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Selected Summaries of Law School Clinical Programs

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APPENDICES

SELECTED SUMMARIES OF LAW SCHOOL CLINICAL PROGRAMS*

THE AMERICAN UNIVERSITY

Since 1978 The American University has operated The National Veterans Law Center through its Public Interest Law Clinic, providing students a chance to practice federal administrative law. The school has also evidenced its dedication to training its students by the actual practice of law in its LAWCOR Program, also part of the Public Interest Law Clinic, where students represent prisoners of penal institutions at disciplinary hearings. LAWCOR has been a part of The American University's curriculum for the past ten years.

The Public Interest Law Clinic provides students with a chance to participate in tasks performed by lawyers in federal practice in Washington, D.C. Students, faculty and participating attorneys are organized in teams for representation of clients before administrative agencies, litigation of needed areas of reform before federal courts, and drafting of petitions and testimony for legislative committees. The clinic has concentrated on legal problems of veterans.

The American University is attempting to establish a clinical program which can take advantage of its Washington, D.C. location. The program examines the intricacies of the federal administrative system. The Public Interest Law Clinic recognizes that federal agencies have a great impact on American citizens and tries to deal with problems of individual clients while making a contribution towards resolving some of the larger problems facing veterans such as psychological readjustment to civilian life. Thus, students are given practical opportunity to litigate individual problems before agencies while at the same time being involved in the drafting of legislation affecting a more wide-scale group of citizens. Technical writing skills are emphasized, but the student is never allowed to lose sight of the ramifications of his actions. The clinic provides educational advantages to the rest of the Law School in that it is a constant source of legal problems, issues and cases for faculty members who are teaching nonclinical seminars. In turn the non-clinical seminars generate feedback which helps the clinic with litigation strategy.

* These summaries are based on the 1980 funded Title XI abstracts on file with the U.S. Department of Education. They are not intended to include all clinical programs, but rather it is a representative sample to be used to compare and evaluate one's own clinical programs.
FACULTY
Professor Elliott S. Milstein, Director of Clinical Programs
Professor Lewis M. Milford, Director of the Public Interest Law Clinic
David Addlestone, Co-Director of the National Veterans Law Center
Barton F. Stichman
Lewis A. Golinker

COURSES
D. C. Civil Litigation Clinic
D. C. Criminal Litigation Clinic I and II
Criminal Justice Clinic
Public Interest Law Clinic

ANTIOCH SCHOOL OF LAW

In its brief existence Antioch School of Law has firmly established itself as one of the leaders in providing legal clinical programs for its students. It is the only ABA-accredited law school with a required three-year clinical program for all of its students. The School of Law was established in 1972 as the result of a merger of the Urban Law Institute of Washington, D.C. with Antioch College. Prior to this pooling, the Urban Law Institute operated as a public interest law firm, providing legal representation to residents of Washington's central city. Through its numerous clinical programs the college of law has continued this tradition.

Antioch's educational program is designed around a Teaching Law Firm. All full term faculty members of the law school are also members of the Law Firm. Students are in effect, associate members of this Law Firm. Thus, Antioch operates both as a law school and as a law firm.

During their first year students study traditional first year courses. In addition, students receive training in legal ethics, interviewing, negotiating, and legal analysis. After competence is demonstrated in these areas students begin to work with clients in clinical assignments.

There are two Basic Clinic divisions: Public Law and Private Law. The former serves clients in litigation and projects involving public agencies and the courts. The latter handles cases involving legal matters between private parties. Students spend six months in each division, and then enter a 14 week internship in a federal executive branch agencies, congressional committees, or courts. After completing their internship of the spring semester of the second year, students select and enroll in one or more of the Advanced Clinic programs. These clinics are broken into two divisions:

Division I

General Practice Clinic, Litigation Clinic, Family Law Clinic, Consumer Clinic, Adult Misdemeanor Clinic, Juvenile Delinquency Clinic,
Adult Felony Clinic, Landlord-Tenant Clinic, External Prosecutions Clinics (e.g. D.C. Corporation Counsel and U.S. Attorney's Office), and External Clinics.

Division II
Title VII Clinic, Labor Clinic, Statutory Entitlement Clinic, Public Benefits Clinic, Women's Rights Clinic, Prisoners' Rights Clinic, Juveniles with Special Needs Clinic, and External Clinics.

In these advanced clinics students are required to assist in trial and appellate work and in representation before administrative agencies. Third year students are also expected to supervise and teach basic Juris Doctor clinic students and assist them in their cases.

FACULTY
Ronald F. Pollack, Dean of the Law School
B.A. 1965, Queens College; J.D. 1968, New York University School of Law

Thomas J. Mack, Attorney/Professor Clinical Director
B.A. 1961, Loras College; J.D. 1964, University of Chicago

Richard E. Rubenstein, Attorney/Professor, Dean for Academic Affairs

Erias Hyman, Attorney/Professor, Dean for Student Affairs
B.A. 1971, University of Pittsburgh; J.D. 1976, Duquesne University School of Law

Edward G. Allen, II, Attorney/Professor
B.A. 1967, Amherst College; Fulbright Scholarship 1968-1969, University of Vienna; J.D. 1972, Georgetown University Center

Michael R. Diamond, Attorney/Professor
B.A. 1966, Syracuse University; J.D. 1969, Fordham University School of Law; LL.M. 1971, New York University School of Law

J. Marinda Harpole, Attorney/Professor
B.A. 1968, Mount Holyoke College; M.A. 1970, Boston University; J.D. 1976, Antioch School of Law

Morton Hollander, Attorney/Professor
B.A. 1938, Brooklyn College; LL.B. 1941, Columbia Law School

George C. Lacy, Jr., Attorney/Professor
B.A. 1972, Howard University; J.D. 1975, University of Wisconsin School of Law; LL.M. 1980, Georgetown University Law Center

David Luria, Attorney/Professor
B.A. 1963, Princeton University; J.D. 1968, Georgetown University Law Center

W. Edward Morgan, Attorney/Professor
J.D. 1945, University of Arizona

Frank W. Munger, Attorney/Professor
B.A. 1964, Kenyon College; J.D. 1968, University of Michigan Law School; Ph.D. 1977, University of Michigan
Carla S. Rappaport, Attorney/Professor
  B.A. 1972, University of Maryland; J.D. 1975, University of Maryland
  School of Law
Herbert J. Semmel, Attorney/Professor
  B.S. 1950, New York University; LL.B. 1953, Harvard Law School
John P. Sizemore, Attorney/Professor
  B.A. 1959, Southern State College; LL.B 1962, University of Arkansas
  Law School
William P. Statsky, Attorney/Professor, Librarian
  B.A. 1964, Boston College; J.D. 1967, Boston College Law School;
Francis B. Stevens, Attorney/Professor
  B.A. 1942, University of Mississippi; J.D. 1951, University of
  Mississippi Law School
Lois Yankowski, Attorney/Professor
  B.S. 1972, State University, New York at Albany; J.D. 1975,
  Georgetown University Law Center; LL.M. 1979, Georgetown Univer-
  sity
  Clinical Fellows
Deborah S. Barthel
  B.A. 1975, Loyola Marymount University; J.D. 1979, Georgetown
  University Law Center (Landlord and Tenant)
Katherine Broderick
  B.A. 1973, American University; J.D. 1979, Georgetown University
  Law Center (Criminal Misdem.)
Diane Chauhan
  B.A. 1968, University of Santa Clara; J.D. 1979, Georgetown
  University Law Center (Family Law)
Donald M. Jones
  B.S. 1973, Union College; J.D. 1976, New York University College
  of Law (Prisoners' Rights)
Stephen P. Kerr
  B.A.A. 1967, University of Oklahoma; J.D. 1969, University of
  Oklahoma School of Law; LL.M. 1978, George Washington University
  (Family Law)
Elam Lantz, Jr.
  B.A. 1968, Millersville State College; J.D. 1974, Salmon P. Chase
  College of Law, Northern Kentucky University (Juveniles with
  Special Needs).
Willie J. Mahone
  B.A. 1974, Towson State University; J.D. 1978, University of
  Maryland School of Law (Employment Discrimination)
Claudia E. Wayne
  (Women's Rights)
G. William Scott
B.A. 1974, Duke University, J.D. 1977, Columbus School of Law, Catholic University of America (Statutory Entitlements)

Ellen Sudow
B.A. 1968, Connecticut College; J.D. 1977, Antioch School of Law (General Litigation, Consumer, Bankruptcy)

ARIZONA STATE UNIVERSITY COLLEGE OF LAW

From its beginning in 1967, the Arizona State University College of Law viewed a well-supervised, integrated and carefully structured clinical education program as an essential part of its curriculum. Originally, the clinical program operated out of the Maricopa County Legal Aid Society, which was then housed in the law building. The program expanded in 1970, when the College placed student interns with the Arizona Attorney General's office and other governmental agencies. In 1973 an independent Law School Civil Clinic was established, and in 1975 the Student Defender Project was launched.

The Arizona State College of Law clinical curriculum has three major branches. The first of these programs is the Civil Clinic. Ten to twelve student interns, working under the direction of a full-time attorney employed by the law school, are placed with various state and local governmental agencies to represent an impoverished, primarily Spanish-speaking local community.

The Civil Clinic utilizes the services of a social worker, who assists law students in counseling clients, dealing with public agencies, and generally demonstrates the interdisciplinary nature of a lawyer's experience in dealing with clients and social agencies. The second major program, the Student Defender Project, is a cooperative venture with the Maricopa County Public Defender's office. Each semester, approximately ten students, under the direction of a full-time staff attorney, provide legal services for indigent defendants in the Justice of the Peace and Superior Courts of Maricopa County. The third major clinical program is the Prosecution Internship. Students in this program are placed with the Maricopa County Attorney's Office, as well as the city prosecutor offices in Tempe, Phoenix and Casa Grande. A majority of student interns in the two criminal programs try at least one jury trial, interview witnesses, interview and counsel clients, conduct negotiations, engage in discovery and factual investigations, and argue pre-trial motions. Each internship involves a strong academic component taught by a full-time faculty member.

A chief curriculum offering is the "Lawyering Process & Practice." This course sequence, offered to third year students, blends the clinic experience with a rich mix of practice courses and substantive offerings on lawyering. Through student internships and outside placement with

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government agencies, approximately 75 percent of graduating law students have had a clinical education experience.

**FACULTY**  
Lynwood Evans, Director  
J.D. (Univ. Of Missouri)  
David Kader, Associate Dean, Coordinator,  
J.D., LL.M. (Univ. of Washington and Univ. of London, London, England)  
Carla Ryan, Staff Attorney  
( Univ. of Toledo)  
Arleen Hernandez  
M.S.W. (Arizona State University)

**COURSES**  
Clinic (3 credits)  
Clinic Practicum (3 credits)  
Practice Court (2 or 3 credits)  
Negotiation and Counseling (3 credits)  
Appellate Advocacy (2 credits)  
Supreme Court Seminar (2 or 3 credits)  
Business Planning (2 or 3 credits)  
Advising the Small Business (2 or 3 credits)

**BOSTON COLLEGE**

The Boston College Law School operates four independent clinical education programs: the Legal Assistance Bureau, the Urban Legal Laboratory, the Attorney General Clinical Program, and Criminal Process. Designed primarily to teach lawyering skills in the context of clinical practice, the Clinics have also provided legal services which have benefited the community in a number of substantive areas.

The Boston College Legal Assistance Bureau (L.A.B.) began operation in 1968 as a student-managed legal services office. Approximately thirty second-year law students now participate in L.A.B. Students assume primary responsibility for all stages of client representation: interviewing, fact investigation, negotiating, drafting of pleadings, and appearance in court and administrative proceedings. Supervision is provided by staff attorneys, and participating students are concurrently enrolled in Lawyering Process, the classroom component of the program, intended to ensure understanding of the lawyering skills practiced clinically. The Lawyering Process class analyzes and develops lawyering skills through readings, simulated case files, videotapes and role playing.

The Urban Legal Laboratory (U.L.L.) is a full-semester externship for
eighteen students who spend approximately thirty hours per week at one of a variety of legal offices in the Boston area under the supervision of well-qualified practicing attorneys. The placements are carefully selected and include assignments in state and federal government offices, advocacy groups, public interest law firms, legal service offices, and defender and prosecutor offices. The classroom component of the U.L.L. is geared to in-depth analysis of the lawyering process. Simulated litigation is employed and complimented by readings, classroom discussion, and use of videotape. In addition, through the use of student presentations, an attempt is made to raise broad issues regarding the practice of law.

The Attorney General Clinical Program provides an intensive clinical experience for approximately 10-15 students who work in the State Attorney General's office. Students work directly with the attorneys in the affirmative and defensive representation of state agencies and officials in the state and federal courts. The clinical experience emphasizes the formulation of litigation strategy and includes the following types of legal work: Drafting of pleadings, motions, and other legal memoranda; legal research and the writing of trial and appellate briefs; oral argument in the state courts; and other elements of litigation such as trial practice, negotiation, and client counseling. A weekly two-hour seminar taken concurrently with the placement explores the institutional implications of law practice, the professional responsibility of lawyers, and the social, political, and legal roles played by attorneys.

Criminal Process is a one semester course for approximately 20 third year students. Half of these students represent indigent defendants in court; the remaining students act as prosecutors under the supervision of an assistant district attorney. Students handle a wide range of cases including assaults, larcenies, drug offenses, motor vehicle offenses, and break-ins. The classroom component meets for two hours per week. Classes attempt to provide students with an overview of and perspective on the local criminal system, while training them in the trial skills necessary to function in that system. Simulations are used extensively, including a videotaped mock trial.

FACULTY

L.A.B.
Mark Spiegel, Associate Professor
Carol Liebman, Assistant Professor
Lawrie Glick, Assistant Professor

U.L.L.
Robert M. Bloom, Assistant Professor

A.G. Program
Bruce Mohl, Assistant Attorney General

Criminal Process
Jennifer J. Rochow, Assistant Professor
Cardozo Law School’s Criminal Law Clinic is three years old. Cardozo is a new law school, located in a major urban area with an enrollment of over 900 students. From its inception the Cardoza clinical program has been divided into three component parts: seminar, fieldwork and a major litigation project. Cardozo has provided the clinic with weekly use of the Moot Court Room as well as two clinic offices.

The current clinical program is a two semester, nine credit course. Presently there are three parts to this program. The seminar begins with a five week program of daily simulation and lectures designed to prepare students for field work. In addition there are trial advocacy simulations involving initial client interviews, plea bargaining, pre-trial hearings, jury selection, direct and cross-examination and evidentiary problems, and lectures and discussions in advanced evidence criminal procedure and professional responsibility.

The second aspect of the program is the fieldwork. Here, students represent defendants charged with misdemeanors. Clients are selected through the Legal Aid Society of New York. Under clinical guidance the students conduct extensive initial interviews with the clients and attempt plea bargaining with the District Attorney. If no disposition is made the student prepares the bail application and completes the “basic” case preparation after arraignment. The third component of the program is the Major Litigation Project. Students are divided into teams and assigned to assist the Clinical Director or associate instructor in a criminal appeal or felony suit.

The staff of the program consists of a Clinical Director who has received a tenure-tracked three year faculty appointment with no teaching obligation other than the supervision of the current program and development of future clinical courses. In addition to the Director, there is an associate clinical instructor. Responsibilities for all three components are shared equally by the Director and instructor.

The program is designed to give participating students actual, practical experience in the areas of interviewing and counseling, negotiation, investigation, development of litigation strategy, drafting legal documents, examining witnesses at pre-trial hearings, witness preparation, examining and cross-examining witnesses at trial, developing and introducing evidence and advocacy before a trial court and jury. This is accomplished through the representation of actual clients accused of crimes.

Future plans for the clinical program include major program modifications, and both student and faculty expansion. Portions of the seminars will be selected and combined with the major litigation project to create a Felony Clinic. Student participants in the Criminal Court Clinic will be increased from eighteen to twenty-five, while the Felony Clinic will accommodate ten students. The Felony Clinic will be a one semester
two credit course designed for ten students. Students will be assigned to assist in either a criminal appeal, a habeas corpus petition, parole revocation proceeding, a civil suit for damages, or a felony trial. Cases for these purposes will be drawn from the Legal Aid Society. The seminar aspect will consist of classes in jury trial preparation, and simulated jury trials in front of judges. Cardozo plans the acquisition of additional video recorders and tapes for use in clinical and trial advocacy courses.

FACULTY
Barry Scheck,
J.D., Clinical Director (University of California Law School)
Lawrence A. Vogelman,
J.D., Associate Clinical Instructor (Brooklyn Law School)

CASE WESTERN RESERVE UNIVERSITY SCHOOL OF LAW

In 1976 the Case Western Reserve University School of Law opened its own non-profit teaching law office, known as the University Legal Center and since that time has operated its clinical program from the center on an "in-house" basis.

About forty students of a graduating class of about 200 participate in the legal clinic program at the present time. The clients who are represented by the University Legal Center come from a variety of sources. Referrals are received from courts, public agencies, bar associations, legal aid, and from prior clients.

The legal clinic program presently consists of two clinical courses—the criminal practice and the civil practice clinic. In both courses students assume primary responsibility for representing an assigned client. They interview their client, talk to witnesses, view the scene, research the law, and draft motions and pleadings. They are considered to be legal interns, and therefore have first-line responsibility for negotiations and trial. Of course, all work is done with the supervising attorney’s constant guidance.

The goal of the legal clinic is to give interns a wide-based caseload, so as to expose them not only to varying areas of the law, but also to different aspects of lawyering. However, the aim of the program is to transcend mere skill development. For this reason, attention is devoted to student self-analysis, professional responsibility, and to all aspects of the role of an attorney. The present program fills a genuine need in the community by offering free legal services to a primarily low-income public and to some non-profit organizations. It is the intention of the Legal Center to continue rendering this much-needed service on a gratuitous basis.
Because of the Cleveland community's great need for legal assistance to juveniles, the C.W.R.U. School of Law will add a juvenile law clinic in August, 1981. Areas of practice will include delinquency, child abuse and neglect, dependency, and paternity cases. Clients will come from a variety of sources including the County Juvenile Court, the Juvenile Public Defender, and the Institute for Child Advocacy. It is anticipated that students will assume the roles of both counsel and guardian ad litem. A portion of the caseload will also consist of impact litigation on children's rights issues. A unique feature of the program will be its interdisciplinary coordination with the university's School of Applied Social Sciences. It is hoped that the juvenile law clinic will provide a setting in which the separateness of the legal system and the social work system is transcended.

The law school anticipates, after an initial assessment and evaluation period, that it will retain the proposed expansion as a permanent part of its curriculum. It is expected that the juvenile law clinic will become a valuable component of the School of Applied Social Sciences. It is further anticipated that the new program will generate new interest in clinical training and increase clinical enrollment substantially.

FACULTY
Professor Mary Jo Long, Director of Clinical Programs,
Case Western Reserve University, Franklin T. Backus Law School.
Professor Lewis R. Katz, John C. Hutchins Prof. and Director of the
Criminal Justice Center, Case Western Reserve University, Franklin T. Backus Law School. A.B., 1959, Queens College; J.D., 1963, Indiana, Bloomington
Maurice Schoby, Staff Attorney, Civil and Criminal Clinics:
Georgetown University Law Center
Peter A. Joy, Staff Attorney, Civil and Criminal Clinics:
Case Western Reserve University

COURSES
Criminal Practice Clinic (4 credit hours)
Civil Practice Clinic (4 credit hours)
Juvenile Practice Clinic (4 credit hours) (available effective 8/81)
Lawyering Process (2 credit hours)
Clinical education at the Columbus School of Law dates back to 1970. One of the oldest programs is operated in conjunction with the Center for National Policy Review. The Center's clinical program is unique in that it focuses primarily on the "informal" decision-making processes of federal agencies, rather than on courts and administrative tribunals, and does so in the context of civil rights enforcement.

The law school has three clinical programs: the Center for National Policy Review, the Columbus Community Legal Services, and Law Students in Court. Many additional clinical opportunities exist in which students may earn credit while working with public agencies, law firms, judges, or public interest groups in and around Washington, D.C.

The major objective of the Center for National Policy Review is to assist public interest organizations concerned with national policy issues in the areas of race relations and urban problems. The Center's principal client groups are major national organizations such as the National Urban League, the NAACP and the League of Women Voters, and regional organizations such as the Metropolitan Washington Planning and Housing Association and the Afro-American Patrolmen's League of Chicago.

In the past about 18 students have participated in the Center's program each year, however, this number has increased recently. Students assist the Center's full-time professional staff, researching and investigating in support of legal actions designed to remove access barriers for minority groups to schools, jobs, housing, and other services to secure more effective enforcement of civil rights. The program focuses on the lawyering skills needed to achieve legal objectives through the decision-making processes of the executive branch of government. Students work at the Center half-time during one semester for academic credit and full-time during ten weeks of the summer for pay. Students are required to take a seminar in Race Relations Law, and, in addition, they participate in more informal seminars devoted to topics of interest to civil rights and public interest advocates.

Clinic, a "storefront" neighborhood law office located in the inner city of Washington, D.C. The law office provides a variety of legal services to indigent clients. A clinical semester is offered in connection with the Columbus Community Legal Services which consists of full-time work in the neighborhood law office, with special classes geared to the clinical experience.

Law Students in Court is a program operated jointly with other area law schools in which students are assigned to represent indigent clients in landlord-tenant, small claims and misdemeanor cases before the superior court of the District of Columbia. This program is offered to a limited number of third-year students, and is divided into civil and criminal sections.
FACULTY
Professor William L. Taylor, Director of the Center for National Policy Review (Yale)
Professor Roger S. Kuhn, Co-Director of the Center for National Policy Review (Columbia)
Assistant Professor Ellen M. Scully, Director of the Columbus Community Legal Services (The Catholic University of America)

COURSES
The Center for National Policy Review Program (7 semester hours)
Columbus Community Legal Services (3, 6, 7 or 13 semester hours)
Law Students in Court (4 or 6 semester hours)
Criminal Trial Program (2 semester hours)
Law and the Deaf (3 semester hours)
Legal Internship (2 semester hours)
SEC Student Training Program (2 or 3 semester hours)

CLEVELAND STATE UNIVERSITY

Cleveland State University's Cleveland-Marshall College of Law offered its first clinical course in 1972. Over the years the educational perspective of the clinical program has adhered to an ethically compelled standard of excellence in the practice of law.

The school's general practice clinical program involves an eighteen credit hour sequence over three academic quarters. Completion of a four-credit hour classroom course on the legal process is a pre-requisite to enrollment in the clinical practice component. A student then takes two academic quarters of clinical practice for which he receives seven hours of academic credit for each quarter, for a total of fourteen hours of credit.

The method of instruction employed in the clinic centers on giving students the primary responsibility of a very small and discrete caseload. In conjunction with a faculty supervisor, who acts as a senior co-counsel on each of the student's cases, the student is expected to maximize the legal issues in each of the cases. In conjunction with their client case work, all students enrolled in the clinic attend a weekly seminar conducted by the clinical faculty. The seminar is intended to integrate and generalize the students' experience by focusing as a law firm group upon particular problems.

A Post-Conviction Relief Clinic was created during the 1979-80 academic year for the purpose of offering law students a clinical experience in both federal and state substantive and procedural criminal law in a federal forum. The Clinic has developed a working relationship with the United States District Court for the Northern District of Ohio, whereby the Court will appoint a faculty-member, on behalf of the clinic,
to represent indigent petitioners seeking post-conviction relief. The cases taken under this program include several habeas corpus petitions, and appeals to the United States Court of Appeals for the Sixth Circuit.

FACULTY
Professor Peter Barber
Professor Robert S. Catz, Director of Clinical Programs
Professor Nancy Lee Firak
Professor Jack A. Guttenberg
Professor Jane Picker
Professor Mark H. Shenfield
Professor Steven H. Steinglass
Professor James Wilson

COURSES
Clinical Practice I
Clinical Practice II
Post-Conviction Relief Clinic
Sex Discrimination Clinic

DRAKE UNIVERSITY LAW SCHOOL

The Drake University Law School was one of the first law schools to require a clinical component for graduation.

Among the many clinical programs offered by the law school, the newest course to have a clinical component, Legal Ethics, has proved after only two years to be of tremendous value to the students and the local community. The course has a classroom component where lessons are given in interviewing, negotiation and settlement, counseling, case preparation and small claims court procedure. Upon completion of the classroom session each student, under the supervision of an experienced attorney/faculty supervisor, serves as lead counsel in one landlord-tenant case or unemployment insurance case and "second chair" in the other type of case. The cases are referred to the Drake Law Clinic by local Legal Aid Offices. Generally, the clients served by the program have been low-income families, and approximately one-half of the clients served were senior citizens or minority citizens. Since Legal Ethics is a one hour required curriculum course, every student graduating from the law school will have had some supervised actual trial experience.

Along with the required legal ethics course, the law school has offered other clinical opportunities in the following programs: Legal Clinic, County Attorney Internship, Judicial Clerkship, Insurance Law Internship, Public Interest Law Internship, Administrative Law Internship and Legislation Internship.
The Drake Legal Clinic Program has two county legal aid offices, and Iowa State University office and a Drake University office. A limited number of students each semester are involved in this program. Each student has the opportunity to work on and possibly litigate at least one case during the semester. The clinics have usually served low income individuals of the local communities and students from both Iowa State University and Drake University.

The County Attorney Internship Program has consistently given students the opportunity to learn the prosecution side of criminal law. A full-time faculty supervisor along with an attorney have assisted students in the prosecution of criminal misdemeanor cases. On occasion students have also handled minor felony cases and jury trials. This program has provided approximately five students each semester and ten students each summer invaluable trial experience.

The Judicial Clerkship Program has placed approximately fifteen students each semester and twenty-five students each summer into clerk positions for federal and state court judges. The students have done legal research and writing while learning court processes.

The Insurance Law Internship Program has enabled six students each semester to work with lawyers from the Iowa State Insurance Commission. This practical experience has helped students understand the intricacies of one of Iowa's biggest industries. The Public Interest Law Internship and the Administrative Law Internship programs have permitted students to become involved with public interest organizations such as, the Civil Liberties Union and the NAACP, and with administrative agencies such as, the Iowa Civil Rights Commission and the Iowa Attorney General's Office.

Finally, the Legislation Internship Program has assigned approximately twelve students each semester to Iowa state legislators or to one of the state legislative committees. Students have been permitted to help draft, research and provide legal background for proposed legislation or amended legislation.

FACULTY
Professor James Adams (Duke University)
Asst. Prof. James Clearly (Hamline University)
Prof. Daniel Power (Georgetown University)
Asst. Prof. Stephen Rocha (Univ. of Iowa)
Prof. Arthur Ryman (Yale University)

COURSES
County Attorney Internship
Legislative Internship
Public Interest Law Internship
Administrative Law Internship
Judicial Clerkship Internship
GOLDEN GATE UNIVERSITY LAW SCHOOL

Golden Gate Law School’s commitment to clinical legal education began in 1973 when its General Legal Clinic was instituted. Since that time, the clinical program has expanded to include both on-campus and off-campus programs, offering students work experience and intense training in the skills required for effective lawyering. Presently seven programs are in existence including the recently instituted Immigration Law and Deportation Defense Clinic.

The General Legal Clinic, which involves upward of one hundred students a year, allows second to fourth year students to receive credit for working in legal agencies or private offices. The positions may be either paid or volunteer positions; a student may earn a maximum of six units of credit during law school. Supervision of the student is the responsibility of the employer who then communicates with the assigned faculty member.

In 1975 Golden Gate initiated a Constitutional Litigation Clinic. Due to the nature of the material covered by this program, it exists as a smaller program directly affiliated with the school. The Public Interest Law Program was established in 1979 in cooperation with three other San Francisco area law schools. The program involves both course work and clinical experiences geared toward community involvement on the part of the student. Completion of this program will qualify the student to be designated a Public Interest Law Scholar. The Labor Law Clinic combines an intensive seminar with actual work on pending labor law matters, supervised by expert practicing attorneys in conjunction with the professor.

Externships are available in several areas. These placements require full-time participation and entail working directly with a judge or with specially selected and supervised law offices or agencies. Placement is arranged on an individual basis by the Office of the Dean. Externs may earn up to 13 semester credits for a minimum of 40 hours work per week. Substantial written work is also required. Exemplary placements include the United States Attorneys Office, the Federal Public Defender, the Federal Election Commission and California Supreme Court Justices.

The Immigration Law and Deportation Defense Clinic, the newest clinical program, began during the 1980-81 academic year. The program’s objective is to alleviate problems concerning adequate representation of immigrants by allowing students to handle their own caseload. Students must have completed a course in Immigration Law before enrolling into the program. The program begins with a two-week
orientation period where substantive laws and regulations are reviewed. Weekly seminars are then held dealing with problems that arise during the practice of Immigration Law. Students are encouraged to work on their problems and cases in teams, and meet at least weekly with a faculty member to discuss their pending cases. As the student progresses, he/she will assist in the screening of cases and will also represent parties as provided by 8 CFR § 292 (1979).

**FACULTY**
Professor Marc Stickgold, Director of Clinical Programs
Professor Morton Cohen, Director of Constitutional Litigation Clinic
Professor Charlotte Fishman, Instructor, Immigration Law and Deportation Clinic
Professor Bill Ong Hing, Director of Immigration Law and Deportation Defense Clinic
Professor Barbara Rhine, Professor, Labor Law Clinic

**COURSES**
General Legal Clinic (six credits)
Labor Law Clinic
Judicial and Legal Externships
Constitutional Litigation Clinic
Public Interest Law Program
Immigration Law and Deportation Defense Clinic (five credits with potential for three additional credits)

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**Gonzaga University School of Law**

Gonzaga School of Law has had clinical programs since 1975. The law school presently has two basic programs—an internship program and an externship program. Both of these programs are aimed at developing the legal skills of the students and serving the law related needs of low-income community residents.

Under the internship program, 27 upper-division students are based in the University Legal Assistance Clinic. Students who are admitted to the program practice law on a full-time basis under the supervision of licensed faculty members. Interns are involved in the preparation and litigation of misdemeanor and felony criminal trials, juvenile cases, civil and domestic controversies and administrative proceedings. In addition they engage in out-of-court settlements, interview witnesses and draft legal documents. In the externship component of the program students are in one of several government or government sponsored legal offices. Thirty-five students chosen as externs receive on-the-job training and educational experience in the preparation and trial of diverse cases. In
each instance, the student participants perform their duties under the direct supervision of a licensed and experienced attorney.

Gonzaga Law School is proposing to focus attention on several problems in the future, including assistance to battered women, developmentally disadvantaged, and parolees. These new programs will supplement existing programs aiding child welfare recipients and rural senior citizens.

FACULTY
Associate Professor Mark Wilson, Co-director of Clinical Programs
Associate Professor Jeffrey Hartje, Co-director of Clinical Programs
Assistant Professor Craig Beles
Associate Professor William Clark
Professor Frank Conklin
Assistant Professor Helen Tutt
Associate Professor James Vache

COURSES
Clinical Internship Program (15 credit hours)
Clinical Externship Program (4 credit hours)
Clinical Externship Program (2 credit hours)
Clinical Administrative Law (3 credit hours) (proposed)
Advocacy Process (6 credit hours)
Litigation Conduct (4 credit hours)

HASTINGS COLLEGE OF LAW

The Hastings College of Law initiated its first clinical program nearly sixty years ago. The first program expired in the wake of the depression, and it took roughly thirty years before another clinical program was undertaken at Hastings. Unlike its predecessor, the new clinic has flourished. From an initial enrollment of twenty students, the present program has grown to a yearly participation of over three-hundred and fifty students.

Hastings presently offers ten separate clinical programs and an additional program may be added in the Fall of 1981. These programs cover a wide range of subjects and are structured in a variety of ways. While a description of each program is not possible, a brief synopsis of a select few will illustrate the extent of the clinical system at Hastings.

The Appellate and Federal District Court Program allows third year students to earn credits while working as a law clerk for a Federal judge, a justice of the Supreme Court of California or the California Court of Appeals. Students are selected by the courts and the school and may earn up to 12 units of credit computed at the rate of one unit for each 45 hours of work.
The Civil Justice Clinic is conducted in cooperation with attorneys in the San Francisco Bay area. Students arrange a placement with the instructor's consent in, for example, a private firm, a legal services office or the California Attorney General's office. The students' work in the "field placement office" for approximately fifteen hours per week, and this activity is supplemented with a weekly seminar focusing on interviewing, strategy planning, negotiating, discovery, motion practice and pleading.

The newest clinical program, the Host Office Clinic Program, began in January of 1981. The unique feature of the new program allows the supervising professor to be assigned to a case calendar in a misdemeanor courtroom along with another attorney. The students assist in preparing all portions of the case including investigation, interviewing and trial. Additionally, with the consent of the judge, the students may present all or some of the witnesses at trial. It is hoped that the new program will provide the basis for an L.L.M. program in Criminal Advocacy.

**COURSES**

Appellate and Federal District Court Program (up to 12 units)
Civil Justice Clinic (5 units)
Criminal Justice Clinic (4 units)
Hastings Legal Assistance Clinic (4 units)
Labor Law Clinic (2 units)
Sex Discrimination Clinic (4 units)
Trial Court Program (up to 8 units)
Trial Practice Clinic (2 units)
Host Office Clinic (2 units)


**HOFSTRA UNIVERSITY LAW SCHOOL**

Hofstra University Law School was opened in 1970 and began a clinical legal education program at that time. Today Hofstra offers one of the largest faculty-supervised programs in the United States. The school's commitment to practical skills training is evidenced by the variety of both clinical and simulation training experiences offered to its students. Since 1978 a clinical experience has been required of all first year students in order to provide introductory instruction in the areas of interviewing, counseling, legal research, drafting, case theory formulation and professional responsibility. All clinical and simulation course offerings are planned and coordinated by the school's Tom Clark Center
for Advocacy; the Center was created for the purpose of improving the quality of representation on litigation and at present is in the process of developing a curricular specialty in litigation.

Hofstra provides a wide array of opportunities for its second and third year students to participate in intensive simulation courses, externships, and the school's Neighborhood Law Office. The specialized clinical program offerings include, the Environmental Law Clinic, Tax Clinic, the District Attorney Internship, the Hofstra-A.C.L.U. Internship and the Advocacy for the Elderly Clinic.

The Environmental Law Clinic provides an opportunity for students to work on current environmental issues in conjunction with public interest law firms, state and local environmental agencies and private practitioners. Student participants in this clinical program obtain direct experience in the administration, implementation and litigation of environmental statutes. The program is offered for six credits; students have approximately eighteen hours of clinical work each week and participate in a weekly seminar.

Hofstra's Tax Clinic is the first law school clinical program in the country to offer free legal representation exclusively in income, estate and gift, property and other tax matters. It is also the first law school program in New York State to offer free legal representation to lower-middle income taxpayers and small businesses. After completion of two semesters in the Tax Clinic, an advanced clinical experience, Tax Clinic II, becomes available. The advanced program offers further training in the areas of federal and state tax practice; Tax Clinic II students also function in a supervisory capacity for students in the Tax Clinic program. Students in both clinical tax programs are expected to attend a weekly two-hour seminar and must take one course in individual federal income tax and federal tax procedure.

The District Attorney Internship Program offers third year students the opportunity to work as an intern for either the Nassau County or New York County District Attorney's Office.

A limited number of students may alternatively choose to take the Hofstra-A.C.L.U. Internship Program. The two or three students who enroll in this program spend a semester assigned to a staff attorney with the American Civil Liberties Union and, for practical purposes, function as associate attorneys.

The Advocacy for the Elderly Clinic, constituted in 1979, is a full year program operated out of Hofstra's Neighborhood Law Office. The special needs and problems of elderly clients require students to develop expertise in areas of the law which are not a usual part of the law school curriculum. Typically fifteen students each prepare an average of four administrative and four other cases for their clients. Weekly seminars, roundtable discussions, and individual faculty-student conferences continue throughout both semesters. The students in this clinical program work on cases which involve obtaining Social Security
disability, Medicaid, Medicare and other governmental benefits, tax matters, housing nursing home and consumer issues. Students may also have responsibility for the drafting of wills, the incorporation of senior citizens centers as non-profit corporations, and the representation of clients in small claims actions.

The specialized clinical programs described are complemented by Hofstra's Neighborhood Law Office Program. As legal interns in this in-house office third year students have been involved in such diverse cases as class actions under federal civil rights statutes, fair housing litigation, federal habeus corpus proceedings and cases involving sexual and racial discrimination. Advanced training is provided in interviewing and counseling clients, fact gathering, legal research and writing.

FACULTY
Dean John J. Regan (Columbia University)
Marc S. Orlofsky, Director of Tax Clinic Program (Georgetown University Law Center)
Susan Kinewer (Hofstra University)
Alice Ann Morey (Hofstra University)
Richard K. Newmann, Jr. (American University)
Susan S. Seer (Syracuse University)

COURSES
Lawyering Skills I
Neighborhood Law Office Program
Tax Clinic
Advocacy for the Elderly Clinic
District Attorney Internship
Extern Program
Hofstra-A.C.L.U. Semester Internship
Trial Techniques
Environmental Law Clinic

HOWARD UNIVERSITY SCHOOL OF LAW

The Howard University School of Law in Washington, D.C. has a history of clinical programs dating back to the early 1930's. Throughout the last half century, Howard University has continued its interest in clinical legal education programs. The present program consists of the following clinics: Criminal Justice, Civil Litigation, Domestic Relations, Equal Employment Litigation, Litigation and Administrative Practice, Civil Rights and Constitutional Litigation, Urban Problems, International Law, and Securities and Exchange.

Each of the above clinics are offered in a staggered schedule.
Students may earn thirteen to fifteen semester hours of clinic credit, apportioned as follows: Academic component—three semester hours in the second semester of the second year; litigation component—five to six semester hours in each semester of the third year.

Of particular pride at Howard University is the Equal Employment Litigation Clinic. Since its inception in 1976, the Equal Employment Clinic has conducted a joint academic and clinical program in the area of employment discrimination. The purpose of all these programs is to provide students with intensive academic training and field work from which they can obtain practical experience. These experiences include interviewing clients, representing clients at administrative hearings, preparing legal documents, and litigating cases under the direction of experienced practicing attorneys.

The objectives of the clinic are two fold: 1) to have the programs become more widely known and 2) to be able to absorb the programs more readily into the University budget. (These two goals will hopefully be achieved as the clinical programs continue their tradition of excellence).

The clinical programs at Howard University have a bright future. Already in the planning stages are two new clinical programs, one in Trial Advocacy and one in Labor Law. (The Equal Employment Litigation Clinic is considering a number of proposed programs to expand their clinic and to allow for more students to participate.) More simulated training exercises in mock trials are being planned. A litigation manual for distribution to other law schools and Equal Educational Opportunity clinics are in the development stage.

FACULTY
Wiley A. Braton, Dean (Univ. of Arkansas)
Peter Weisman, Director, Clinical Legal Education (Univ. Of Penn.)
Howard Glickstein, Director, Equal Employment Litigation Clinic (Georgetown University)
John W. Davis, Supervising Attorney

COURSES
Criminal Law Clinic (3rd year)
Legislative Law Clinic (3rd year)
Securities & Exchange Clinic (3rd year)
Equal Employment Law Clinic (3rd year)
Criminal Law Clinic (3rd year)
Securities & Exchange Clinic (2nd year)
Equal Employment Law Clinic (2nd year)
Legal Writing
The criminal law defense component of the Illinois Institute of Technology/Chicago-Kent College of Law Legal Services Center (LSC) was established in 1978.

An average of seventeen students were enrolled in the LSC criminal law defense program during the 1979 academic year. Students enroll for four credits for the first semester and are encouraged to continue for a second semester where they will be given more difficult assignments and in-court opportunities. The program requires weekly 12 hours of fieldwork requirement, a one-hour section meeting and two hours of classroom work. Many of the cases originally docketed with the clinic were brought in from the prior private practice of the clinics faculty. These cases were supplemented by approximately 30 new cases which arose during the 1979 academic year.

Every student in the program receives actual experience in interviewing witnesses, counseling clients, negotiating with the State's Attorney and fact investigation and preparation for hearings and trials. In addition to the fieldwork, section and classroom meetings, clinic staff critically analyze and review all of student's work at regular intervals.

The overall objective of the criminal law defense program is to provide a well-supervised in-house clinical experience for student interns in the practice of the criminal law defense. The classroom component of the entire program has three specific goals: 1) to teach the students the relevant criminal law and procedures for their internship; 2) to teach them to perform better and 3) to use their fieldwork as a focal point for more generalized pedagogical inquiry and analysis.

The Legal Services Center is expanding its present criminal law defense program. Although its primary objective will remain the same the program will incorporate the following changes: 1) a third criminal defense attorney will be added to the staff to supplement the supervision of student interns, 2) the new attorney's caseload will primarily consist of state misdemeanors, city ordinance violations and juvenile court proceedings. These cases can be handled from start to finish by the student interns thereby increasing their responsibility.

FACULTY
Professor David Thomas (University of Michigan)
Professor Marc Kadish (Rutgers University)
Peter Eilinder (Chicago-Kent)

COURSES
Criminal Law Defense Program—4 credits per semester
LOYOLA UNIVERSITY OF CHICAGO SCHOOL OF LAW

Loyola University is Chicago's oldest university. Loyola's clinical programs include trial practice, appellate advocacy, estate planning and street law. The programs are usually organized on an eight-to-one student/faculty ratio, except in the live clinical area of street law. The purpose of these programs are to afford students the opportunity to develop skills and confidence in realistic areas of legal practice, while allowing them to gain the benefits of a simulated, faculty controlled environment. The experience and response of Loyola students to the legal clinical programs has been overwhelming. In the trial practice program, for example, 359 out of 417 students who graduated in the past two years participated and enrolled in the course. Other programs have experienced similar interest notwithstanding their demanding nature. An added plus derived from the clinic is its ability to educate the community it serves (the poor, elderly, teenagers).

Loyola began its street law program in 1979. In this program, law students teach high school students basic legal concepts and procedures in such areas as criminal, consumer and family law. Law students seek to convey the importance and relevance of the law to high school students, while teaching basic legal concepts, in easily understood terms. Many law students also become involved in counseling individual pupils who approach them with legal problems involving topics such as drugs, contracts, child custody, and shoplifting. (This clinical program also seeks to provide law students with the opportunity to develop their communication, oral advocacy, and listening skills). In order to be effective, the law student must translate substantive law into concepts that high school students can comprehend and view as relevant. One of the major parts of the program is a mock trial competition in which students spend weeks researching and teaching high school students about court functions.

Loyola University School of Law has proposed a new program directed toward referrals from the offices of the federal defender and federal probation officer. Another proposed program would offer services to clients residing within the "Roger Park" area near Loyola's Campus. The clinic would handle, but not be limited to, such issues as domestic relations, debtor-creditor problems, welfare related problems, and housing issues. Ten or fifteen students per semester of thirty to forty-five per year are expected to take part. The program will be offered in Rogers Park, where there is substantial availability of "store front" space, to give it a neighborhood orientation, with both the facilities of the law school and federal offices available to the program.

FACULTY
Nat P. Ozmon & Paul E. Plunkett, Directors of Trial Practice Programs
Marquette University Law School has a tradition of providing legal experience to its students. In addition to the law school’s successful moot court and trial advocacy programs, the law school has offered clinical programs in criminal and juvenile law for the past nine years. The latest addition to the clinical programs is the clinic for the elderly.

In practical clinical experience, the law school offers four options: criminal prosecutor, criminal defender, juvenile and senior citizen clinics. Each of these programs is designed to expose the student intern with the practical dilemmas encountered in the everyday practice of law. Three of the law school’s clinical programs (criminal prosecutor, criminal defender and juvenile) follow the same model: third year students serve an internship with a government agency while taking related classroom work. The clinic for the elderly has generated new excitement at the law school. This clinic is coordinated by the law school’s first full time clinic director, Professor Janine P. Geske. The clinic for the elderly is composed of twelve senior law students certified to practice under the Wisconsin Student Practice Rule. These students are given the opportunity to represent Milwaukee County residents, age 55 and above in problems relating to housing, unemployment compensation, social security and other legal problems common to the elderly. All the students in the program are required to work at the clinic facility, the Gesu Church on campus, for a minimum of ten hours a week, and attend a two classroom course once a week.

The law school’s clinical legal experience programs are intended to provide a different and complementary learning experience to basic classroom sessions in the law school. The overall goal of the programs is to make well organized, supervised and coordinated field experiences as part of an educational process whereby students can more adequately prepare for the professional role of the lawyers in the everyday practice.

In the future the law school hopes to increase the clinic staff and facilities so that any interested law student can have the experience of working in a clinic.
APPENDICES

FACULTY
Professor Janine P. Geske (Marquette University)
Professor Charles Clausen (Marquette University)

COURSES
Criminal Prosecutor
Criminal Defender
Juvenile Clinic
Clinic for the Elderly
Supreme Court Internship
Court of Appeals Internship
NLRB Internship
Appellate Advocacy
   (Moot Court Teams)

NEW YORK LAW SCHOOL

New York Law School has developed an intense and varied program of clinical legal education over the past five years. The school's clinical curriculum has continuously expanded by incorporating more faculty and student participation in an increased number of clinics. The law school was the first to develop a Street Law Clinic. Moreover, in 1979 New York Law School constructed a new clinical law office facility with a library, rooms for seminars, interviewing, and videotaping, and office space located on campus.

Each clinic offered by New York Law School involves a weekly two hour seminar, and a field component where students represent clients in actual cases under faculty supervision. The school presently offers clinics in the following areas: Administration of Criminal Justice, Civil Trial, Communications Law, Consumer Law, Criminal Defense, Discrimination Law, Family Court, and Street Law.

Under the Administration of Criminal Justice Clinic, students assist in the preparation and actual trial of cases in the New York District Attorney's office and the Office of the United States Attorney. In the Civil Trial Clinic students prepare and try landlord-tenant and social security disability cases referred by the Legal Aid Society. The Family Court Clinic authorizes students to appear and represent clients in New York Family Court. This clinic was added in January of 1980 and operates in conjunction with the Supreme Court Appellate Division and the Street Law Clinic. Students are able to work with court appointed attorneys in the preparation of cases involving neglect and abuse, juvenile delinquency, support, and guardian matters.

In the street law clinic students teach practical law to high school classes several hours a week. Administrative practice is emphasized in the Communications Law Clinic where students prepare cases before...
the Federal Communications Commission and other agencies, various federal courts of appeals, and the Supreme Court of the United States.

The Consumer Law Clinic, provides students with the opportunity to handle consumer projects and cases in conjunction with various consumer agencies and private organizations. Students appear on behalf of indigent defendants accused of misdemeanors and represent them in New York Criminal Court as participants in the Criminal Defense Clinic. The Discrimination Law Clinic puts students to work at the New York City Commission on Human Rights processing cases on housing and employment discrimination based on race, sex, national origin, religion, and age.

Students represent community members, assist in the preparation and trial of their cases, and assume full responsibility for the representation involved. Practical legal experience is gained through direct contact with clientele, agencies and commissions, attorneys, and various court systems. The clinical faculty supervisors assure a pedagogical framework for the learning of practical professional skills.

FACULTY
Professor Lisa H. Blitman
Professor Michael Botein
Professor Eugene Cerruti
Professor Stephen A. Newman
Professor David Rice
Professor Ernst Rosenberger
Professor Douglas D. Scherer

COURSES
Administration of Criminal Justice Clinic
Civil Trial Clinic
Communications Law Clinic
Consumer Law Clinic
Criminal Defense Clinic
Discrimination Law Clinic
Family Court Clinic
Street Law Clinic

NORTH CAROLINA CENTRAL UNIVERSITY

The North Carolina Central University School of Law first undertook to institute programs designed to develop and enhance the legal skills of its students in 1976. The school founded based on its awareness of the need for alternative approaches to provide students with experience and training in the practice of law, its clinical legal education program.
The law school will offer three new clinical programs during 1981: the on-campus Civil Litigation Client Clinic, the Employment Discrimination Litigation Clinic, and the District Attorney Placement Program. These programs are intended to allow students to gather actual experience in many skill areas, including interviewing, developing case theory, legal research, negotiating, trial preparation, and formulating legal correspondence and memoranda.

The on-campus Civil Litigation Client Clinic provides an opportunity for ten eligible third-year students to learn and develop practical legal skills in the representation of selected legal services clients under the supervision of two experienced attorneys. The students are required to spend a minimum of one hundred fifty hours in the clinic during the semester handling the following type of cases: consumer problems, federal benefits, domestic cases, tenant grievances, and wills and estate planning.

The Employment Discrimination Litigation Clinic enables eight eligible third-year students to assist practicing attorneys in the representation of claimants in employment discrimination cases. After undergoing an intensive two-week seminar in which all aspects of employment discrimination litigation are discussed and simulated, the students are placed with experienced attorneys for a total of one hundred sixty hours over an eight-week period. Each student is supervised by the attorney on a one-to-one basis.

The District Attorney Placement Program permits twelve students to be involved in prosecuting criminal, traffic, and juvenile cases under the supervision of an experienced prosecutor. Upon conclusion of a comprehensive review of the substantive criminal law, criminal procedure, and the rules of evidence applicable in North Carolina, the students are placed for one hundred sixty hours, eight-week period in the office of one of the state's district attorneys. Each student is placed directly under a supervising attorney who will be responsible for training and providing the student with experience in developing prosecutorial legal skills.

FACULTY
Professor T. Mdodana Ringer, Jr., Director, Clinical Legal Education Program
Professor Ronald W. Belfon, Assistant Director, Clinical Legal Education Program (Howard University)
Professor Charles R. Coleman, Clinic Professor, Civil Litigation Client Clinic (North Carolina Central University)
Professor Larry D. Weeden, Clinic Professor, Employment Discrimination Litigation Clinic
Professor Fred Williams, Clinic Professor, District Attorney Placement Program
Professor Thomas W. Earnhardt, (University of North Carolina)
COURSES
Civil Litigation Client Clinic (five credit hours)
Employment Discrimination Litigation Clinic (five credit hours)
District Attorney Placement Program (five credit hours)
Criminal Litigation Clinic
Civil Litigation Clinic
Trial Practice
Law Office Management
Appellate Advocacy II
Practical Skills
Trial Demonstration
Appellate Argument Demonstration

NORTHERN KENTUCKY UNIVERSITY

The Clinical Experience Program of Salmon P. Chase College of Law of Northern Kentucky University was conceived in 1973. The program's greatest period of growth has occurred in the last 3 years. The program currently offers varied opportunities of clinical experience for all eligible law students and has established a firm foundation for legal clinical experience. In 1979-1980, approximately 45 students participated in the Clinical Program. This number represents about fifty percent of the eligible 88 day students.

The Clinical Experience Program has been divided into an intern program and an extern program. The intern program includes criminal defense work and the very recent family law program. Intern students are supervised solely by faculty. Extern experiences include civil law, prosecutorial work, labor law, environmental law and Federal and State Judicial Clerkships. All extern students are supervised by a faculty member as well as by the on-site attorneys. The students who participate in the Clinical Program must have completed two-thirds of their academic requirements and be certified by the appropriate state supreme court as a legal intern. After certification, students are required to take clinical courses in conjunction with related field experience. The Director teaches a classroom component, is responsible for supervising students and ensures the effective management of all the programs. Area Coordinators are responsible for implementing the specific programs and supervising extern students in their particular area.

The proposed project to expand the clinical education of Chase College of Law involves the development of new fields of clinical experience. In the spring of 1980, a clinical experience program in the area of family law was developed to deal with the legal rights of children.
FACULTY
Kathleen C. King, Executive Director (Detroit College of Law)
Monica R. Bohlen, Staff Attorney (University of Cincinnati)
Professor Edward P. Goggin (New York University)
Professor Martin J. Huelsmann (Salmon P. Chase College of Law)
Professor Henry L. Stephens (University of Kentucky)

STAFF
Richard Sharp, Secretary

AVAILABLE CLINICAL EXPERIENCE
Civil Law
Criminal Law
Family Law
Labor Law
Environmental Law
Federal and State Judicial Clerkships

NORTHWESTERN UNIVERSITY

In 1910 the Northwestern University School of Law first began training its law students by giving them actual experience in providing legal services to the poor. Formal clinical education began in 1969 with the introduction of a Clinical Practice course and recently adding the Employment Discrimination Clinical Program in 1979.

At Northwestern every first year student is required to take a clinical sequence requiring the preparation of a written brief and the argument of a mock case against an opposing student. The Northwestern Legal Clinic has overall responsibility for the legal writing requirement. During the second year students are offered Counseling, Negotiation and Litigation in the fall semester and Clinical Trial Advocacy in the spring semester. The Counseling, Negotiation and Litigation course trains students in the techniques and strategic considerations involved from the initial client interview through pre-trial discovery. Class sessions consist of lectures, simulated problems, interviews with actual clients, and discussion of selected problems in cases currently being litigated at the Northwestern Legal Clinic.

The Clinical Trial Advocacy course is designed to train students to represent clients in the third year Clinical Practice course. Students, using problems derived from the Legal Clinic, are required to prepare and present a mock civil or criminal case which requires examination of witnesses, introduction of physical, documentary, and other demonstrative evidence, presentation and challenging of expert
testimony, opening and closing arguments, and the selection of jurors. Students are also required to work on actual cases in the Legal Clinic.

Third year students in the Clinical Practice course are required to apply for certification under Illinois Supreme Court Rule 711 which allows students, under certain circumstances to practice law in Illinois state courts. Students are then assigned to work 12 hours per week in the Northwestern Legal Clinic, United States Attorney's Office, Better Government Association, or other agencies approved by the Law School. Training is received in counseling, interviewing, litigation problems and techniques, and in the substantive and procedural law relevant to the clinical program chosen.

The newest clinical program at Northwestern is the Employment Discrimination Clinical Experience Program begun in 1979. Students enrolled in the substantive course of Employment Discrimination may elect to add one hour of clinical experience in the Employment Discrimination Clinic. Students represent complainants before the Human Rights Commission and the Equal Employment Opportunity Commission. The clinic is designed to serve law to middle income clients who while unable to qualify for free legal services often proceed without benefit of legal counsel because of the high retainer fees asked by attorneys. Currently 15 students are enrolled in the clinical component of the Employment Discrimination course and 25 are expected to enroll in the fall of 1981. The degree of participation in the Employment Discrimination Clinic depends upon the student's stage of progress through Northwestern's clinical sequence. Second year students handle interviewing, counseling, investigations, and conciliation procedures. Third year students perform all of the foregoing and, in addition, may represent clients at hearings under Illinois Supreme Court Rule 711. In order to avoid duplicate experience students taking the second year courses in Counseling, Negotiation and Litigation and Clinical Trial advocacy may not elect the clinical component of the Employment Discrimination course.

Northwestern's clinical sequence is designed to expose students to a variety of clients on both sides of an issue and to integrate substantive and procedural training. The clinic also fulfills the need of providing legal counsel to those unable to qualify for free legal advice, yet too poor to afford private counsel. In fulfillment of these goals students are afforded the opportunity to represent both indigent and middle income clients, both plaintiff and defendant sides of an issue, and to attend a number of guest lectures and presentations.

Northwestern plans to expand the availability of clinical education to its students with proposed additional funding of the Employment Discrimination Clinic. The additional funding will also be used to add corporate clients to Northwestern's Client list. There are also plans to develop a model case for students assigned to cases that may be settled.
early, so that they can experience the full range of lawyering tasks, from the initial client interview to the appeal stage. Ms. Rosyln C. Lieb, director of the Employment Discrimination Clinical Experience Program, will be assembling a manual providing information on routine matters so that greater supervision may be devoted to non-routine problems. Ms. Lieb will also be developing a modest fee schedule for both individual clients and corporate clients anticipated with the expansion of the Employment Discrimination Clinic. The fee schedule is hoped to make the Employment Discrimination Clinic partially or wholly self-sustaining.

FACULTY
Thomas F. Geraghty, Assistant Dean, Director of Clinical Programs, Professor of Law
John S. Elson, Assistant Director of Clinical Programs, Professor of Law
Mark K. Schoenfield, Staff Attorney, Associate Professor of Law
Steven Fubet, Staff Attorney, Associate Professor of Law
Helene S. Shapo, Director of Legal Writing Program Assistant Professor of Law
Nancy Ketzenberg, Coordinator of Legal Clinic
Rosyln C. Lieb, Director of Employment Discrimination Clinical Experience Program, Staff Attorney, Lecturer in Legal Clinic
Mayer G. Freed, Professor of Law
Henry W. Kenoe, Lecturer in Legal Clinic
Robert C. Howard, Lecturer in Legal Clinic

COURSES
Legal Writing (3 semester hours)
Counseling, Negotiation and Litigation (3 semester hours)
Clinical Trial Advocacy (3 semester hours)
Clinical Practice (4 semester hours)
Employment Discrimination Clinical Experience Program (1 semester hours)

OHIO STATE UNIVERSITY

The Ohio State University College of Law Clinical Education Program had its inception over fifty years ago, being the fifth law school in the country to include clinical education as part of its law school curriculum.

The programs include the Civil Law Practicum, the Juvenile Law Practicum, the Criminal Defense Practicum, the Legislative Planning Seminar, and Ohio State anticipates the continuation of the Judicial
Clerkship Practicum. The clinical courses give law students an opportunity to apply their legal education to actual civil and criminal litigation matters in local courts. The programs are offered on a semester basis to allow students to follow through their client representation from the initial interview to litigation.

Each clinical course is taught by a regular faculty member with the assistance of an assigned staff attorney. The courses instruct students in the substantive law inherent in each practicum, the practice, preparation and participation is simulated exercises such as moot trials and motion practice, and the representation of actual clients. Over the past six academic years, members of approximately one-half of each graduating class have taken some clinical offerings. Each student who successfully completes the requirements of the course is awarded six credit hours toward graduation.

The goals of the Clinical Educational Program are to introduce the law students to a broad range of legal issues, within the constraints of the particular practicum; to provide the students with a better understanding of the role and function of the lawyer in our society; to provide them with an experimental base for the general practice of law upon graduation; to provide an opportunity to develop a broad range of legal skills and techniques in the setting of actual client representation; to provide practical insight and experience into the relationship of law with other disciplines; and to provide valuable and needed services to the community.

In the planning stages are a Landlord-Tenant practicum, a Domestic Law Practicum, a Consumer Law Practicum, and a Criminal Appeals and Post Conviction Remedies Practicum. The Director of Clinical Programs is currently engaged in discussions with other University and community groups seeking to identify additional clinical settings in which students may benefit from interaction with other professions.

FACULTY
Professor Charles Alan Thompson, Director of Clinical Programs,
(Indiana University School of Law, Indianapolis)
Christen R. Blair, Clinical Teaching Fellow, (Ohio State University)
Professor Louis A. Jacobs, (American University)
Professor Stanley K. Laughlin, Jr., (Ohio State University)
Professor LeRoy Pernell, (Ohio State University)
Professor Rhonda R. Rivera, (Wayne State University)

COURSES
Civil Law Practicum
Juvenile Law Practicum
Criminal Defense Practicum
Legislative Planning Seminar
Judicial Clerkship Practicum
Domestic Law Practicum (proposed)
The Rutgers Law School clinical legal education programs started as a response to the perceived need for law schools to provide students training in how the law can meet the needs of the urban society. The law school has eight clinical programs which provide actual client experience, involving over eighty students per semester. Five of the clinics are in-house law offices: Constitutional Litigation Clinic, Urban Legal Clinic, Women's Rights Litigation Clinic, Prison Law Clinic and the Labor Law Clinic. Three extern clinics run by faculty members place students with agencies dealing with consumer protection, the mentally disabled and environmental law.

Under the Constitutional Litigation Clinic a team consisting of faculty and students is created for each case and is responsible for all aspects of the litigation. Students are usually assigned to two teams. A weekly seminar studies the substantive, procedural and practical problems presented by the clinic's docket, with emphasis on problems of federal court litigation.

The Urban Legal Clinic involves cases selected from the fields of domestic relations, housing, landlord-tenant, health and welfare rights, consumer credit financing, equal opportunity, immigration, police community and civil rights. The program is limited to third-year students who are authorized to appear as trial counsel in state trial courts. In addition to preparing and trying a number of short-term cases, each student works on at least one major problem. A weekly seminar emphasises lawyering skills in the context of an ongoing case.

The Women's Rights Litigation Clinic and the Prison Law Clinic offer students the opportunity to not only participate in cases but also to draft and comment on legislation concerning women's and prisoner's rights. The Labor Law Clinic, as a special component of the Urban Legal Clinic, allows students to represent workers in arbitration and administrative hearings, including unemployment hearings, and before the National Labor Relations Board. Additionally they work with the unions, either to obtain proper union representation for individual employees or as legal counsel to employee organization attempting to improve the operation of their union.

By having this many clinics, the University can offer a variety of clinical opportunities to meet the interests and needs of its students. In each of its clinical programs Rutgers attempts to service specific needs of the community while providing students both the practical skills and substantive knowledge gained from working on actual cases and problems. Each upperclass student has at least one opportunity to enroll in a clinical course for either a one or two semester commitment. Credit hours, depending on the clinic, range from three to eight credits per semester. Students can participate in more than one clinic.
FACULTY
Professor Frank Askin, Constitution Litigation Clinic (Rutgers)
Associate Professor Jon Hyman, Constitution Litigation Clinic (Yale)
Associate Professor Eric Neisser, Constitution Litigation Clinic (Yale)
Associate Professor Charles Jones, Prison Law Clinic
(University of Illinois)
Stephen Latimer, Adjunct Faculty, Prison Law Clinic
(New York University)
Associate Professor Nadine Taub, Women's Rights Litigation Clinic
(Yale)
Assistant Professor Louis Raveson, Urban Legal Clinic
Assistant Professor Patricia Rousseau, Urban Legal Clinic
(Washington University)
Professor Sidney Posel, Consumer Protection Clinic
(University of Pennsylvania)
Professor Alexander Brooks, Legal Rights of the Mentally Disabled
Clinic (Yale)
Associate Professor Howard Latin, Environmental Law Clinic
(University of California at Berkley)

COURSES
Clinic in Constitutional Litigation (4-6 semester credits)
Clinic in Consumer Protection (4-6 semester credits)
Clinic in Environmental Law (3 semester credits)
Legal Rights of the Mentally Disabled Clinic (4 semester credits)
Prison Law Clinic (4 semester credits)
Urban Legal Clinic (4-8 semester credit hours)
Labor Law Clinic (a component of Urban Legal Clinic)
Women's Rights Litigation Clinic (6 semester credits)

SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE

The Southern Illinois University School of Law first opened in the fall of 1973. From its beginning, this law school recognized the values of clinical legal education, launching the law school's initial clinical law program in its second year of existence.

The school presently operates a legal aid clinic comprised of three separate programs: Prison Legal Aid, Legal Services for Elderly, and a program for the placement of students at external agencies. These programs are designed to prepare law students for the actual practice of law. The goals of these programs are achieved in part through student exposure to live clients with real legal needs.

The school's initial program, Prison Legal Aid, provides civil legal assistance to prisoners at three Southern Illinois state prisons and parolees who reside within the geographic area of the school. A prin-
ciple consideration in accepting a case is whether or not the case appears to be a good vehicle for meeting the pedagogical goals of the clinic program. Legal assistance is provided in a wide variety of civil cases, involving prison as well as non-prison related issues, e.g. parole revocation, dissolution, child custody, social security. Students have the opportunity to gain substantial experience under the close supervision of a staff attorney, as well as to provide legal assistance to a client community that is solely lacking such services.

The Legal Services for Elderly program, offers an opportunity for clinical law students to serve the aged population of Southern Illinois. This program is designed to assist the aged in poverty stricken areas. Claims for social security, medicaid, medicare, and black lung all provide legal education to clinical law students in the administrative law process. Additional experiences in this program include summary probate procedures, drafting wills and divorces for the old.

Under the third clinical option, law students may choose to work at any office permitted by Supreme Court Rule, e.g., L.S.C.-funded program, public defender, state's attorney, or children and family services agency.

In the future, the clinical program at Southern Illinois University School of Law is to be expanded in two ways. The program seeks to make the clinical law experience available to more of the school's students, and to make legal services available to a greater number of persons.

**FACULTY**

Robert H. Dreher, Associate Professor of Clinical Law & Director  
(Oxford)

Richard J. Habiger, Managing Attorney  
(University of Missouri at Kansas City)

Robert Jacobini, Staff Attorney  
(Southern Illinois University at Carbondale)

Janis M. Susler, Staff Attorney  
(University of Illinois)

**COURSES**

Legal Aid Clinic

**SOUTHWESTERN UNIVERSITY**

Southwestern University School of Law, located in Los Angeles, California, began its commitment to clinical education in 1972, with a six-month experimental project. There are two basic clinical law programs at Southwestern. One involves direct client contact under the supervision of a faculty member: the other provides externships in
which a student is assigned to an off-campus governmental agency, private law firm, or judicial clerkship. Students work under direct faculty, attorney, or court supervision.

Generally, clinical programs are available to all day students who have completed their first year of study and to all evening students who have completed their first two years. Under the rules of the California State Bar, law students who have completed one-half of their legal studies may be certified to appear in court under the supervision of an attorney. Approximately 30 law students participate in the clinical programs. Students handle civil cases that include family law, landlord/tenant, uninsured motorist defense, welfare and debt collection, as well as criminal law matters. The Southwestern Clinical Law Center is a fee-generating office: fees being charged in accordance with the individual client's ability to pay and the anticipated nature and complexity of the case. Students in the clinical program are expected to assume full responsibility for the case from the initial interview of the client through pre-trial motions and interviews, and even the actual conduct of the trial, all under faculty supervision.

The extern program involves both federal and state judicial clerkships. Students in the extern program also can obtain experience through placement with local agencies, as well as assisting local attorneys working on special projects, such as for the City Attorney of Los Angeles. More specialized programs are available with the Small Business Administration, and the Federal Trade Commission, and have been arranged in other fields such as labor law. Students selecting an externship are directly supervised by an attorney or a judge who has been chosen to participate in the program.

In the future, Southwestern University School of Law intends to establish a night session of the Los Angeles County Small Claims Court on the law school campus. This program would be aimed particularly at part-time evening students who, because of their demanding schedules, are often unable to participate in other clinical experiences.

FACULTY
Professor Rodney R. Jones, Director of Clinical Studies
(Southwestern University School of Law)

COURSES
Clinical Studies, 6 semester hours.
Professional Development Seminar.

STATE UNIVERSITY OF NEW YORK AT BUFFALO

The State University of New York at Buffalo's program in clinical legal education is presently in a state of change. Yet the Law School's
commitment to clinical education is strong and increasing in strength yearly.

The Legal Assistance Program provides practical experience for its students in the areas of federal habeas corpus, prisoner's civil rights actions, international human rights, immigration law, mental health law, and special education disputes. Sixty students enrolled in the Program are assigned to one of four clinical attorneys or the project director and, under their immediate supervision, work in one or two of the above-mentioned areas.

The prisoner's rights component matches students with inmates in the Attica Correctional facility. Students work with these inmates in either a federal civil rights action challenging conditions of confinement or on a federal habeas corpus petition assigned to the Program by the District Court. International Human Rights clients are obtained through appropriate agencies such as Amnesty International. These cases are handled cooperatively with the referral agency but all student work is directly supervised by clinical personnel. The mental health law seminar permits students to represent clients in such widely disparate areas as civil commitments and criminal prosecution of the mentally unfit. The education law component deals with services to the exceptional child and obtains clients through referral from local Committees on the Handicapped and other local agencies.

Under a long range proposal, Program Director Professor R. Nils Olsen, and his staff of four clinical faculty members, have emphasized the need for greater involvement between the clinical faculty and the academic faculty. As such, a series of seminars, emphasizing the substantive law essential to the clinical areas and team taught by faculty from both branches of the school, has been introduced. Such seminars allow students to better serve their clients and allow faculty members to pursue issues of special interest previously unaccessible due to the excessive time restraints imposed by clinical supervision. Most importantly, the clinical/traditional seminar approach insures consistent and prominent academic foundation to clinical instruction, guaranteeing that students would meet high academic standards and be well prepared for their vocation.

**FACULTY**
Professor R. Nils Olsen, Director of Clinical Legal Education  
(Columbia University)
Gerald Seipp, Clinical Instructor  
(University of Michigan)
Susan Carpenter, Clinical Instructor
Cathy Rimar, Clinical Instructor

**COURSES**
Legal Assistance Program (4 semester hours)
Seminars
The Temple University School of Law has one of the largest clinical legal education programs in the country, both in terms of the number of different clinical courses offered and the number of students who participate. The commitment of the law school to clinical education began when a Temple branch of the Legal Aid Society of Philadelphia was opened at the school nearly a quarter century ago.

The goal of Temple Law School to provide a fine clinical education has been fully realized. Students begin to receive instruction in the first year of law school in a course entitled the Lawyering Process. Training in interviewing, counseling, drafting, and negotiating skills begins shortly thereafter. Second year students who enroll in Introduction to Trial Advocacy and Professional Responsibility gain experience in the development of litigation skills by working closely with leading trial lawyers and judges. This course is a prerequisite to all senior clinical courses. The school presently has twelve different senior clinical programs. Five of these clinical courses focus on criminal defense, prosecution, or investigation. There are also clinical courses which focus on civil proceedings. Of the remaining two, one is a Federal Judicial Clerkship Clinic, the other is a clinical course in State and Local Government/Administrative Practice.

In the two Criminal Defense Advocacy courses, students are placed with either the Philadelphia Defender Association or the Federal Defender Association. The two Criminal Prosecution Clinics offer placements with the United States Attorney’s Office and the Philadelphia District Attorney’s Office. Criminal Investigation-Special Prosecutions is the latest addition to the clinical courses offered in the criminal area. Under this program students are placed with the various divisions of the Special Investigations Unit of the Philadelphia District Attorney’s Office.

The five civil clinics offered are Civil Trial Advocacy, Advanced Civil Trial Advocacy, Collective Bargaining, Constitutional Litigation Clinic, and Legislation Clinic. The students participating in the two Advocacy Clinics are responsible for handling the litigation generated by the Temple Legal Aid Office. The Temple Legal Aid Office is a full service office which is staffed and funded by the law school. These clinical courses have available openings for a total of 91 students.

The Federal Judicial Clerkship Clinic was created in 1976 and affords students the opportunity to earn 6 credits for the academic year by clerking for a federal judge one full day each week for two semesters. Under the State and Local Government Administrative Practice students are placed with the various departments of the Philadelphia Solicitors Office.

In addition to offering 12 senior clinical courses, Temple offers a two-year graduate training program which leads to the LL.M. degree to pro-
spective law teachers. The students study methods of legal education, teach the first year course in Lawyering Process, conduct the Civil Trial Advocacy clinical course, and act as supervising attorneys in the Temple Legal Aid Office. Temple Law School's commitment to providing and improving quality clinical education is here and again evidenced by its training and placing of graduates of this program on the faculties of United States law schools.

**FACULTY**

Anthony J. Bocchino, Director of Clinical Legal Education
Joseph D. Harbaugh, Professor of Law
Michael E. Libonati, Professor of Law
Charles H. Rogovin, Professor of Law
The Honorable Dolores Sloviter, United States Court of Appeals for the Third Circuit
Steven Goldblatt, Lecturer in Law
William Lytton, Lecturer in Law
John Rohn, Lecturer in Law
Mark D. Schaeffer, Lecturer in Law
Edward H. Weiss, Lecturer in Law
Richard Greenstein, Graduate Fellow
Alfred Porro, Graduate Fellow
Roy Sobelson, Graduate Fellow
Paul Zwier, Graduate Fellow
Thomas Anderson, Graduate Fellow

**COURSES**

Civil Trial Advocacy
Advanced Civil Trial Advocacy
Collective Bargaining
Constitutional Litigation
Criminal Defense Advocacy (Philadelphia Defender)
Criminal Defense Advocacy (Federal Defender)
Criminal Investigation-Special Prosecutions
Criminal Prosecution Clinic (Philadelphia District Attorney)
Criminal Prosecution Clinic (United States Attorney)
Federal Judicial Clerkship Clinic
Legislation Clinic
State and Local Government/Administrative Practice

**TEXAS SOUTHERN UNIVERSITY**

Texas Southern University School of Law was established in 1947 to provide substantially equivalent facilities for blacks who were denied admission to the University of Texas Law School. The clinical programs...
function through an in-house teaching law office, broken into three units: Community Legal Services Center, Southwest Institute for Equal Employment, and the Clinical Internship Program. Participants in the clinical programs attend seminars on substantive law, procedure, interviewing, counselling, and negotiating.

The Community Legal Services Center has represented local plaintiffs and defendants in consumer, criminal, domestic relations, probate, and other legal matters. The students in this program interview, counsel, research, and prepare a case, all under the supervision of a law professor. The student also assists the professor during the trial of cases.

The Southwest Institute for Equal Employment specializes in highly complex, class-action, employment discrimination cases. It assists plaintiff's lawyers with pre-trial discovery, statistical reports, and legal memoranda. The students in this program draft interrogatories and pre-trial motions to establish the suit as a class action. In addition the Institute offers its participants a substantial appellate practice. Members of the Institute also represent individuals before the Labor Board and the Equal Employment Opportunity Commission.

In the Clinical Internship Program students are assigned to one of six local agencies. At Centro de Inmigracion, students interview and counsel both legal and illegal aliens, and participate in hearings before the Board of Immigration and Deportation. At the U.S. Public Defender Office or the Harris County District Attorney's Office interns assist in the defense or prosecution of an accused by preparing pre-trial motions and trial briefs, interviewing witnesses, handling voir dire examinations, making direct and cross examination of witnesses, and participating in plea bargaining. Students also work at the American Civil Liberties Union, the Gulf Coast Legal Foundation, and the State Attorney General's Office.

The Thurgood Marshall School of Law is deeply committed to its clinical programs. The programs develop the students' legal knowledge and lawyering skills. Further, the students are exposed to proper case management and law office operation. While the primary focus of each program is the involvement of the students in the preparation and trial of cases, a substantial amount of time is devoted to advising students of their professional and ethical responsibilities as lawyers.

FACULTY
Professor Otis H. King, Dean of Texas Southern University Thurgood Marshall School of Law (LL.B. Texas Southern; LL.M. Harvard)
Professor Caliph Johnson, Director of Clinical Legal Education (J.D. San Francisco; LL.M. Georgetown)
Asst. Prof. Andrew Carruthers, Director of Criminal Post-Convictions Remedies Project (St. Mary's)
Asst. Prof. Carolyn H. Cormier, Staff Attorney Southwest Institute for Equal Employment (Texas Southern)
Asst. Prof. Lonnie J. Gooden, Director of Legal Aid Clinic (Texas Southern)
Professor Eugene M. Harrington (LL.B. St. John's; LL.M. Cal. Berkeley)
Professor Donald K. Hill (J.D. Texas Southern, LL.M. Yale)
Asst. Prof. Dannye W. Holley (J.D. Buffalo, LL.M. Cal., Berkeley)
Professor Albert M. Lehrman (Miami)
Professor Martin L. Levy (Indiana, Bloomington)
Asst. Prof. Carnegie H. Mims, Jr. (University of Texas)
Assoc. Prof. George Washington, Jr. (University of Texas)

COURSES
Community Legal Services Center Program (6 semester hours)
Southwest Institute for Equal Employment Program (6 semester hours)
Clinical Internship Program (6 semester hours)
Seminars/Workshops

TULANE UNIVERSITY

The Tulane Law Clinic, a program of the Tulane University School of Law, provides a bridge of experience between law school and the legal profession. In accordance with Rule XX of the Louisiana Supreme Court, third-year law students under the supervision of an attorney represent indigent clients in civil, criminal, and juvenile cases. Each program has a classroom component which covers substantive and procedural law, lawyering skills, and professional responsibility.

The Civil Clinic provides ten students with the skills required in civil litigation. They represent clients in the areas of family law, consumer issues, tort defense, and housing law. The classroom component includes interviewing, drafting pleadings, negotiation, use of discovery devices, case strategy, and trial preparation.

The ten students in the Criminal Clinic represent clients charged with felonies and misdemeanors in Orleans Parish Criminal District Court. Their classroom instruction emphasizes criminal procedure, the rules of evidence, and the trial techniques required by jury trials as well as judge trials.
In the Juvenile Clinic, ten law students teamed with five graduate students from the Tulane University School of Social Work represent children and parents in juvenile court abuse and neglect proceedings. Law and social work students are trained in the law relating to abuse and neglect, basic concepts of child development, family dynamics, appropriate modes of therapy, and social service delivery systems. This knowledge prepares them for the unique problems and issues of professional responsibility inseparable from child advocacy.

An additional ten students are placed in the New Orleans District Attorney's Office, where they prosecute misdemeanor and felony cases under the supervision of assistant district attorneys. Although this is an outplacement program, the law clinic will supervise a classroom component beginning in the fall of 1981.

Tulane also administers a judicial clerkship program which is unique in this area. Third year students, placed as clerks with federal district court judges in the Eastern District of Louisiana, perform duties similar to those of the court's regular full-time law clerks.

All clinical students are also enrolled in Trial Advocacy, one of the most popular senior courses. It uses the NITA model of team teaching, student performance, videotaping, and demonstrations to teach courtroom skills. Students perform each week as trial counsel in some phase of trial. The Trial Advocacy faculty is largely composed of local trial lawyers and judges who volunteer their time and expertise.

**FACULTY**
Holly Ackerman  
Social Work Coordinator and Lecturer in Law, Juvenile Clinic  
Elizabeth Cole  
Assistant Professor and Director, Criminal Clinic  
Bradley Gater  
Assistant Professor and Director, Juvenile Clinic  
Jane Johnson  
Assistant Professor and Director, Civil Clinic  
Debbie Reiss  
Coordinator of Trial Advocacy and Research and Writing  
Sidney Watson  
Associate Professor

**COURSES**
Introduction to Civil Advocacy/Lawyering Process (6 credit hours per year)  
Introduction to Criminal Advocacy/Lawyering Process (6 credit hours per year)  
Introduction to Juvenile Advocacy/Lawyering Process (6 credit hours per year)
APPENDICES

Trial Advocacy (one semester) (3 credit hours per year)
District Attorney Placements (4 credit hours per year)
Judicial Clerkships (4 credit hours per year)

UNIVERSITY OF ALABAMA

The University of Alabama uses its experience, proven track record, resources and demonstrated commitment to clinical education to make its Clinical Program a successful venture and a model prosecution training program. The Clinical Program began in 1960 with a Ford Foundation sponsored Defender Program, and after receiving major federal funding in 1975, has evolved into one of the nation's largest legal aid services.

This university has responded to the direct challenge presented to it by the recently changed Alabama Criminal Law and Procedures, by being the only state supported law school to have an adequate prosecution training program. This program provides students with the opportunity to participate in court cases on behalf of indigent clients, while under the close supervision of the program's experienced staff attorneys.

In the Clinician Program interns are placed into various programs. These basic clinical activities are divided into two parts—practical trial work and academic seminars. The trial work component consists of the preparation and litigation of actual cases, where it is the goal for each student to try a minimum of six cases per semester. In addition to the trial of misdemeanor cases other activities include witness interviewing, cross examination and similar trial preparation/advocacy type activities. Under the Alabama Student Practice Rule students may "try" cases under the supervision of various attorneys. Concurrently the students participate in a seminar/conference weekly with various specialists.

When a 3rd year student signs up for the clinical program, he may choose which area of the program he would like to be involved in. The various options include: the Alabama Developmental Disabilities Advocacy Program (ADDAP), the Alabama Advocacy Assistance Program for the Elderly (AAAPE), the Bryce Hospital Legal Aid Clinic, the prosecutorial Training Program, the Summer Program, and various other internship programs. Each of these programs is coordinated through the Clinical Program.

In the ADDAP, AAAPE, and the Bryce Hospital Legal Aid Clinic, students focus on gaining practical skills during their field experience. For example, in ADDAP students generally are involved in direct negotiations with school boards, seeking the enforcement of handicapped persons' educational rights. The Bryce Hospital program focuses...
primarily on mental patients' rights, and provides students with an excellent opportunity to perfect their interviewing skills.

The newest clinical program, commenced in the Fall semester of 1980, is the Prosecutorial Training Program. The University was pleased to receive a federal grant which allowed it to hire a prosecutor on a full-time basis to supervise students involved in this phase of the Clinical Program. Enrollment is limited to five to six students per semester to guarantee that the participants will have direct interaction with the prosecutor.

The Summer Internship Program, begun in 1978, involves placing students in the outlying offices of the Legal Services Program. Those involved received 4 hours credit for 40 hours work per week for 12 weeks in the summer. In 1979, one of two special internship programs allowed students to work in the Alabama Supreme Court, the Governor's office, the Lt. Governor's office, the State Bar Association office, and with the Chief Counsel for the State Dept. of Pensions and Security. The other special internship program begun that year provided placement during the annual 3 1/2 month session of the Alabama legislature. One student was assigned to assist in the Governor's office, the Lt. Governor's office and the office of the Speaker of the Alabama House of Representatives.

FACULTY
Paul S. Conger, Jr., Executive Director, Clinical Program
Steven C. Emens, Deputy Director, Clinical Program
Clayton Davis, Director, Alabama Advocacy Assistance Program for the Elderly
Kathryn Mc. Harwood, Developmental Disabilities Advocacy Program Director

COURSES
Clinical Program I (2 semester hours credit)
Clinical Program II (2 semester hours credit)
Flexible Summer Field Experience (Hours vary in accordance with the program)

UNIVERSITY OF BRIDGEPORT SCHOOL OF LAW

The University of Bridgeport School of Law was founded in 1977 and provisionally approved by the American Bar Association in August of 1979. Despite its short history, the school operates three clinics: the Prosecutorial Clinic, The Tax Clinic, and the Civil Clinic.

Clinical experience in the Tax and Civil Clinics involves a live-client
practice in handling actual cases and audits. In the spring of 1980 the Tax Clinic represented forty persons with serious tax problems.

With the cooperation of the local office of Connecticut Legal Services, Inc., the Civil Clinic has been able to develop an adequate referral system. A predetermined number of referrals of family, Social Security, eviction, consumer, litigation (state and federal), immigration, and bankruptcy matters are requested and received.

In the Prosecutorial Clinic, students present the state’s case at arraignment under the supervision of the chief deputy prosecutor. Students also represent the state at motion hearings and at a minimum of one jury trial each semester.

Skills in the following areas are developed by students enrolled in the clinic: Interviewing clients and witnesses; opening, documenting and maintaining client files; factual preparation through interviews and discovery proceedings; drafting and analyzing pleadings; preparing direct and cross examinations; representing clients in court as well as administrative proceedings; and negotiating settlements.

Students are awarded from six to eleven credits for clinic participation on the basis of three hours per week in the clinic for each credit. In addition all clinics require a two-hour seminar each week. The seminar component provides faculty with a weekly opportunity to incorporate clinic experiences into the traditional teaching setting. Students may also enroll in judicial internships and advanced civil procedure courses.

FACULTY
Professor James Trowbridge, Director of the Civil Clinic
Professor Stuart Filler, Director of the Tax Clinic
Professor John Morgan, Director of the Prosecutorial Clinic

COURSES
Civil Clinic (6 to 11 semester hours)
Tax Clinic (6 to 8 semester hours)
Prosecutorial Clinic (7 semester hours)
Trial Tactics
Advanced Civil Procedure

UNIVERSITY OF CHICAGO

The Mandel Legal Aid Clinic was established at the University of Chicago in 1970 to provide students with a significant experience in the framework of formal legal education.

Most of the Clinic’s clients come from the south side of Chicago, a low-income urban area. To serve their needs, the Clinic has established
specialties in welfare, employment discrimination, housing, mental health, and prisoners' rights law. Representation is also provided to the elderly; several class actions have been won preventing the needless institutionalization of the aged in nursing homes when in-home care was available.

Approximately thirty-four third-year and twenty second-year students participate in the program. During the second year, students are instructed in research, interviewing and counseling, negotiating, informal advocacy, preparation of briefs and memoranda, and the duties of trial assistants. In the spring quarter of the second year, the skills and strategies of the trial advocate are taught through simulated trial problems. By the end of that quarter each student has conducted at least two cross-examinations, one deposition, one opening statement, one closing statement, and two complete evidentiary hearings. Clinical teachers provide both written and oral evaluation.

In the third year students are taught through actual litigation experiences rather than simulated ones. Under the supervision of a clinical attorney, three or four students work together to develop a written plan for a trial. Evaluation by the supervising attorneys is continuous, but the student's final grade rests solely on his preparation and performance in court.

Through their work in the clinical program the students encounter both routine and complex cases. They experience firsthand the practice of law as it progresses from the initial interview to the final disposition of the case. As they see the trial unfold and ultimately win or lose, they learn the importance of careful preparation and the seriousness of their professional responsibility.

The Clinic hopes to expand into two new areas. The first will provide legal representation for indigent victims of crime, while the second will serve as representation for community organizations and consumers at ratemaking and regulatory proceedings. Such expansion of services will permit twenty more students to participate in the Clinic.

FACULTY
Gary H. Palm, Director, Mandel Legal Aid Clinic, (University of Chicago)
Stefan H. Krieger, Clinical fellow, (University of Illinois)
Amy Hilsman, Clinical fellow, (University of Chicago)

GEORGETOWN UNIVERSITY

The Georgetown University offers more clinical programs than any other American law school. The first clinical program, the Appellate Litigation Clinic, began in the fall of 1972 and in subsequent years the number of clinical offerings has rapidly expanded. Currently the school
APPENDICES

1980 offers fourteen clinical programs which enroll 240 students per semester. The latest addition to the clinical program, the Employment/Sex Discrimination Clinic, opened in January 1980.

The clinical education program at Georgetown University is divided into advocacy and non-advocacy clinics. Advocacy clinics afford the student the opportunity to handle cases in court or administrative hearings. In advocacy clinics the student is involved in administrative proceedings without making personal appearances.

The Employment/Sex Discrimination Clinic, an advocacy clinic, is open to eight students per semester who receive six credits for one semester. The students are divided in four teams of two; each team is responsible for two or three clients. Students conduct the initial interview with the client, gather evidence, prepare the case for hearing, negotiate settlements, and ultimately represent the client at trial. In addition students receive two hours of classroom instruction per week for fifteen weeks, and take part in two all-day sessions to prepare them to work with the Equal Employment Opportunity Commission. Advocacy skills are developed through trial simulation and the use of videotapes.

At its inception, the clinic decided to primarily handle cases processed by the Merit Systems Protection Board involving adverse actions such as suspension, removals and reduction in grade of pay. When it became obvious that there were simply not enough of these cases to sustain the clinic, the program changed its approach. At present the clinic handles sex discrimination complaints processed by the Equal Employment Opportunity Commission. Currently the clinic represents fifteen federal employees in cases dealing with such issues as denial of promotion, denial of training, demotion, reassignment, denial of within-grade step increase, and adverse impact from reorganization.

The clinic expects to expand and change the nature of its caseload. The objective is to explore areas involving more than one type of discrimination, e.g. complaints of discrimination against older or minority women, and novel areas such as pregnancy discrimination, sexual harassment, and privacy. Furthermore the clinic is moving towards close cooperation with the Women's Legal Defense Fund. This joint effort is primarily aimed at precedent-setting issues in women's rights cases such as unequal pay for equal work under the Equal Pay Act, application of ERISA reporting requirements to health plans, and pregnancy related benefits. The long term goal of this cooperation is to make the clinic into the premier law school defender of women's rights.

FACULTY
Professor Laura Rayburn, Director of Clinical Programs
(Georgetown University)
Professor Catherine Cronin, Employment/Sex Discrimination Clinic
(Fordham University)
Professor Wendy Williams, Employment/Sex Discrimination Clinic  
(Georgetown University)

Courses
Appellate Litigation Clinic (8 semester hours)  
Criminal Justice Clinic (12 semester hours)  
Juvenile Justice Clinic (10 semester hours)  
Administrative Advocacy Clinic (5 semester hours)  
D.C. Law Students in Court Litigation Clinic (10 semester hours)  
Community Legal Assistance Seminar (6 semester hours)  
D.C. Legislative Seminar (6 semester hours)  
Developmental Disability Seminar (6 semester hours)  
Teaching Street Law: Corrections (4 semester hours)  
Teaching Street Law: High School (6 semester hours)  
Institute for Public Representation (12 semester hours)  
Securities Regulation Clinic (6 semester hours)  
Employment/Sex Discrimination Clinic (6 semester hours)

University of Idaho

Although the University of Idaho College of Law is a small rural school with limited resources, it offers a diverse and dynamic Clinical Studies Program. The clinical program was started in 1973 and has recently been expanded under the high priority status given to it by the College of Law.

Clinical offerings include a mix of traditional classroom teaching, learning through simulation of lawyering tasks, actual client representation, placement with attorneys outside the College of Law, and placement with the Federal District Court for the District of Idaho.

The Legal Aid Clinic maintains an office in the College of Law and in the Student Union Building at Washington State University. The course is limited to third-year law students with limited licenses to practice law.

Students working in the College of Law office represent indigents in civil and criminal misdemeanor matters arising in Idaho. Students are also given the opportunity to specialize in the areas of prison law, environmental law, legal rights of the handicapped, and Indian law. All these students are supervised by Professor Franklin. In addition, students specializing in environmental law are supervised by Professor Smith and students specializing in Indian law are supervised by Professor Colson. All students specializing in Indian law also enroll in Professor Colson’s Indian law course and all students specializing in environmental law are enrolled in Professor Smith’s environmental law course.
Students assigned to the Pullman office handle civil and criminal misdemeanor matters arising in the state of Washington. They are supervised by Professor Franklin and Michael Pettit, the Student Legal Services attorney for the Associated Students of Washington State University.

All students enrolled in the Legal Aid Clinic receive one week (forty hours) of intensive trial advocacy training prior to the beginning of Fall semester. This training is similar in design to that offered by the National Institute of Trial Advocacy. During the semester, students spend approximately twenty hours per week representing clients and attend a weekly one hour seminar.

In the Legal Aid Externship, students are placed in the offices of private or public attorneys. Close supervision is maintained under the direction and review of the Director of Clinical Programs. The Judicial Externship provides students with the opportunity to work as law clerks in the Federal District Court of Idaho. Students are paid and work for an entire year between their second and third years of law school.

Practice court is a simulation course which gives students the opportunity to participate in all aspects of representation including interviewing, investigation, drafting of pleadings, discovery and motion practice. The course culminates in a mock jury trial before a visiting judge.

The Lawyering Process course is offered to second-year students and covers the subjects of interviewing, investigation, counseling, and negotiation. Students do extensive role playing and videotaping.

The goal of clinical training at the University of Idaho is far broader than teaching students "how to" perform lawyering tasks.

One purpose of clinical studies is to help students develop the same sort of analytical ability and discipline of thought which is the goal of "academic" courses. Just as the goal of a contracts course is more than to teach the specifics of contract law, the goal of clinical studies is broader than the teaching of specific lawyering skills. To be sure, specific skills are taught, but they are as much the medium as the message.

Through participation in clinical studies, students learn to analyze lawyering tasks much as they learn to analyze contract or tort problems. The development of this critical ability enables them to more nearly reach their potential and to continue to improve throughout their careers.

One of the most exciting developments in clinical studies at the University of Idaho is the integration of academic and clinical portions of the curriculum. Clinical experience in a field can be an extremely effective method of teaching substantive law. In addition, it provides the opportunity to deal with the strategic and tactical considerations which are an essential part of effective practice in any field. At Idaho, there is a symbiotic relationship between the academic and clinical in law school, each enhancing and supporting the other.
FACULTY
Professor Neil Franklin, Director of Clinical Studies Program
(Golden Gate University)
Professor D. Craig Lewis, Co-Supervisor, Clinical Studies Program
(Yale University)
Professor Arthur D. Smith, Co-Supervisor, Environmental Law Clinic
(George Washington University)
Professor Dennis C. Colson, Co-Supervisor, Indiana Law Clinic
(University of Denver)

COURSES
Practice Court I & II (2 credits per semester, minimum 2 semesters)
Lawyering Process (2 credits)
Legal Aid Externship (1 credit)
Legal Aid Clinic (8 credits over 2 semesters)
Judicial Externship (6 credits)

UNIVERSITY OF MAINE

The University of Maine School of Law, established in Portland in 1961, is the successor to the University of Maine College of Law which existed in Bangor from 1898 to 1920. Since its inception, the school has emphasized the importance of communication through its emphasis in courses and clinics on writing and speech skills.

The Clinical Practice Program and its prerequisite Trial Advocacy course is open to all who wish to take it. Currently about 95% of the school’s students participate in the Clinical Practice Program for at least one semester. The culmination of the three-part clinical program results in a senior in good academic standing being assigned to work at the Cumberland Legal Aid Clinic or in a District Attorney’s office.

Students are first required to take a trial advocacy course as a prerequisite to entrance into the Clinical Practice Program. The course simulates live client-attorney situations and courtroom presentations. The second part of the Clinical Practice Program is a full-time position in the law school law office during the summer between the second and third year of law school. The students working in the office handle felonies, misdemeanors and a broad spectrum of civil cases for indigent persons. Faculty members supervise the work of the students. In addition, some students work as assistant prosecutors being hired by the District Attorneys of various counties and the Maine Attorney General’s office.

The final part of the program taken in the third year of law school, involves part-time in both civil and criminal cases. One semester is spent in the District Attorney’s office prosecuting criminal cases and the
other semester is spent in handling civil matters in the Law School law offices. In the Law School law office the students have actual experience in all legal skills—the preparation and trial of actual cases, interviewing, counseling, negotiating, drafting documents, and implementing professional responsibility doctrines, all under faculty supervision. Faculty members also supervise the third year student’s progress at the prosecuting attorney’s offices. A faculty member hired to supervise in the Clinical Program must have at least five years of substantial litigation experience as a prerequisite.

**FACULTY**
Professor Judy R. Potter, Director of Clinical Practice Program
(University of Michigan)

**COURSES**
Lawyering Process (Study of Negotiating Pretrial and Trial Techniques)
Clinical Practice I
Clinical Practice II

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**UNIVERSITY OF MICHIGAN**

The University of Michigan, founded in 1817, has consistently been dedicated to the advancement of professional goals. It has extensive clinical programs which, in 1969 were incorporated into the law school curriculum and includes a general Civil and Criminal Clinic, a Tax Clinic, Criminal Appellate Practice, the Center for Law and Social Policy Externship in Washington D.C., and a U.S. State Department Internship in the Office of the Legal Advisor, State Department. The University has also developed the Child Advocacy Law Clinic which focuses on child abuse and neglect. This specialized clinic was established in 1976. The clinic provides a unique opportunity to join with other professionals, such as physicians, nurses, social workers and mental health workers in an interdisciplinary training setting.

The Child Advocacy Law Clinic is part of the University of Michigan’s Interdisciplinary Project on Child Abuse and Neglect (IPCAN). In 1980-81, the legal program will be expanded to train ten to twelve students per semester. The students will gain experience in actual case work under the supervision of two law faculty members. They will also work in consultation with social workers, psychiatric and pediatric faculty. This group will convene at least once a week to review actual cases. Seminars and skill training sessions provide students with basic information on relevant statutes, court rules, the structure of human service agencies, child development, the dynamics of child abuse and divorce-custody disputes. Special emphasis is placed on trial advocacy, mediation and negotiation, along with simulation training, interviewing,
client counseling, evidentiary problems and direct and cross examination.

The goal of the program is to allow students to develop their legal skills in conjunction with other medical and mental health professionals in a community setting. Since children are a largely unrepresented group, they deserve special attention when faced with the severely disabling consequences of abuse and neglect. To achieve this objective, the students are placed in the community and they provide supervised legal services in three counties. The Child Advocacy Law Clinic is directly involved with four other programs. Law students participate in cases in which the state has intervened in family life without yet resorting to court action in the Social Work Student Unit on Child Welfare Program. Suspected child abuse cases are medically and legally investigated by the University Hospital Child Protection Team. Students are also intimately involved in the Children's Psychiatric Hospital Evaluation and Consultation and Continuing Legal Education Programs. These diverse and in-depth programs provide extensive opportunities for the law student to gain not only legal skills, but expertise in dealing with other professionals, agencies, parents and the children themselves. A new clinical program, the Environmental Law Clinic, will be added in 1982, in conjunction with the National Wildlife Federation.

**FACULTY**
David L. Chambers, J.D., Professor of Law (Harvard University)
Roy J. Daniel, Clinical Assoc. Professor of Law.
Donald Duquette, J.D., Clinical Associate Professor of Law
Larry J. Ferguson, Director of Michigan Income Law Clinic
Nancy J. Hopwood, M.D., Assoc. Professor of Pediatrics and Communicable Disease
Dee Margan Kilpatrick Ph.D., Professor of Social Work
Steven D. Pepe, J.D., Assoc. Professor of Law (University of Michigan)
Andrew S. Watson, M.D., Professor of Law and Psychiatry
(Temple University)

**COURSES**
Clinical Law I (5 credit hours)
Clinical Law II-Tax (2 credit hours)
Criminal Appellate Practice (3 credit hours)
Center for Law and Social Policy (12 credit hours)
State Department Internship (12 credit hours)

**UNIVERSITY OF MINNESOTA**

The University of Minnesota demonstrates a deep commitment to clinical legal education through a well-established and comprehensive
program of clinical education. The school's emphasis on producing trial practitioners is evidenced by student participation: over one-half of the law school's graduates have taken one or more clinic courses. As early as 1913 law students were allowed to work in a clinic environment on actual lawsuits. In 1968 a grant from the Council on Legal Education for Professional Responsibility gave birth to the modern clinical program.

The clinics housed in this wing include: Criminal Appeals; Misdemeanor Prosecution; Misdemeanor Defense; Federal Income Taxation; Environmental Law; Civil Clinic; Divorce Counseling; Juvenile Court; Legal Assistance to Minnesota Prisoner (LAMP); Social Welfare Law; and Antitrust Law.

The Criminal Appeals clinic began operation in the summer quarter of 1979 and accepts six to twelve students per quarter, who work in teams of two on actual felony appeals from the Minnesota District Courts to the State Supreme Court. The students are directly supervised by an attorney from the Public Defender's Office with back-up supervision provided by clinic faculty. The students are required to read the Public Defender's Office file and the trial court transcript, prepare a digest of the record, draft a statement of the facts, research the legal issues presented on appeal, and draft the brief for the defendant on appeal.

The Misdemeanor Prosecution Clinic provides students with a substantial amount of court and jury trial experience. Students work on every phase of a trial including arraignment, pretrial conferences, drafting of complaints and the trial of both jury and non-jury cases. The selection of cases is made primarily from referrals from the Public Defender's Office; most of the cases involve misdemeanors and moving traffic violations. In addition students receive classroom instruction on misdemeanor law, criminal procedure, trial practice, and courtroom procedure.

The Misdemeanor Defense clinic offers students the opportunity to assume a defense counsel role in the preparation and presentation of a misdemeanor case at the trial court level. This clinic is patterned closely after the Misdemeanor Prosecution Clinic; students attend the same classroom lectures and participate in every phase of the trial but as defense counsel.

The Federal Income Taxation Clinic provides students with the opportunity to advise taxpayer clients. The students work with taxpayers during the audit and appeals processes. In addition students research current legal and economic problems in taxation.

In the Divorce Counseling clinic students observe and participate in all aspects of Divorce proceedings. Students work with psychiatrists in interviewing, representing, and counselling clients. Emphasis is placed on interviewing techniques and in understanding the role of an attorney in divorce litigation.

The Civil Clinic, also known as the Legal Aid Clinic, is the most popular of the clinics. It provides the students with a broad exposure to
general civil practice, including interviewing, negotiating, pleading, and appearing in court on behalf of live clients.

One of the latest additions to the law school's clinical education program is an Environmental Law clinic. This clinic differs from the others by providing students with the opportunity to gain experience working with public law and reform cases in areas that affect the general public instead of individuals. Students develop skills in the use of expert witnesses and extensive discovery techniques. Additionally the clinic provides the opportunity for students to draft environmental legislation and regulations in conjunction with legislators and their staffs. A major objective of the environmental law clinic is to impart to students a broad perspective of the way the law can be meaningfully and critically used to shape the environmental future for the public benefit.

Through the clinic program the University of Minnesota Law School integrates traditional academic legal education with comprehensive and intensive experience in the practice of law. The program benefits a class of clients that may not otherwise receive needed legal services since students handling trials in Minnesota may only represent clients who are indigent. Students are able to develop litigation-oriented legal skills and to experience first-hand the profound responsibility of being a trial practitioner.

**FACULTY**

Professor Laura Cooper, Social Welfare Clinic  
Professor Barry Feld, Juvenile Law Clinic  
Professor Richard Frase, Criminal Prosecution Clinic  
Professor Jon Hopeman, Director of Civil Clinic, Tax Clinic  
Professor Jane Kanimeman, Civil and Juvenile Court Clinic  
Professor Robert Levy, Legal Aid, Divorce Counseling  
Professor Leo Raskind, Federal Income Taxation  
Professor Kathryn J. Sedo, Tax and Civil Clinic  
Professor Marlene Senechal, Environmental Law Clinic  
Professor Steve Simon, Criminal Misdemeanor Defense  
Professor Susan A. Short, Civil Clinic

**COURSES**

Civil Clinic (5 quarter hours)  
Divorce Counseling Clinic (4 quarter hours)  
Juvenile Court Clinic (3 quarter hours)  
Misdemeanor Prosecution Clinic (3 quarter hours)  
Legal Assistance to Minnesota Prisoners (LAMP) (5 quarter hours)  
Social Welfare Law Clinic (5 quarter hours)  
Antitrust Clinic (3 quarter hours)  
Criminal Appeals Clinic (3 quarter hours)  
Federal Income Taxation Clinic (3 quarter hours)  
Misdemeanor Defense Clinic (3 quarter hours)  
Environmental Law Clinic (3 quarter hours)
The University of Mississippi's commitment to practical skills training dates back to the post Civil War era. In actual client experience, the law school presently has four clinical programs: the Criminal Law Intern Program, the Federal Intern Program, the Student Legal Counseling Service, and the Aid to the Elderly Program. Each of these programs is geared to develop legal skills in interviewing and counseling, negotiation and actual case preparation, while fulfilling specific community needs.

Under the Criminal Law Intern Program each semester 15-20 students are placed in prosecutor or public defender offices throughout Mississippi for full-time experience and academic credit. Students receive practical instruction in criminal procedure; are trained in trial techniques, including direct and cross-examination methods; and sensitized to evidentiary and professional responsibility issues. At each site an attorney supervises the day-to-day work of the student, and a school field director visits each student as often as possible during the semester.

The Federal Intern Program, begun in August, 1978, is believed to be the first of its kind in the nation. The program's director has been appointed to represent all indigent defendants in criminal cases pending in the United States District Court for the Northern District of Mississippi. Law student interns, admitted to limited practice under a local court rule, aid in the defense of these cases. Six new students come into the program each semester and remain for one academic year.

The Student Legal Counseling Service provides legal services to Ole Miss students. Twelve students participate in this program, interviewing and counseling student clients, and where necessary providing other legal services. Legal problems handled by the clinic's students include landlord/tenant cases, criminal prosecutions, and even probate and copyright matters. Each student attends simulation classes to hone counseling, interviewing and negotiation skills.

The law school's fourth clinical program, the Aid to the Elderly Program, is presently being reorganized.

FACULTY
Professor Robert L. Doyel, Director of Clinical Program
(University of Oklahoma)
Charles Clark, Director, Criminal Law Intern Program
(University of Mississippi)
Professor Thomas R. Mason, Director, Trial Advocacy Training
(University of Oklahoma)
Professor Robert Weems
(University of Mississippi)
Professor Noah S. Sweat
(University of Mississippi)

COURSES
Criminal Law Intern Program (15 semester hours)
Federal Intern Program (7 semester hours)
Student Legal Counseling Services Program (1 semester hour)
General Trial Practice
Federal Trial Practice
Exercise in Trial Techniques

UNIVERSITY OF NEBRASKA

The University of Nebraska currently has two practice clinics: the Civil Practice Clinic, begun in January, 1975; and the Criminal Practice Clinic, originated in August, 1979. The Criminal Practice Clinic allows students to prosecute a variety of misdemeanor offenses referred by the local prosecutor’s office to the clinic. In much the same manner, students participating in the Civil Practice Clinic receive referrals on civil matters from the local Legal Aid Society.

Both clinics are “in house” operations with the students being subject to supervision only by a member of the law college faculty. There is one instructor for each clinic to supervise students and conduct seminars. The clinics are one-semester, six-credit courses offered three times a year on a year-round basis. Enrollment is limited to ten seniors per clinic per semester, or sixty students a year. The law college is solely responsible for determining the work assignments of the students, the composition of their case load, the quality and intensity of the supervision they receive and all other factors that go into their clinical experience.

Clinic programs are divided into a seminar component and a practice component. The purpose of the two hour a week seminar is to develop a model of the particular skill being discussed which then can be applied by the students to a variety of factual and legal situations. The skill training of the seminar is then carried over into the practice component. Student-supervisor conferences throughout the semester provide an opportunity to discuss each student’s cases in depth. In the Criminal Clinic, students actually perform the functions of a prosecutor in misdemeanor cases, including determining what crimes to charge, preparing the complaint, interviewing witnesses and police officers, engaging in plea bargaining, preparing the case for trial and actually trying the case; all under close faculty supervision. In the Civil Clinic, students represent clients of the local Legal Aid Society in a range of a civil matters, including bankruptcy, divorce, personal injury, and probate. Civil
Clinic students perform all of the functions of a practicing attorney while receiving close faculty supervision.

The purpose of the clinical programs is to integrate theory and practice, teach lawyering skills not included in traditional instruction, and study legal institutions. Emphasis is given to the exploration of ethical standards and considerations. The recent addition of the criminal clinic to the existing civil clinic program has provided the opportunity for practical experience in the field of criminal law, and has doubled the enrollment capacity of the clinical course.

FACULTY
Professor Peter T. Hoffman, Director of Civil Practice Clinic
(University of Nebraska)
Gale Pokorny, Instructor and Director of Criminal Practice Clinic
(University of Nebraska)

COURSES
Civil Practice Clinic (six semester hours)
Criminal Practice Clinic (six semester hours)

UNIVERSITY OF NORTH CAROLINA

The University of North Carolina Law School prides itself on maintaining a totally in-house legal clinic. Founded in August 1978, the Prisoner Legal Assistance Clinic was under the daily supervision of a tenure-track assistant professor who was hired specifically to develop and direct the clinic program. In the 1979-80 academic year, this original clinic evolved into the Criminal Law Clinic.

The Criminal Law Clinic handles cases involving post-conviction challenges, probation revocations, misdeameanors, juvenile criminal offenses and various types of federal parole hearings. Twenty-four second and third year students are allowed to participate in this program and are overseen by two full-time supervising attorneys. The Clinic Director devotes full time to the encouragement of appropriate case referral to the clinic, the training of the supervising attorneys and the development of a clinic seminar and manual.

The Clinic curriculum is separated into three distinct components: practice, simulation and substantive course work. Students have full responsibility for all cases assigned to them throughout the Practice section. While supervising attorneys approve all written letters and legal documents and attend all hearings and trials, the student himself conducts all interviews, negotiations and hearings for his cases.

The simulation component centers around the three semester hour Trial Advocacy course. This course involves the National Institute of
Trial advocacy materials on simulation of jury selection opening statements, witness examinations and various other trial skills. A video tape is made of all student simulations and critiqued by the Faculty.

The substantive course taught by the clinical director has a flexible subject agenda which coincides with legal issues that arise in the Practice component.

FACULTY
Assistant Professor David Rudolf, Faculty Director-Criminal Law
Prisoner Legal Assistance Clinic (New York University)
Richard Rosen, Supervising Attorney
Patricia Lemley, Supervising Attorney
Professor Kenneth Broun, Dean of Law School and Trial Advocacy
Professor (University of Illinois)
Professor Joseph Kalo, Trial Advocacy Professor
(University of Michigan)
Professor Norman Lefstein, Trial Advocacy Professor
(Georgetown University)
Professor Walker Blakey, Client Counseling Team Advisor, Trial
Practice and Interviewing Professor (Ohio State University)

COURSES
Total Clinic Program (12 semester hours)
Comprised of:
Practice (6 semester hours)
Simulation (Trial Advocacy) (3 semester hours)
Substantive Component (3 semester hours)
(Prisoner's rights and post-conviction proceedings)
Under development: Clinical Seminar (2 semester hours)
Advanced Criminal Procedure

UNIVERSITY OF PITTSBURGH

The University of Pittsburgh School of Law Developmental Disabilities Legal Clinic Program was begun in December of 1977. The Clinic combines advocacy and educational functions. Participants in the Clinic include second and third year students from the School of Law and graduate students from the University of Pittsburgh's Schools of Psychology, Special Education, and Social Work.

The Clinic provides individual case representation to clients and simultaneous training experience to the clinic students. Enrollment generally consists of six to nine law students and two to four students from the various disciplines mentioned above, each of whom receive two academic credits per term for their participation.
Over three-quarters of the Clinic's caseload comes from referrals from various advocacy groups. When a potential client requests representation, an attorney conducts an initial telephone interview to determine the nature of the problem and the need for legal intervention. If there exists a legal problem which is related to a disability, legal assistance appears necessary but otherwise unavailable, and the case is at least initially suitable for law student representation, an appointment is made with one of the clinic students. Cases which meet the criteria, but which appear to be unsuitable for student representation may be retained by the attorney. Matters not meeting these criteria are referred to any available outside agency or organization which may be of assistance.

Clients accepted for clinic representation are interviewed by a staff attorney or a law student, depending on the nature of the legal problem. If appropriate, the client is then represented by a Clinic student.

The Clinic also receives requests for legal assistance from groups of individuals or groups which advocate on behalf of developmentally disabled individuals. If these requests are in furtherance of the Clinic's goals, the Clinic attempts to provide whatever assistance possible, including sponsoring educational programs, providing legal research, advice, consultation and representation.

All students in the clinic must have completed or be currently enrolled in the course Legal Rights of the Handicapped.

FACULTY
Ilene W. Shane, Director

COURSES
Developmental Disabilities Legal Clinic Program

UNIVERSITY OF PUGET SOUND

The University of Puget Sound in Tacoma, Washington, began its program of instruction in 1972 and attained full accreditation in 1974. The first clinic was formed in 1976, and the first major in-house clinic, the Civil Law Clinic, is presently training its first group of students. Funding has recently been received under Title VII, Part B of the 1978 Amendments to the Rehabilitation Act of 1973 to start a Disabilities Law Project at the School, which will include a clinic serving severely disabled persons. In the Clinical Program, students are taught the fundamental lawyering skills and substantive law in seminars and are then provided the opportunity to practice it in the field, with ample faculty supervision to maximize the clinical educational experience.

Students are involved in formal proceedings such as hearings, and trials as well as informal interviewing, counselling, and negotiating.
They have the assistance of full-time faculty supervisors and are assigned caseloads. The clinic's courses last one semester, for which credit is offered on a graded or pass/fail system. The clinical program concentrates in criminal, family, and public entitlements law, and soon will expand to disabilities law. Emphasis is also placed on local practice and procedure, skills training, and professional responsibility. Client interview and student role-play performances are videotaped and critiqued. Students are required to keep personal journals for self-evaluation.

During its first year, the new Civil Law Clinic will have 65 third year law students, over one-quarter of the senior class. Clients are chosen according to eligibility guidelines similar to those of the Legal Services Corporation, emphasizing provision of services to the financially needy. On a societal plane, the Civil Clinic is participating in an interdisciplinary, community-wide project to combat spousal abuse and help reduce domestic violence. Additionally, the public entitlements area of the clinic serves to provide indigent clients with assistance in administrative hearings and appeals regarding initial and continuing entitlement to welfare payments, social security disability benefits, and unemployment compensation. The criminal practice clinic includes representation of criminal defendants at the appellate level, a street law project, and a misdemeanor practice clinic.

The Clinical Program expects to generate new substantive law courses out of the field experience. This includes for the near future the development of Disabilities Law and Welfare Law courses which are presently lacking in the law school curriculum.

**FACULTY**
Professor Alan Kirtley, Clinical Director
  (University of Puget Sound)
Professor John A. Strait
  (University of Puget Sound)
Visiting Professor Jenifer Schramm
  (University of Puget Sound)
Clinical Instructor Mick Cole
  (University of Puget Sound)
Professor Barbara Hoffman
  (University of Puget Sound)
Professor David M. Roberts
  (University of Puget Sound)
Professor Marilyn J. Berger
  (University of Puget Sound)

**COURSES**
Clinical Program, Outside (1-3 semester hours)
Clinical Program, Civil Practice Clinic (6 semester hours)
Clinical Program, Criminal Practice Clinic:
  Clinical Appellate Seminar (3 semester hours)
  Street Law Project (6 maximum semester hours)
  Clinical Felony Seminar (3 maximum semester hours)
  Independent Clinical Study (3 maximum semester hours)
  Misdemeanor Practice Seminar (3 maximum semester hours)
Clinical Program, Family Law Clinical Seminar (3 semester hours)
Judicial Externship Seminar & Clinical (9 maximum semester hours)
Legislative Seminar (3 semester hours)

UNIVERSITY OF SAN FRANCISCO

The University of San Francisco Criminal Law Clinic was initially funded in 1972. Due in large part to the success of the Criminal Law Clinic, U.S.F. instituted the Civil Law Clinic in the spring of 1980.

In the Criminal Clinic students devote a full semester to representation of indigent criminal defendants through the San Francisco Public Defender's Office, for which they receive ten or thirteen units of academic credit. Students in the Clinic have conducted court and jury trials on misdemeanor cases, assisted on felony trials, drafted and argued evidentiary motions, handled preliminary examinations and taken appellate writs.

The Civil Law Clinic is an independent law office offering free legal services to low income clients. Areas dealt with in servicing sixty-two clients in the Clinic's initial semester were: consumer debt problems; housing issues; pension law; personal injury; government benefits; will drafting; tax; business law and discrimination in housing and employment. Students are informed of new cases and updated on existing matters during weekly "round table" case conferences. During the weekly class meetings, the Director lectures on various topics encountered by the students working on cases. When possible the Clinic utilizes video tape equipment to evaluate student performance and has utilized the expertise of guest lecturers to gather in-depth information in particular areas of interest.

The Judicial Clerkship Program places students who have demonstrated superior academic ability under the direct supervision of participating judges and courts. Duties include research and preparation of memoranda of law. Students in the judicial clerkship program earn from three to thirteen units of credit for a semester's participation, depending on the specific court assignment.

Students in the Externship Program work on a full-time basis for an established law firm, public interest or legal services office, or a legal department of a governmental or other appropriate agency or office. Direct supervision of students in the Externship Program is supplied by
staff attorneys of the participating offices in conjunction with cooperating U.S.F. law faculty. The program is open to students who have completed half of their law school curriculum. Students in these programs receive up to thirteen units of academic credit for a semester’s participaton, which includes a requirement of the completion of a substantial research paper.

While both the Criminal and Civil Law Clinics handle actual legal cases of interest to individual clients, two programs are aimed at the interests of the community in general. The Street Law Project operates in conjunction with approximately thirty Bay Area high schools. The Program, which reaches 3,000 high school seniors annually, seeks to promote legal literacy among young people to ensure that they possess a minimum amount of practical, legal knowledge needed to understand the system as a whole and how it can work in their behalf.

The Public Interest Law Consortium is composed of several Bay Area law schools including U.S.F. Special clinical placements selected for students majoring in public interest law familiarizes the students with work in the public interest field.

FACULTY
Jeanette E. Rucci, Director of Clinical Programs and Skills Training
Freya Horne, Co-director, Criminal Law Clinic

COURSES
Clinical Practice Programs
Judicial Clerkship Program
Externship Program
Criminal Law Clinic
Civil Law Clinic
The Street Law Project
The Public Interest Law Consortium
Civil Litigation Practice
Trial Practice
Family Law Litigation
Criminal Practice

UNIVERSITY OF SANTA CLARA

The University of Santa Clara Legal Clinic offers a curriculum which balances simulation classes with actual civil and criminal representation. The simulation courses seek to improve oral and drafting skills, while the practice courses provide actual in-the-field legal experience. The five courses which make up the clinical program include: the Internship Program, an Externship Program in the Supreme Court and Other
Selected Courts, California Civil Procedure Clinic, Legal Clinic, and General Practice Course. The faculty has recently approved two new courses: Evidence Clinic and Lawyering Process.

The Internship program places students in public and private law offices. The student interns are expected to do research, draft legal documents, appear in court and administrative offices, and interview clients. All of this is done under the supervision of a practicing attorney. The Court Externship Course allows selected students to participate as clerks with the California Supreme Court as well as other state courts. Close supervision is provided by the respective justices or judges.

In the California Civil Procedure Clinic the students explores the use of procedural tools, following the normal course of simulated proceedings from initial consideration of pleadings through the operation of post-trial procedures. The students are expected to draft many of the documents used in the course of actual client representation.

The Legal Clinic offers the student the most comprehensive opportunity to gain real legal experience. The University operates a year-round law office which offers legal services to working class clients throughout the South San Francisco Bay Area. Students represent clients in civil actions as well as criminal-misdemeanor cases under the supervision of faculty members. In addition to client representation, Legal Clinic students must attend three hour classes weekly to study principles of interviewing, counseling, negotiating, lawyer-client relationships, and professional responsibility.

The General Practice Course combines both simulation and actual client representation, covering a broad spectrum of areas which the general practitioner would ordinarily encounter. These areas include domestic relations, criminal defense, personal injury, wills and probate, business consultation, real estate, bankruptcy, and the enforcement of judgments.

FACULTY
Richard L. Rycoff (Director)
Kandis Scott
Gary Neustadter

COURSES
Internship (1-6 semester hours)
California Civil Procedure (3 semester hours)
Legal Clinic (3-6 semester hours)
General Practice Course (8 semester hours)
Externship in the Supreme Court of California and in Other Selected Courts (1-12 semester hours)
The University of Southern California formed its Legal Services Office in 1978. The USC teaching law office has three programs: a general clinic course, an intern program, and a tax clinic. The goals of these programs are to give students actual legal experience and help develop lawyering skills such as interviewing witnesses, negotiating, and advocacy. The office also seeks to provide legal services to faculty and staff of the University who may not otherwise be able to obtain legal assistance.

The general clinic course was the initial offering of the Legal Services Office when it opened in 1978. In this program students enrolled in such traditional clinical courses as trial advocacy and the lawyering process handle cases presented to them in a gambit of legal concentrations. Emphasis is on developing the skills of a general practitioner. Contrasting with the diverse scope of the general clinic program, the intern program provides placement for students interested in practical experience in a particular substantive area of law such as criminal law, wills, or family law. Students participating in this program also handle all aspects of their assigned cases. Students participating in the tax clinic must have completed at least one tax course. They will handle all aspects of tax cases presented to them and will advise on the tax aspects of cases originating in the other programs.

The clientele of the Legal Service Office is drawn from the faculty and staff of USC and their dependents. The office considers it essential for the students to deal with people traditionally unrepresented or underrepresented. Plans are to limit the tax clinic to disputes over small amounts in order to attract these people. By handling only cases of this type the program emphasizes and helps develop the lawyering skills rather than placing the emphasis on how much is at stake.

**FACULTY**
Professor Lee Campbell, Project Director
Professor Doublas Carnahan, Director of the Legal Services Office
Professor Dennis Curtis, Director of the Yale Law School Clinical Program, visiting faculty at USC 1980-81

**COURSES**
Trial Advocacy and the Lawyering Process
Trial Advocacy and Prisoners' Rights
Various substantive courses in conjunction with clinical experience such as criminal law, wills, and family law
The University of Tennessee Legal Clinic program has been in operation since 1947, during which time the overall program has represented over fifty thousand clients in civil and criminal matters. The program has been involved in criminal representation in a clinical setting since 1962, actively participating in over 10,500 criminal cases. The focus has been on in-house training and supervised field experiences at the General Sessions Court level, with a commitment to the representation of indigent persons in Knox County.

Approximately 200 students per year receive some form of clinical training in civil, criminal, and community development law areas. These clinical programs presently include: Basic Civil and Criminal Advocacy, Advanced Civil and Criminal Advocacy, Specialty Clinic and Economic Development Clinic.

The basic advocacy courses are designed to explore the processes of lawyering in a particular area with emphasis on basic lawyering and trial skills. The advanced courses are designed to expand these skills by way of extended exposure to litigation. The Special Clinic offers intensive field experience on a specialized problem. The Economic Development Clinic emphasizes the nonlitigative skills required in counseling small corporate business ventures.

The Clinic functions as a large law office in which the student gains overall legal experience. Classroom work supplements the handling of actual cases with emphasis on ethical responsibilities. Clinic students are certified to practice before all the courts of Tennessee, if under the supervision of the staff.

**FACULTY**

John W. Cleveland, Instructor/Staff Attorney  
(University of Tennessee)

Mildred A. Cunningham, Instructor/Staff Attorney  
(University of Tennessee)

James L. Frederick, Instructor/Staff Attorney  
(University of Tennessee)

Gary D. Housepian, Instructor/Staff Attorney  
(University of Tennessee)

Cheryl T. Humble, Instructor/Staff Attorney  
(University of Tennessee)

Mary Elizabeth Johnston, Instructor/Staff Attorney  
(University of Tennessee)

Susan Davis Kovac, Instructor/Staff Attorney  
(Stanford University)

James R. LaFevor, Instructor/Supervising Attorney  
(University of Tennessee)
Robert A. Levine, Instructor/Staff Attorney  
(Boston University)  
Carl W. Manning, Supervising Staff Attorney  
(University of Tennessee)  
Ronald J. Plunkett, Instructor/Staff Attorney  
(Wayne State University)  
Nicole Q. Russler, Instructor/Staff Attorney  
(Harvard Law School)

**COURSES**

Civil Advocacy (5 quarter hours)  
Advanced Civil Advocacy (5 quarter hours)  
Criminal Advocacy (5 quarter hours)  
Advanced Criminal Advocacy (5 quarter hours)  
Specialty Clinic (5 quarter hours)  
Economic Development Clinic (2, 3 quarter hours)  
Criminal Court Advocacy (5 quarter hours) (proposed)

**UNIVERSITY OF TOLEDO**

The Toledo College of Law offers one of the most varied and intensive sets of clinical courses in the country. Currently offered clinical programs include the College of Law Legal Clinic, Criminal Law Practice Program (Prosecution), Criminal Defender Program, Law Related Education Clinic and Legislative Drafting Clinic.

In 1980 the civil law clinic and the mental health clinic were merged to form the College of Law Legal Clinic. Students who enroll in this Clinic undergo an intensive two to three-week orientation, during which substantial class hours are devoted to examination of the civil, criminal, juvenile and probate court systems, with emphasis placed on the nature of professional and interpersonal relationships between lawyers and their clients, the courts and other counsel. Students are assigned some cases near the inception of this orientation period and are given the opportunity to apply the classroom information to concrete fact situations.

The Criminal Law Practice Program is a clinical program using placements in local municipal prosecutors' offices to help students develop practical lawyering skills and to expose them to the ethical issues and resource allocation problems peculiarly experienced by prosecutors. Students handle all aspects of misdemeanor prosecutions under the direct supervision of assistant prosecutors. The extensive trial experience available to participants is supplemented by training and classroom sessions at the Law School which draw heavily on mock exercises and videotape instruction.
The Criminal Defender Clinic provides legal interns with the opportunity to represent indigent defendants charged with misdemeanors. Defendants are represented in both adult and juvenile cases.

In the Juvenile Law Guardian Clinic students represent juveniles in non-delinquency cases, such as child neglect, dependency, and abuse, and status cases which apply only to minors, such as being truant, unruly or a runaway. The activities of the Clinic consist of an academic component and a field component. The academic component includes orientation by faculty members and staff attorneys as to substantive and procedural subjects. There are weekly sessions devoted to practical problems such as drafting pleadings, memoranda, and motions. The field component provides juveniles with representation before agencies and courts.

The Law Related Education Clinic involves law students in teaching high school students about law and legal systems. The Clinic was initially offered as an experimental course, but as of 1980 is now regularly offered.

The College of Law's last clinical offering, the Legislative Drafting Clinic, sensitizes students to the existence and difficulty of drafting problems, developing drafting skills, and fostering sound judgment on drafting alternatives. Students have the opportunity to work on drafting problems of real-life clients such as public interest groups, governmental organizations, and local public officials.

FACULTY
Professor James M. Klein, Director, Clinical Programs
Professor Robin M. Kennedy
Professor Barbara R. Levine
Staff Attorney Laurene M. Heybach
Staff Attorney Melodee Redmond

COURSES
College of Law Legal Clinic
Criminal Law Practice Program
Criminal Defender Program
Law Related Education Clinic
Legislative Drafting Clinic

UNIVERSITY OF VIRGINIA

The University of Virginia this year established its first in-house, direct representation student practice clinic. Actual experience in the practice of law is also offered through extracurricular work on individual cases under the auspices of student managed organizations such as the Post-Conviction Assistance Project. In actual client experience, the
law school now offers the new Criminal Practice Clinic, the Forensic Psychiatry Clinic, and a Legal Interviewing and Counseling Seminar. Each of these programs seeks to integrate casework with classwork.

The Forensic Psychiatry Clinic offers two seminars, Psychiatry and the Criminal Process, and Juvenile and Family Law. In the former, adult criminal defendants are referred to the clinic for psychiatric evaluations on questions of competency to stand trial, insanity defense, input in sentencing and the like. The Juvenile and Family Law Seminar focuses on such issues as child abuse and neglect, child custody, and termination of parental rights. In both seminars, participating students are assigned to cases and are involved in interviewing, delineating the legal issues, consulting with referral and reference sources, and compiling final reports.

Under the new Virginia Criminal Practice Clinic, twelve students each semester engage in closely-supervised representation of defendants or the State in actual criminal cases in the local courts. This casework offers the potential for exposure to the complete range of trial-level practice experiences including trial itself. There is also a parallel classroom component which not only prepares the students for each aspect of their casework but also provides an institutional mechanism for the immediate academic integration of the students' casework experience.

**FACULTY**

Assistant Professor Graham B. Strong, Director of the Criminal Practice Clinic (J.D. University of Virginia; LL.M. Georgetown)

Assistant Professor Elizabeth S. Scott, Director, Forensic Psychiatry Clinic (J.D. University of Virginia)

C. Robert Showalter, M.D., Clinical Assistant Professor of Psychiatry and Assistant Director, Forensic Psychiatry Clinic (M.D. University of Virginia)

Professor Richard J. Bonnie (LL.B. University of Virginia)

Professor John T. Monahan (Ph.D. Psychology, Indiana University)

**COURSES**

Criminal Practice Clinic (5 semester hours)

Forensic Psychiatry Clinic, Psychiatry and the Criminal Process Seminar (3 semester hours)

Forensic Psychiatry Clinic, Juvenile and Family Law Seminar (3 semester hours)

Legal Interviewing and Counseling Seminar (3 semester hours)

Various practice-oriented courses with simulation component
The faculty of the University of Washington School of Law in June 1978 approved the Criminal Law Clinical Internship Program as the law school's first in-depth clinical offering. The clinical program, operating as University District Defender Services, a "law firm," provides full representation for indigent misdemeanants referred from the King County Office of Public Defense during each two-quarter session. Third-year law students, as Legal Interns, represent clients pursuant to a state court rule allowing limited student practice under the supervision of a member of the state bar association.

University District Defender Services integrates actual client contact and case experience with academic and simulation training. To assist in achieving this integration, meetings are held twice weekly during the practical component for interns to discuss relevant case aspects, trial strategy and questions of professional ethics and responsibility.

Students receive intensive academic instruction for six weeks during the academic component, with presentations by judges, lawyers, and others, and participate in simulated experiences in client interviews, counseling, negotiation, case preparation and trial.

The practical component consists of approximately fifteen weeks of individualized client representation (from initial client interviews through trial and disposition) under the direct supervision of the Staff Attorney for the clinic. Students practice in twenty-two King County courts and five Seattle Municipal courts.

The program is designed to provide third-year law students with preparation for the practice of law by actually representing clients in court. They gain practical experience in law office management, client counseling, trial preparation, trials, dispositions and client correspondence. This permits development of advocacy skills, sensitivity to client needs, and a strong sense of professional ethics and responsibility.

A graduate social worker serves as Staff Social Worker to assist students in counseling clients and recommending community resources to the courts in pre-sentence reports.

The Clinical Director is a tenured full professor. Other tenured full professors, who are also members of the Washington Bar, participate in the program as sponsoring attorneys for individual legal interns.

FACULTY
Professor Charles Z. Smith, Director of Clinical Programs
(University of Washington)

FACULTY SPONSORS
Professor Donald S. Chisum (Stanford University)
Professor Robert L. Fletcher (Stanford University)
VANDERBILT UNIVERSITY

Vanderbilt Law School has had a formal clinical legal education program since 1971. Prior to that time, a non-credit, student operated Legal Aid Society provided some legal assistance to inmates of state correctional institutions. The law school now has five clinical courses as well as a number of credit bearing extra-curricular clinical legal aid programs. The clinical courses are Civil Law Clinic, Juvenile Law Clinic, Criminal Law Clinic, Tax Clinic, and Legislative Reference Bureau. The Legal Aid Society clinical programs are the Prison Program, Juvenile Program, Public Defender Program, Mental Health Program, and Civil Program. Each of these programs provides legal counsel to traditionally underrepresented client groups while allowing the student practitioner an opportunity to develop a wide range of lawyering skills, from interviewing and counseling through trial and appellate practice.

The Civil Law Clinic is operated directly out of the law school. Weekly class sessions are held on substantive and procedural matters. Students interview clients during the first half of the semester to develop new cases. Case reviews are held throughout the semester to monitor progress. Students handle all aspects of representation including court and administrative appearances.

The Juvenile Law Clinic is divided into an introductory and advanced section. Students in the introductory section attend regularly scheduled class sessions on substantive and procedural aspects of juvenile court practice as well as on generally applicable lawyering skills throughout the semester. In addition, students spend one half day each week for a period of ten weeks working in juvenile court under the joint supervi-
sion of a clinical faculty member and a lawyer with the public defender's office. In the advanced section of Juvenile Law Clinic, the students spend the entire semester providing representation to children in juvenile proceedings under the direct supervision of the clinical instructor.

The Criminal Law Clinic is operated in cooperation with the Public Defender's Office and the District Attorney's Office. The students in the defense program handle preliminary hearings and misdemeanor cases under the direct supervision of a member of the clinical faculty. Those doing the prosecution program work under the supervision of the District Attorney's office. Students are required to spend one day each week in court with the clinical faculty member or with the District Attorney's office and to attend regular classroom sessions covering various aspects of criminal law practice and procedure.

Students may take the course for a second semester, during which time they participate more fully in felony cases.

The Tax Clinic, operated in cooperation with the local office of the Internal Revenue Service, provides counseling and representation in tax matters. It was offered for the first time in the Spring semester of 1981 under the supervision of the faculty member who teaches taxation and estates courses.

The Legislative Reference Bureau is a clinical offering in legislative advocacy. Under the close supervision of a clinical faculty member with extensive experience in the legislative process, students identify and analyze public policy questions susceptible to federal or state legislative solution, draft legislation, prepare supporting legal and policy memos, and advocate for passage of the legislation.

The Legal Aid Society programs are credit bearing extra-curricular offerings supervised by the clinical faculty. The Prison Program serves the Tennessee State Penitentiary, The Tennessee Prison for Women, Deberry Correction Institute, (a correctional diagnostic center) and Turney Center (a youthful offenders adult facility). Students provide representation for inmates in actions dealing with conditions of confinement, sentence computation, jail time credit, and disciplinary proceedings as well as a variety of civil problems that adult inmates have. The Juvenile Programs provide legal assistance to children in three juvenile facilities located in Nashville. Students provide assistance to juveniles seeking to challenge the legality of their commitment and provide representation for children seeking appropriate treatment programs or challenging the conditions of their confinement. The Public Defender Program provides first and second year students with the opportunity to work with members of the Public Defender's Office in the investigation of cases, interviewing of clients, and preparation of cases for trial. The Mental Health Program provides assistance to patients at Middle Tennessee Mental Health Institute. The program focuses on
Mental Health legal issues but also provides some general civil legal assistance to the mental patients. The Legal Aid Society Clinic program provides legal assistance in general civil cases to indigent clients in the Nashville area.

**FACULTY**
Frank Bloch, Associate Professor of Law and Director of Clinical Education
Andrew Shookhoff, Instructor in Clinical Legal Education
Susan Kay, Instructor in Clinical Legal Education
Madison Powers, Lecturer in Clinical Law (part-time clinical)
Donald Hall, Professor of Law, Associate Dean and Director of Admissions (part-time clinical)
Jeffrey Schoenblum, Associate Professor of Law (part-time clinical)

**COURSES**
Civil Law Clinic (2 semester hours; maximum of 4 hours)
Juvenile Law Clinic (2 semester hours; maximum of 4 hours)
Criminal Law Clinic (2 semester hours; maximum of 4 hours)
Tax Clinic (2 semester hours, maximum of 4 hours)
Legislative Reference Bureau (2 semester hours, maximum of 4 hours)
Legal Aid Society Programs (1 semester hour, maximum of 5 hours)
  - Juvenile Program
  - Prison Program
  - Public Defender Program
  - Civil Program
  - Mental Health Program

**VERMONT LAW SCHOOL**

Students at Vermont Law School have a choice of clinical programs in which to enroll. There is, first of all, the South Royalton Legal Clinic, which opened in January 1979, and which occupies an on-campus facility in which students work on a variety of cases. The Clinic staff consists of a director, a staff attorney, an office manager/secretary, and one half-time secretary, and in the past academic year involved thirty-three students.

Clinic students represent low-income Vermonters in a wide range of civil matters, including administrative appeals and hearings in such areas as Social Security, welfare, unemployment compensation and education; domestic relations problems; bankruptcies; real estate transactions and the writing of wills. Students interview clients and witnesses, draft pleadings and memoranda, conduct hearings where permitted by applicable rules of practice and work on all aspects of their
cases under the supervision of the Clinic's two attorneys. Although there is no student practice rule in the state court system, the United States District Court for the District of Vermont in August of 1980 promulgated a student practice rule for that forum. As a result, several clinical students have already argued cases in federal court.

The program at the South Royalton Legal Clinic includes classroom meetings, in which current cases are discussed, simulations are run and the whole range of skills involved in good advocacy are analyzed. Guest speakers from a variety of disciplines are invited to attend. The clinical program is offered on a one-semester basis and earns six credits.

Vermont Law School also offers a clinical program in criminal law on an externship basis. Students participating in this program are assigned to the office of a state's attorney, public defender or district judge. The students spend two days each week in the office to which they are assigned and assist in researching criminal, constitutional and evidentiary issue; interviewing clients and witnesses; drafting motions, memoranda, jury instructions, requests for findings and the like, as well as preparing for court appearances and plea negotiations. It is expected that each student will have a number of opportunities to observe court and in-chambers proceedings. There is a classroom component of the program as well. The criminal law clinical program is offered on a one-semester basis and is awarded six credits. The program has the capacity to accommodate approximately twenty students per semester.

Finally, Vermont Law School has a Legislation Clinic, consisting of an internship with the Vermont General Assembly. Each student is assigned to a standing committee of the Legislature, under the general supervision of the committee's chairman and the more individualized supervision of a legislative draftsman from the Legislative Council, who is an attorney. Participants conduct legal research and drafting projects relating directly to his or her committee's pending legislation. Students are required to be in attendance at the State House in Montpelier for the equivalent of one full day per week. The course runs concurrently with the General Assembly's session and earns three credits. Eleven students took advantage of this offering during the most recent academic year.

In each of the clinical programs, the work of students is viewed not as an isolated experience, but as part of the larger educational effort which ties classroom courses to the development of lawyering skills and to an acute sense of professional responsibility. To this end, Vermont Law School is demonstrating a serious commitment to clinical legal education in a variety of formats.

COURSES
South Royalton Legal Clinic
Criminal Process
Legislation Clinic
Prior to the 1980-81 academic year, the major clinical programs at Wake Forest were in the area of appellate advocacy. The appellate advocacy coursework sequence, covering a full four semesters, leads into the Fourth Circuit Clinical Program. In this program, a select group of students, typically six to twelve, is assigned to prepare appeals for indigent prisoners. The students have full professional responsibility for the entire process, including interviewing, preparing appellate briefs and conducting oral arguments. Clinical professors act as counsel of record in these appeals, and supervise the students.

In keeping with faculty commitment to provide students the opportunity to gain practical training in lawyering skills, two major clinical courses have recently been added. The first of these, the Judicial Clerkship Program, began in the 1981 summer session, offering students opportunities to work with trial judges in Forsyth and Guilford counties of North Carolina. In addition to three credit hours of coursework, the students receive "on-the-job" training in researching questions of law and writing memoranda; and, at the direction of their supervising judge, drafting orders and opinions. The program will expand to take in twenty-four students in a three semester program.

The second new clinical program, Legal Services, will accept its first group of students in the fall 1981 semester, and will eventually enroll twelve to twenty students, per semester, in their third year. In this program students will be placed with the local Legal Aid Society in order to maximize the efficacy of the field placement made in this program. A structured classroom component will be taught concurrently with the externship program.

The faculty, in addition to the existing clinical offerings, has made a commitment to the addition of a criminal clinic within the next three years.

Wake Forest believes the clinical programs add a desirable skills approach to the study of law, imparting to the graduate practical and useful knowledge as well as an ability to reason from and apply legal principles. All clinical faculty are full-time, tenure-track teachers with a strong commitment to academic standards, and a conviction that a combination of classroom and practical experience makes for the best type of clinical program.

FACULTY
Rhoda Bryan Billings  
(J.D., Wake Forest) (Trial Advocacy)
Donald R. Castleman  
(J.D., Tennessee) (Judicial Clerkship Program)
Leon H. Corbett, Jr.  
(J.D., Wake Forest) (Trial Advocacy)
William H. Dowdy  
(J.D., Stanford) (Trial Advocacy)
J. Wilson Parker  
(J.D., Duke) (Trial Advocacy)
Brent R. Taylor, Director of Clinical Programs  
(J.D., Toledo, LL.M., Duke) (Legal Services Clinic)
Charles H. Taylor  
(J.D., Wake Forest) (Trial Advocacy)
George K. Walker  
(J.D., Vanderbilt, LL.M., Virginia) (Fourth Circuit Program)
Kenneth A. Zick, II  
(J.D., Wayne State) (Fourth Circuit Program)

COURSES
Appellate Advocacy II/III/IV (Fourth Circuit Program) (1 hour each semester)
Legal Services Clinic (4 hours fall and spring)
Judicial Clerkship Clinic (2 hours fall and spring; 3 hours summer)
Trial Advocacy (2 hours)

THE WASHBURN UNIVERSITY LAW SCHOOL

The Washburn University Law School in Kansas, began its clinical legal education program nearly a decade ago. The five to eleven semester credit hour clinical program operates as a model law office with the students primarily responsible for the representation of clients. Student interns are assigned to handle cases in juvenile, criminal, mental health, civil and probate law. As there is no public defender for misdemeanor cases in Shawnee County where the school is located, interns from the Clinic are appointed to the majority of these cases. In addition interns tried a number of civil cases in the 1979-80 academic year including divorces, landlord-tenant disputes, as well as bankruptcies and a class action suit.

In 1979 the Clinic began offering a one credit hour clinical practice class in conjunction with law school courses in domestic relations, juvenile and mentally handicapped law, and public benefit legislation. Students in this program also represent clients in civil and administrative proceedings. The one hour program has proved to be extremely popular and receives consistently high student evaluations.

The educational goal of the Washburn University Law Clinic is to expose the student intern to a variety of types of law practice rather than to encourage specialization in one particular area. By using the law office model, the Clinic hopes to promote good, efficient and profes-
sionally responsible lawyering among its students at the same time that it provides necessary legal services to the community.

In the future, Washburn University plans to expand the clinical program to meet growing student demand for increased participation. This will be accomplished by hiring additional tenure tracked professors, developing new areas of practical experience and expanding the number of law school courses taught in conjunction with the one hour program. Additionally, the school hopes to incorporate the use of computers into its clinical program and expand the clinical library facilities.

**FACULTY**

Associate Professor Michael Kaye, Director Washburn Law Clinic
Professor Mary Parr
Professor Donald F. Rowland
Assistant Professor Sheila Reynolds
Visiting Assistant Professor David Boeck

**COURSES**

Student Intern Program (5-11 semester hours)
Directed Internship Program (1-3 semester hours)
One Hour Program (1 semester hour)

in conjunction with: domestic relations, juvenile law, law of the mentally handicapped, public benefit legislation, administrative law, debtor-creditor law, discrimination law, administration of criminal justice, and appellate advocacy

**WAYNE STATE UNIVERSITY LAW SCHOOL**

Wayne State University Law School began its commitment to legal clinical education in 1970. The school's Clinical Advocacy program is divided into Civil Practice and Criminal Defense Techniques courses. At present the civil advocacy program is being reorganized.

In the Criminal Defense Techniques course approximately sixteen students represent clients in cases referred from the local legal aid, the defender office, and the Michigan courts. In the criminal course clinic members encounter and interact with all aspects of the criminal justice system.

Each semester sixteen students also participate in the Civil Advocacy Clinic. This program focuses on giving the students practical instruction in trial advocacy and pre-trial litigation skills. Emphasis is placed on classroom work which includes simulations of trials and pre-trials. Many areas of civil advocacy are studied, including examining witnesses, interviewing, counseling, case evaluation, motion and pleading practice.

https://engagedscholarship.csuohio.edu/clevstlrev/vol29/iss4/10
and oral arguments. Students also actively work on real cases. For the most part cases handled by students have involved landlord-tenant law.

Wayne is in the process of changing its Civil Advocacy Clinic. The proposed changes would divide the program into three clinical courses: pre-trial litigation, trial advocacy-evidence, and student practice. The purpose behind the reorganization is to require that student first learn skills in the classroom before applying them in actual client representation.

**FACULTY**

Barbara Harvey, Director of Clinical Program in Civil Advocacy
William Burnham, Director of Clinical Program in Criminal Advocacy
Martin Geer, Full-time Clinical Staff Attorney

**COURSES**

Clinical Advocacy: Civil Practice
Clinical Advocacy: Criminal
Offense Techniques

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**WEST VIRGINIA UNIVERSITY**

The West Virginia University College of Law's restructured clinical legal education program, Clinical Civil Trial Advocacy (CCTA), began in the 1979 academic year. The CCTA program has a three tiered approach: classroom instruction, simulated exercises in particular lawyering skills (ranging from interviewing to closing arguments), and advocacy on behalf of actual clients. While working on actual cases, students are paired two to a team and are supervised by a faculty member with whom the students meet at least weekly.

The clinic's cases come from a variety of sources: United States District Court for the Northern District of West Virginia, North Central West Virginia Legal Aid Society, The Robert F. Kennedy Center, the West Virginia State Penitentiary of Moundsville, and other miscellaneous sources. This variety gives students the opportunity to gain experience in administrative hearings, intra-institutional controversies, family law problems, and settlement outside the courtroom. In 1980-81, the CCTA program cooperated with West Virginia's Juvenile Advocacy, Inc. to expand its scope to include representation of juveniles.

West Virginia University College of Law plans to soon have a full-scale clinic-based skills training track in the future and to coordinate its clinical offerings with traditional substantive courses.

**FACULTY**

Professor Charles R. DiSalvo, CCTA Project Director
From its beginning in 1975, Whittier College School of Law has sought to integrate academic course work with practical experience for the optimum development of legal skills. The maintenance of an effective clinical training program is considered an important component of this educational plan.

The law school operates a successful clinical extern program in which students are placed with local public prosecutors, defenders, municipal, superior and federal court judges and private law firms. A recent grant enabled the school to begin a new internship program in December, 1980. This clinic program meshes skills and academic components with students receiving three credits for the former and two for the latter. Ten student interns participate in one semester term.

Each intern is given full responsibility for a limited caseload consisting of one unlawful detainer case and one administrative proceeding. The latter is restricted to selected public benefit areas such as cases dealing with unemployment insurance or Supplemental Security Income. The field of practice has been deliberately limited to narrow areas so that the relevant substantive law can be thoroughly treated in a manageable academic component. In this way interns can quickly develop a functional level of expertise in limited areas, and can then concentrate on the application of their legal knowledge in actual practice.

In addition to handling two individual cases, students also work in teams to prosecute selected consumer class actions and to appeal adverse decisions from previously litigated unlawful detainer and administrative actions. The group projects provide exposure to complex issues and the appellate process, and also are intended to develop certain professionally desirable social skills such as learning how to work with other attorneys.

The legal clinic provides a needed service to the community. Although clients are not required to demonstrate financial need, the areas of practice suggest that the clinic will serve a clientele of limited economic resources. It is contemplated that the interns will provide high calibre, personalized legal service to a segment of the population.
that otherwise might not have access to representation. The clinic's primary purpose, however, is educational. It is intended to provide a forum in which students can develop their practical experience under expert supervision.

**FACULTY**

Dawn Tillman, Director of the Legal Clinic
Professor Thomas Diamond

**COURSES**

Clinic Academic Component (2 semester hours)
Trial Advocacy
Appellate Advocacy
Interviewing, Counselling and Negotiation
Drafting of Legal Documents

**WILLIAM MITCHELL COLLEGE OF LAW**

The William Mitchell College of Law clinical program includes eighteen courses in which students represent clients or government agencies in civil and criminal matters, and four skills courses in which students obtain training in lawyering skills. The clinical program includes courses in the following areas: administrative law, bankruptcy, civil litigation, consumer law, corporate practice, criminal appeals, elderly law, family law, felony law, independent clinic, judicial internship, juvenile law, legal assistance to prisoners, labor law, legislation, misdemeanors, tax law, and workers' compensation. These clinics vary in size from four to thirty-two students per semester.

The College's clinical courses provide students with the opportunity to develop basic legal concepts, enhance their recognition of issues and their synthesis of legal subjects, expand their creative problem-solving approaches, learn substantive law, better understand the legal system, apply the standards of professional responsibility, and explore what it means to be, act and think like a lawyer. The skills courses provide students with the opportunity to learn lawyering skills through demonstrations and videotaped exercises involving client interviewing, counseling, drafting, discovery, negotiation, mediation, trial advocacy, and appellate advocacy.

Approximately 280 students a year participate in the clinical courses and 460 take one or more skills courses.

The teaching methods used in the clinic courses include a variety of techniques: (1) the reading of books and materials explaining the theory and practice of lawyering, (2) the observation and discussion of live and videotaped performances of lawyers, (3) the completion of written
assignments, (4) the performance of skills exercises, (5) an individual critique of a student's videotaped performances, (6) classroom discussion of issues, cases, and clients, (7) fieldwork representation of clients or cases, (8) individual tutoring by a clinical supervisory attorney who evaluates the student.

The clinic faculty includes five full-time faculty who spend substantial time teaching clinic courses and four full-time faculty who spend part-time teaching clinic courses, eleven adjunct professors who spend a considerable amount of time teaching or supervising a clinic, and thirty-eight clinical supervisors who as members of the clinic faculty closely supervise the students under the supervision of a full-time or adjunct clinical professor.

FACULTY
Professor Roger S. Haydock, Clinical Director
(DePaul University)
Professor John O. Sonsteng, Juvenile Law Clinic
(University of Minnesota)
Professor Phebe S. Haugen, Misdemeanor Clinic
(William Mitchell College of Law)
Professor William H. Crowder, Civil Litigation Clinic
(Indiana University)
Professor F. Allen Hester, Elderly Law Clinic
(University of Pennsylvania)
Professor Melvin B. Goldberg, Administrative Law Clinic
(University of Chicago)
Professor C. Paul Jones, Criminal Appeals Clinic, LAMP Clinic
(University of Minnesota)
Professor Curtis Stine, Tax Law Clinic
(University of Illinois)
Professor Andrew W. Haines, Corporate Practice Clinic
(University of Michigan)
Professor Christine Ver Ploeg, Labor Law Clinic
(Drake University)

ADJUNCT MEMBERS:
Earl F. Beddow, Jr. (Valparaiso University)
Martin J. Costello (University of Minnesota)
Lawrence Hammerling (William Mitchell College of Law)
David F. Herr (William Mitchell College of Law)
William I. Kampf (University of Minnesota)
Ross E. Kramer (William Mitchell College of Law)
Thomas Longfellow (University of Minnesota)
Mary Steenson (William Mitchell College of Law)
Stephen M. Simon (University of Minnesota)
M. Kevin Snell (William Mitchell College of Law)
COURSES
Administrative Law Clinic (2-4 semester hours)
Bankruptcy Clinic (2 semester hours)
Civil Litigation Clinic (2-4 semester hours)
Consumer Law Clinic, (2 semester hours)
Corporate Practice Clinic (2 semester hours)
Criminal Appeals Clinic (2 semester hours)
Elderly Law Clinic (2 semester hours)
Family Law Clinic (2 semester hours)
Felony Law Clinic (Fed. and State) (2 semester hours)
Independent Clinical Program (2-4 semester hours)
Judicial Intern Clinic (2 semester hours)
Juvenile Law Clinic (2 semester hours)
Labor Law Clinic, (2 semester hours)
Legal Assistance to Minnesota Prisoners Clinic (2 semester hours)
Legislation Clinic (2 semester hours)
Misdemeanor Clinic (4 semester hours)
Tax Law Clinic (2 semester hours)
Workers' Compensation Clinic (2 semester hours)