumes litigation as a backdrop. The rise of non-litigation clinics, however, has led to pedagogies of lawyering skills organized around the different objectives, methods and competencies of non-litigation work. This panel will explore the challenges and opportunities of teaching lawyering through clinics that focus on issues such as mediation, transactional lawyering, policy work, and legislative advocacy.

10:30 - 10:45 A.M. **Refreshment Break**

10:45 A.M. - 12:00 P.M. **Mixed Working Group Discussions**

12:00 - 1:45 P.M. **AALS Luncheon**

Introduction of New Clinical Faculty

Concurrent Sessions

Global Clinics in the Global World - Exciting, Compelling and Challenging

Sean J. Kealy, Boston University School of Law

Thomas H. Speedy Rice, Washington and Lee University School of Law

Juliet S. Sorensen, Northwestern University School of Law

Teaching to Transform: Collaborating and Building Relationships for Change

Deborah Archer, New York Law School

Kristin Henning, Georgetown University Law Center

Renee Hutchins, University of Maryland Francis King Carey School of Law

Karla McKanders, University of Tennessee College of Law

Michael Pinard, University of Maryland Francis King Carey School of Law

Ragini N. Shah, Suffolk University Law School

Yolanda Vazquez, University of Cincinnati School of Law

Teaching Law Students to Work on Interdisciplinary Teams

Linda Morton, California Western School of Law

Janet Weinstein, California Western School of Law

Howard Taras, M.D., University of California, San Diego Medical School, San Diego, CA

Finding Partners and Structuring Social Justice Policy Projects

Kevin M. Barry, Quinnipiac University School of Law

Emily Benfer, Loyola University Chicago School of Law

Marcy Karin, Arizona State University Sandra Day O'Connor College of Law

Robin R. Runge, University of North Dakota School of Law

Considering Autonomy, Mastery, and Purpose in Diverse Clinical Models

Beryl Blaustone, City University of New York, School of Law

Paula Galowitz, New York University School of Law

Catherine F. Klein, The Catholic University of America, Columbus School of Law

Leah Wortham, The Catholic University of America, Columbus School of Law

Design Choices for Developing and Enhancing Mediation Clinics

Amy G. Applegate, Indiana University Maurer School of Law

Douglas N. Frenkel, University of Pennsylvania Law School

Toby Guerin, University of Maryland Francis King Carey School of Law

When the Clinical Teacher is Not the Supervising Attorney: Pedagogical Opportunities and Challenges

Inga Laurent, Gonzaga University School of Law

Rebecca Beth Rosenfeld, Benjamin N. Cardozo School of Law Yeshiva University

Susan B. Schechter, University of California, Berkeley School of Law

Cynthia Wilson, Northwestern University School of Law

Lions, Tigers and Bears, Oh My: Confronting Fears, Phobias and Falsehoods When Diversifying Clinical Pedagogies

Kenneth R. Margolis, Case Western Reserve University School of Law

Peter Thompson, Charlotte School of Law

Carol A. Turowski, Charlotte School of Law

Lawyering Skills 2.0: Specific Pedagogical Approaches for Emergent, Non-Litigation Lawyering Practices

Jasmine E. Harris, American University, Washington College of Law

Jayesh Rathod, American University, Washington College of Law

Andrea M. Seielstad, University of Dayton School of Law

Brenda V. Smith, American University, Washington College of Law

In-House Service Clinics, Hybrids and Labs: Oh My!

Peter Joy, Washington University in St. Louis School of Law

J. M. Norwood, University of New Mexico School of Law

Antoinette Sedillo Lopez, University of New Mexico School of Law

Karen L. Tokarz, Washington University St. Louis School of Law

MONDAY, APRIL 29 (CONTINUED)

3:30 - 3:45 P.M. Refreshment Break

3:45 - 4:45 P.M. **Mixed Working Group Discussions**

5:00 - 7:30 P.M. **Puerto Rico Experience: Visit to G8 Communities**
See description on page 4. Advance Payment of \$25 required and limited to 45 registrants.

5:00 - 9:00 P.M. **Puerto Rico Experience: Search for the Coquí Llanero Frog**
See description on page 4. Advance Payment of \$25 required and limited to 30 registrants.

TUESDAY, APRIL 30

7:30 - 9:00 A.M. **AALS Section on Clinical Legal Education Committee Meetings**

9:00 -10:30 A.M. **Concurrent Sessions**

Finding the Right Fit: Identifying Practices That Work for YOUR Program

Cynthia Batt, Stetson University College of Law
Harriet N. Katz, Rutgers School of Law - Camden
Amany Ragab Hacking, Saint Louis University School of Law
Beth Schwartz, Fordham University School of Law

Holistic, Interdisciplinary and Systems Change-Focused Pedagogy and Practice with Indigent Survivors of Family Violence, Human Trafficking and Sexual Assault

Sarah M. Buel, Arizona State University Sandra Day O'Connor College of Law
Camille Carey, University of New Mexico School of Law
Joan S. Meier, The George Washington University Law School

Facing and Embracing Risk

Debra Chopp, the University of Michigan Law School
Lisa Martin, The Catholic University of America, Columbus School of Law
Dana A. Thompson, The University of Michigan Law School

"Exactly How Big is This Tent?": The Clown Car Conundrum for Interdisciplinary Clinics

Wendi J. Adelson, Florida State University College of Law
Lisa R. Bliss, Georgia State University College of Law
Sylvia Caley, Georgia State University College of Law
D'lorah L. Hughes, University of Arkansas Law School

Mediation First, or Last? A Conversation

Cynthia Batt, Stetson University College of Law
Jonathan M. Hyman, Rutgers School of Law - Newark
Minna J. Kotkin, Brooklyn Law School
James H. Stark, University of Connecticut School of Law

Does it Take Two to Tango? Exploring the Pedagogy of Teaching Collaboration Skills Across Different Clinical Models (In-House Clinics, Field Clinics & Externships)

Tracye Edwards, Drexel University Earle Mack School of Law
Richard H. Frankel, Drexel University Earle Mack School of Law
Deeya Haldar, Philadelphia Legal Assistance Center, Inc., Supervising Attorney/Adjunct Professor,
Drexel University Earle Mack School of Law Civil Litigation Field Clinic
Amy Montemarano, Drexel University Earle Mack School of Law
Reena Elizabeth Parambath, Drexel University, Earle Mack School of Law

Concurrent Sessions (continued)

Learning from How Other Disciplines Think and Teach about Professional Ethics

George V. Baboila, MSW, Director of Social Work Services, University of St. Thomas

Interprofessional Center for Counseling and Legal Services, St. Paul, MN

Patricia Anne Stankovitch, Psy.D., Director of Psychological Services University of St. Thomas

Interprofessional Center for Counseling and Legal Services, St. Paul, MN

Virgil O. Wiebe, University of St. Thomas School of Law

Jennifer Wright, University of St. Thomas School of Law

Confronting Criminal Injustice Through Clinical Partnerships With the Public Interest Bar

Claudia Angelos, New York University School of Law

Wendy A. Bach, University of Tennessee College of Law

Nicole Smith Futrell, City University of New York, School of Law

Donna H. Lee, City University of New York, School of Law

Joy Radice, University of Tennessee College of Law

When the World is Your Community: The Challenges of Human Rights and Transnational Clinics

Caroline Bettinger-Lopez, University of Miami Law School

Sarah H. Paoletti, University of Pennsylvania Law School

Margaret L. Satterthwaite, New York University Law School

Cynthia Soohoo, City University of New York, School of Law

Designing Seminar Components for In-House Clinics and Externships: Separate Worlds or Untapped Opportunities?

Carolyn Kaas, Quinnipiac University School of Law

Additional speakers to be announced

10:30 - 10:45 A.M. Refreshment Break

10:45 A.M. - 12:15 P.M. **Outside the In-House Clinic: Teaching Students to Learn from Practice Settings**

Bryan L. Adamson, Seattle University School of Law

Sarah L. Gerwig-Moore, Mercer University, Walter F. George School of Law

Ernest Ojukwu, Dean, Nigerian Law School, Agbani, Enugu, Nigeria

Moderator: Nancy M. Maurer, Albany Law School

The second plenary session will turn to the pedagogies that have developed in externships and hybrid clinics, which divide client work, student supervision, and classroom teaching between in-house clinicians and other legal practitioners. Supervised work in outside practices dominates training in other professions such as medicine, education, social work, and ministry, and in various international clinical programs. Many in-house clinics employ various forms of collaboration with practitioners and adjunct professors. This panel will explore the pedagogies that have developed in legal education, in the U.S. and abroad, and in other disciplines to help students learn from placements in outside practice settings.

12:15 - 1:45 P.M. **AALS Luncheon – AALS Section on Clinical Legal Education**

Shanara Gilbert Award Presentation

2:00 - 3:30 P.M. **Working Group Discussions – Single Affinity**

3:30 - 3:45 P.M. Refreshment Break

3:45 - 5:15 P.M. **Works in Progress, AALS Section on Clinical Legal Education Bellow Projects**

6:00 - 7:30 P.M. **AALS Reception**

Hosted by University of Puerto Rico School of Law

8:00 – 9:00 A.M. **AALS Section on Clinical Legal Education:
People of Color Clinicians Committee Meeting**

9:00 A.M. – 12:15 P.M. **Puerto Rico Experience: Off-Site Concurrent Session on
Courtroom Observation**
See description on page 4. Advance Payment of \$25 required and limited to 30 registrants.

9:00 – 10:30 A.M. **Concurrent Sessions**

Rewiring and Rewinding Clinical and Experiential Education the TJ Way

Bernard P. Perlmutter, University of Miami School of Law
Marjorie A. Silver, Touro College, Jacob D. Fuchsberg Law Center
David B. Wexler, University of Puerto Rico School of Law
Jennifer H. Zawid, University of Miami School of Law
Christina A. Zawisza, University of Memphis Cecil C. Humphreys School of Law

First-Year Live-Client Curricula: Collaborations Among Clinics, Skills Faculty, and Public Interest Organizations

Lisa Brodoff, Seattle University School of Law
Eduardo R.C. Capulong, University of Montana School of Law
Carrie Hempel, University of California, Irvine School of Law
Louise A. Howells, University of the District of Columbia, David A. Clarke School of Law
Michael Milleman, University of Maryland Francis King Carey School of Law
Sara Rankin, Seattle University School of Law
Nantiya Ruan, University of Denver Sturm School of Law
Steven Schwinn, The John Marshall Law School
Joseph B. Tulman, University of the District of Columbia, David A. Clarke School of Law

Universal Rights, East and West? The Local, Regional and Global Work of Human Rights Clinics in Kyrgyzstan and the United States

Kanykei Kasybekova, International and Business Law Department, American University of Central Asia (AUCA), Biskek, Kyrgyzstan
Elida Nogoibaeva, International and Business Law Department, American University of Central Asia (AUCA), Biskek, Kyrgyzstan
Constance de la Vega, University of San Francisco School of Law
Richard J. Wilson, American University Washington College of Law

Teaching Resilience Across a Diverse Clinical Curriculum

Susan L. Brooks, Drexel University, Earle Mack School of Law
Kim McLaurin, Suffolk University Law School
Ilene B. Seidman, Suffolk University Law School
Abbe Smith, Georgetown University Law Center

Square Pegs and Round Holes: A Variety of Pedagogically Sound Approaches to Teaching and Supervising Students Doing Prosecutorial Work in Law School Environments

David J. Breen, Boston University School of Law
Diane S. Juliar, Suffolk University Law School

The Challenge of Preparing Lawyers to Obtain Quality Supervision and Mentoring in Nontraditional Practice Settings -- as First Responders to Emergent Large-Scale Legal Needs, Providers of Limited Objective Representation, and Participants in Pro Bono Projects and Justice Incubators: Building on Quality Supervision and Mentoring in Externships and Clinics

Janet M. Calvo, City University of New York, School of Law
Lynn M. Kelly, J.D., Executive Director, City Bar Justice Center, New York, NY
Vanessa Merton, Pace University School of Law

Concurrent Sessions (continued)

Cross-Fertilization Comes in Many Colors: Diverse Clinical Strategies to Address Family Violence

Jill C. Engle, Pennsylvania State University The Dickinson School of Law
Mary Lynch, Albany Law School

Creating Law Enforcement Accountability and Responsibility (CLEAR): A Cross-Clinical Model Teaching Unconventional Advocacy and Exploring Law & Inequality

Amna Akbar, Ohio State University Moritz College of Law
Ramzi Kassem, City University of New York, School of Law
Diala Shamas, Liman Fellow, Creating Law Enforcement Accountability & Responsibility (CLEAR) Project, City University of New York, School of Law

Empowerment Through Application: Implementing and Assessing the Intersection of Social Work Theories and Legal Pedagogy in a Classroom and Clinic Setting

Michelle Geller, University of Chicago School of Law
Carrie Hagan, Indiana University Robert H. McKinney School of Law
Susan Woods McGraugh, Saint Louis University School of Law

Multidimensional Lawyering, Social Justice and Curriculum Design: Incorporating Goals for Structural Change within Diverse Clinical Models

Leigh Goodmark, University of Baltimore School of Law
Gowri J. Krishna, The University of Michigan Law School
Elizabeth L. MacDowell, University of Nevada, Las Vegas, William S. Boyd School of Law

10:30 - 10:45 A.M. Refreshment Break

10:45 A.M. - 12:15 P.M. **Working Group Discussions – Single Affinity**

12:15 - 1:45 P.M. **AALS Luncheon**

2:00 - 3:15 P.M. **Cross-Fertilization: Integrating Diverse Clinic Pedagogies**

Jane H. Aiken, Georgetown University Law Center
Ann M. Cammett, University of Nevada, Las Vegas, William S. Boyd School of Law
Praveen Kosuri, University of Pennsylvania Law School

The final plenary will continue with the theme of exploring diversity in clinical legal education by featuring panelists who are currently integrating pedagogies from diverse practice models. The goal of the plenary is to highlight prospects for integrating lawyering skills from litigation and non-litigation practice models and incorporating aspects of externships with more traditional clinical teaching approaches.

3:15 - 3:30 P.M. Refreshment Break

3:30 - 4:15 P.M. **Concurrent Sessions – Innovations Showcase**

Making Room for Business: Practice and Pedagogical Challenges (and Opportunities) of Consumer and Investor Advocacy Clinics

Robert Savage, Florida International University College of Law
Teresa Verges, University of Miami School of Law

Domestic Workers Rising: The Role of Legal Clinics in Transforming Rights

Ai-Jen Poo, Executive Director, National Domestic Workers Alliance, New York, NY
Marcy Seville, Golden Gate University School of Law
Hina B. Shah, Golden Gate University School of Law
Haeyoung Yoon, Senior Staff Attorney, National Employment Law Project, New York, NY

Concurrent Sessions – Innovations Showcase (continued)

Beyond Live-Client Litigation: The Integration of Community Advocacy and Organizational Collaboration in In-House Immigration Clinics

Sabrina Balgamwalla, University of Baltimore School of Law
Kristina Campbell, University of the District of Columbia, David A. Clarke School of Law
Hiroko Kusuda, Loyola New Orleans College of Law
Anita Sinha, American University Washington College of Law
Michael Scott Vastine, St. Thomas University School of Law

Multi-Dimensional Experiential Learning Projects: Combining Empirical Research, Pro Bono Service, and Legal Education in the Field

Tina V. Fernandez, The University of Texas School of Law
Heather K. Way, The University of Texas School of Law
Lucille D. Wood, The University of Texas School of Law

Opportunities for Transactional Clinics and Litigation Clinics to Reach Out and Build Bridges in the Community

Esther Barron, Northwestern University School of Law
Stephen Reed, Northwestern University School of Law

Integrating International LLM Students into Litigation and Non-Litigation Clinics In the U.S.

Putri Amanda, Researcher, Djokosoetono Research Center, Faculty of Law, University of Indonesia, LL.M. Candidate Class of 2013, University of Washington School of Law
Kimberly Ambrose, University of Washington School of Law
Ayesha B. Harris, Case Western Reserve University School of Law
Lisa Kelly, University of Washington School of Law
Laura E. McNally, Case Western Reserve University School of Law

Using Student Role Models to Establish Aspirational Professional Identity Goals and Develop Self-Evaluation Criteria

D. Christopher Dearborn, Suffolk University Law School
Christopher Lasch, University of Denver Sturm College of Law
Robin Walker Sterling, University of Denver Sturm College of Law

Expanding Lawyering Skills: Out of the Courtroom and Into the Studio

Jodi S. Balsam, New York Law School
Jenny-Brooke Condon, Seton Hall University School of Law
Barbara Moses, Seton Hall University School of Law

Adding Variety to Clinical Legal Education Through Service-Learning

Nabila A. Isa-Odidi, the American University Washington College of Law
Susan R. Jones, George Washington University Law School
Laurie Morin, University of the District of Columbia, David A. Clarke School of Law
Victoria F. Phillips, The American University, Washington College of Law

Distant Externships

Liz Ryan Cole, Vermont Law School
Elizabeth A. Davis, Lewis and Clark Law School
Robert R. Kuehn, Washington University in St. Louis School of Law

4:30 - 5:15 P.M. **Closing Remarks – Lessons from the Conference**

Moderator: Katherine R. Kruse, Chair, Planning Committee for 2013 AALS Conference on Clinical Legal Education, and Hamline University School of Law

5:15 - 6:30 P.M. **AALS Reception**

Please print clearly. Do not use red ink or pencil.

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Last Name _____

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First Name _____ Middle Initial _____

Badge Name _____

Law School/Organization _____

Address _____

Address (continued) _____

City _____ State _____ Zip _____

Telephone _____ Fax _____

Registrant's E-mail Address (required) _____

Working Group Discussions

Please list your first two preferences and indicate your preferences with (1) or (2). We will attempt to honor first preferences, but we will need at least 20 faculty indicating a particular Working Group for there to be a sufficient number of persons for the Working Group. Due to limits on the number of rooms for Working Groups, and the fact that some subjects for Working Groups need multiple sections, it is possible that your first preference will not be available. We may need to combine small groups based on actual enrollment and on available space.

- ADR
- Civil Rights/Discrimination/Race
- Clinic Administrators
- Community Economic Development
- Community Lawyering
- Consumer Law
- Criminal Law
- Criminal/Juvenile
- Critical Theory
- Disability
- Education Law
- Environmental
- Externships
- Family Law
- Family/Child Advocacy
- Family/Domestic Violence
- Gender/Sexual Orientation
- Health/Disability/AIDS
- Housing
- Human Rights (International)
- Immigration
- Law and National Security
- Legislative/Policy Lawyer
- Poverty Law
- Public Benefits/Elder Law
- Scholarship Support/Development
- Tax Clinic
- Transaction Law/Small Business
- Workplace Law
- Other: _____

Type of Registration	Received By April 17	Amount
Conference on Clinical Legal Education		
Faculty of Member and Fee-Paid Schools	\$425	
Faculty of Non Fee-Paid Law Schools	\$475	
Faculty of International Law Schools	\$400	
Puerto Rico Experiences Requiring Ticket Purchase		
Search for the Coquí Llanero Frog	\$25	
Visit to G8 Communities	\$25	
Off-Site Concurrent Session on Courtroom Observation	\$25	
Law Clinic Directors Workshop		
Faculty of Member and Fee-Paid Schools	\$200	
Faculty of Non Fee-Paid Law Schools	\$250	
Total		

Lunches

- Vegan/Vegetarian option receives vegan (no dairy, no animal products) lunch

Please indicate if you plan to attend:

- Reception Hosted by University of Puerto Rico, Tuesday, April 30, 2013

On-Site Registration

If your form with payment has not arrived at AALS by April 17, 2013 it will be necessary for you to register on-site. There is an additional charge of \$50.00 to register after April 17. AALS accepts cash, personal or school checks, American Express, MasterCard and Visa for conference on-site payment.

Refund Policy

The registration fee will be refunded in full for cancellations through April 10; a refund less \$50, which covers administrative costs, will be given for cancellations received April 11 through April 17; 50% of the registration fee will be refunded for cancellations received April 18 through April 25; no refunds will be given after April 25.

Payment Information

- Check (made payable to AALS in U.S. Dollars). Mail form and check to:

Association of American Law Schools
 1201 Connecticut Avenue, NW Suite 800
 Washington, D.C. 20036-2717

- American Express Mastercard Visa

Fax Credit Card Information to (202) 872-1829

Print name on credit card: _____

Credit Card #: _____

Expiration Date: ____/____ (required for processing)

I authorize this charge on my credit card.

Signature of cardholder: _____ Date: _____

Disability-Related Assistance

If you require a disability-related accommodation, please call AALS by March 20 at (202) 296-4755 or send an e-mail to disability@aals.org.