Below is a summary of the programs that serve as background for the institutional and disciplinary perspectives of our panelists. Please take a moment to read these summaries which are provided so as to limit the time devoted to providing this information during our discussion.

A. Innovative Program Highlights, Sturm College of Law, University of Denver  
Roberto Corrada

1. **Experiential Advantage Curriculum** - combines live client clinics, high-quality externships (including our new Semester in Practice Externship), and legal simulation courses to provide a full year of practice-based learning to every Denver Law student who chooses to participate in this curricular option. Students can take a minimum of 30 credits of experiential learning, and, as part of those 30 credits, may choose a live client experience consisting of either a clinic or externship opportunity. Practice-based experiences like these put students in the shoes of practicing lawyers under the tutelage of expert professors and practitioners, providing unparalleled opportunities to develop as a lawyer.

2. **Live Client Guarantee** - In an ongoing commitment to create job-ready lawyers, the University of Denver Sturm College of Law announced the Live Client Guarantee, which provides every Denver Law student with dynamic, hands-on client interactions outside of the classroom via clinics and externships. The Sturm College of Law is one of only 14 law schools in the country that offers this option. By exposing students to complex real-life situations, Denver Law graduates will develop the competencies necessary to enter the workforce with career-focused academic experiences and marketable skills that prepare them to thrive in their early careers.

3. **Carnegie Integrated Courses**: These are traditional law courses taught in a dynamic simulation-type format that addresses all three law school apprenticeships identified by the 2007 Carnegie Report on Legal Education: Analytics, Skills, Professional Identity Formation. The template for these courses was developed over several years by the Sturm College of Law Modern Learning Committee, a committee composed of faculty and staff representatives from each program or entity that has anything to do with the direct teaching of DU law students, including two adjunct faculty (a practicing lawyer and a judge). These courses teach critical legal subjects like corporations, partnership, trial advocacy, labor law, discovery, international mergers, and the use of scientific evidence by placing students in the role of attorney. In these hybrid classes, students may still take an exam, but it would be accompanied by the drafting of legal documents and then some form of oral advocacy.

4. **Unique new externship opportunities**:  
   * **Semester in Practice** - permits students to spend a full semester with an employer and a faculty supervisor in an engaging and educational practice setting.
* **Hybrid Immigration Project** - law students work as legal advocates for immigrant populations across the state.

* **Resource Center for Separating and Divorcing Families** – students serve on an interdisciplinary team to provide services to families in need of legal dispute resolution

* **Coming in the fall of 2014**, Denver Law students will extern at an array of nonprofits, government agencies, and plaintiff side firms via the new **Racial, Social and Economic Justice Externship program (RESJ)**. RSEJ aims to help teach students about lawyering through an anti-discrimination lens and build the community of social justice advocates at the law school and the legal community generally.

5. **Clinical programs** – In mid-April of 2014, the clinical programs celebrated 110 years of clinical education at the University of Denver Sturm College of Law. The University of Denver Sturm College of Law has the **oldest legal clinic in the nation**, founded in 1904. At that time, Dean Lucius W. Hoyt had the foresight and vision to recognize that poor and underserved communities need legal help, and that law students could provide that help while simultaneously learning important practice skills. Opened as a “legal aid dispensary,” the University of Denver was the first in the country to offer law students academic credit for representing poor persons. **Today the Clinical Programs strives to create an educational atmosphere in which law students can refine their lawyering skills while providing quality representation to indigent clients.** There are six in-house clinics: criminal defense, civil litigation, civil rights, community economic development (the most recent addition), environmental, and mediation and arbitration. Students working in these clinics handle complex cases that require a thorough understanding of all aspects of the law.

**Post-Graduate Programs**

6. **Legal Residency Program** - The University of Denver Sturm College of Law, in partnership with the University of Colorado Law School, is piloting a new legal training program called the Legal Residency Program, modeled after medical residencies. Graduates in this pilot program will get 12-18 months of **on the job training with individually tailored learning plans** at Denver area law firms and legal departments.

7. **Solo Incubator with Law Bank** – Partnering with LawBank, Denver Law launched a new Solo Incubator for new graduates in solo practice. The Solo Incubator provides an environment that permits new solos to learn from experienced solos and an on-site ethicist. The law school also started a new Solo Alumni Network, which provides rapid response alumni mentoring for our new solos.

8. **Bridge to Practice Fellowships** – Each year, Denver Law provides funding for new **Bridge to Practice Fellowships in judicial, government and public interest settings**. These positions are open to individuals from the most recently graduated JD class.
B. Dispute Resolution and Experiential Progression – Hamline University School of Law
Sharon Press

Owing in part to the nationally ranked Dispute Resolution Institute, Hamline University School of Law has embraced a strong commitment to equipping our students with the tools to be successful advocates and, even more importantly, **problem solvers** for their client or employer.

As director of the Dispute Resolution Institute, I will discuss the connection between dispute resolution and experiential learning. I start with the premise that ADR professors have done themselves and their students a disservice by suggesting that our discipline is an “alternative” to traditional lawyering. I believe that **lawyering is problem-solving** and that the skills my colleagues and I teach are as essential as legal analysis and reasoning (and I believe this is consistent with Carnegie).

There are several implications of this philosophy which permeates the progression of experiential education we offer at Hamline. Our first year curriculum includes a required course entitled Practice, Problem-Solving and Professional Responsibility (in addition to a required 3 semesters of LRW) to introduce the students to the range of roles lawyers fill in society and to the important concepts of problem-solving and being client-centered. In their second year, all students must take at least one 1-credit Skills Lab appended to a core bar course, which exposes students to how legal doctrine plays out in practice from the perspective of lawyers in that practice area, reinforcing the lesson that clients’ legal issues require problem-solving as well as legal analysis.

The upper-level curriculum also offers multiple opportunities to further develop these problem-solving approaches in clinics, externships, and a robust offering of simulation courses. Students who want to immerse themselves in dispute resolution theory and practice can earn a DRI Certificate in Advocacy and Problem-Solving. Our curriculum also integrates dispute resolution/problem-solving opportunities through problem-solving competitions (mediation representation, negotiation and client-counseling) in addition to moot court and advocacy competitions; “dispute resolution” externships in addition to ones in criminal law, health law, immigration law and public interest; and for those students interested in clinical opportunities, we offer a mediation representation clinic through the EEOC and a mediation clinic where they can get experience as a mediator (in addition to clinical opportunities in Child Advocacy, Criminal Misdemeanor, and State Public Defender Post-conviction).

C. Elon University School of Law  
 Steven Friedland

Elon University School of Law offers several different experiential components in its program, including a preceptor program for first year students, a leadership program involving live client contact for second year students, simulation courses, externships and internal clinics. It also has Beta-tested an Engaged Learning Group program.
The **preceptor program** assigns volunteer attorneys to mentor and guide first year students. Preceptors observe students’ performances in the classroom, observe how students write, and provide feedback. This program has been a highly successful way of linking new students to law practice and an alternative method for teaching professionalism early in the students’ first semester of school.

The **leadership program** commenced with the inception of the Law School and includes a variety of pieces, all revolving around experiential learning. The program begins in the first year orientation and culminates in two required courses, one in the first year and one in the second. Students use simulation and work with non-profit organizations to understand how to work more effectively in a group environment. Students may elect to take a third year “capstone” leadership course, which involves researching a real-world issue of interest to the student and proposing how to best address that issue.

The **simulation courses** at the Law School include wills, contract drafting and even a basic four-credit evidence course. The evidence course is shaped as an applied trial advocacy class and students are required to participate in mock trials as attorneys.

The school has four **in-house clinics**, including a wills, small business/entrepreneurship, humanitarian immigration, and elder law clinic. Students can participate in their second and third years of school.

The **externship program** is extensive. There are externships offered in Greensboro, around the State of North Carolina, and a semester in practice, which can be completed anywhere in the country. The Law School also offers an experiential business course in conjunction with the Love School of Business at Elon, involving a capstone trip to Southeast Asia.

An **Engaged Learning Group Program** was piloted last year for a group of 14 first year students who worked together for the duration of the year. These students were given opportunities to engage with different practicing attorneys, observing trial techniques and transactional skills, work with a professor to enhance their writing proficiency, and participate collaboratively on skills-related projects.

### D. Experiential Education at the Washington College of Law

**Robert Dinerstein**

American University, Washington College of Law (WCL) is nationally recognized for the quality of its in-house clinical programs, which form the center piece of the experiential education opportunities the law school offers to its students. Briefly, these consist of the following:

1. **In-House Clinics**: [http://www.wcl.american.edu/clinical/](http://www.wcl.american.edu/clinical/)

WCL offers ten (10) in-house clinical programs: Civil Advocacy Clinic (formerly General Practice Clinic, which also offers an evening section once or twice per year, depending on demand);
Community and Economic Development Clinic; Criminal Justice Clinic (which includes a juvenile delinquency focus in the fall semester for one section; there is also a one-semester prosecution clinic taught by an adjunct professor); Disability Rights Law Clinic; Domestic Violence Clinic; Federal Taxation Clinic; Immigrant Justice Clinic; Intellectual Property Law Clinic; International Human Rights Law Clinic; Women and the Law Clinic. In addition, WCL participates in an off-site clinical program, DC Law Students in Court, in which students from five area law schools represent clients in the Landlord-Tenant and Small Claims and Mediation branches of the DC Superior Court. Other than the prosecution clinic and DC Law Students in Court, all of the in-house clinics are taught and supervised by full-time faculty (eight of the directors are tenure track (1) or tenured (7) faculty; two are professors of practice who are on long-term presumptively renewable contracts). Clinic students have primary responsibility for representing in a client-centered manner a broad array of indigent and under-served clients and groups. All clinics have a weekly two-hour seminar on lawyering skills and values and a weekly rounds session in which students discuss ethical, strategic and systemic issues that arise in their cases.

In addition to the full-time faculty who teach in the program, the law school operates a highly-successful practitioners-in-residence program in which lawyers seeking to enter into clinical law teaching work with experienced clinicians in the above clinics for up to three years, teaching and supervising students. Since the program’s inception in 1997, many practitioners-in-residence have gone on to tenure-track or secure faculty positions in clinical programs around the country, as well as tenure-track positions on the doctrinal side.

2. **Externships**: [http://www.wcl.american.edu/externship/](http://www.wcl.american.edu/externship/)

WCL has a very large externship program, with over 460 students working in field placements over the course of the academic year. Students work in a wide array of government, public interest, legal services, and pro bono settings (including pro bono departments of private law firms) domestically and, in the summer, internationally. A key component of the externship program is that each student must take a concurrent three-credit seminar (for international externships, the seminar precedes and follows the field placement experience) that emphasizes reflective learning. These seminars are taught by a mix of full-time and adjunct faculty. Students may earn up to three (3) credits for their fieldwork (on a Pass/Fail basis; the seminar is graded A-F). If a student takes a second externship, he or she must take a one-credit seminar that focuses solely on the student’s journal and discussion of the student’s field experiences. Substantive seminars include judicial externships, lawyering in the public interest, government lawyering, legislative lawyering, and administrative lawyering, among other topics.

3. **Other “live” experiential projects and programs**: [http://www.wcl.american.edu/programs/](http://www.wcl.american.edu/programs/)

WCL offers a wide array of programs that provide exposure to a variety of legal institutions and areas of the law, offering high-quality experiential learning to the students enrolled. These include, but are not limited to:

- The UN Committee Against Torture (UNCAT) Project, taught by the law school’s dean, in which students analyze and prepare recommendations regarding States Parties that appear before the UNCAT Committee in Geneva, Switzerland, each fall, [http://www.wcl.american.edu/ilp/uncat.cfm](http://www.wcl.american.edu/ilp/uncat.cfm)
• The UNROW impact litigation clinic, in which students work on high-impact human rights cases in domestic courts and international fora, http://www.wcl.american.edu/unrow/

• The Impact Litigation Project, in which students work on cases and matters before the Inter-American Commission on Human Rights, http://www.wcl.american.edu/ilp/

• The War Crimes Research Office, in which students provide legal research in support of the International Criminal Court and special international criminal tribunals, http://www.wcl.american.edu/warcrimes/

• The Marshall-Brennan Constitutional Literacy Project, in which law students teach constitutional law to high school students in the District of Columbia and suburban jurisdictions, http://www.wcl.american.edu/warcrimes/

• The National Immigrant Women’s Advocacy Project, in which students work on cases and reports relating to the problems faced by immigrant women, including sexual assault and domestic violence, http://www.wcl.american.edu/niwap/

4. **Simulation Courses and Programs:**

WCL offers an extensive program in Trial Advocacy (including Pre-Trial Litigation), with a new LLM in Advocacy and numerous courses, http://www.wcl.american.edu/trial/

In addition, the law school regularly offers courses that are all or mostly simulation-based in Interviewing and Counseling (often offered as one of the second semester first-year electives), ADR, Lawyer Bargaining, International Business Negotiation, Drafting of Wills, etc.

Finally, a number of faculty have introduced simulations and other experiential components into “traditional” doctrinal courses such as Public Health Law, Family Law, International Environmental Law, Comparative Law, and Non-Profit Organizations, as well as seminars in Trade Secrets, Criminal Defense: Theory and Practice, Advanced Writing and Advocacy: Criminal Appellate Courts, and so on.

* * *

WCL guarantees that all students who wish to take either an in-house clinic or externship placement will be able to do so prior to graduation.

E. **Nova Southeastern University, Shepard Broad Law Center Highlights**

**Olympia Duhart**

The Shepard Broad Law Center at Nova Southeastern University offers several experiential learning opportunities to help graduates make a successful transition from the classroom to the courtroom or boardroom. Every student completes a four-semester Lawyering Skills and Values
(“LSV”) sequence that combines traditional legal reasoning, writing, and research with an introduction to critical lawyering skills.

**First-Year Lawyering Skills and Values:**
The Lawyering Skills and Values Program at the Shepard Broad Law Center of Nova Southeastern University is an innovative approach to legal education that integrates legal theory and analysis with practical skills and professionalism. The courses in the first-year LSV Program blend traditional legal research and writing curriculum with practice-oriented skills training and technology. The program combines instruction in legal research, writing and analysis and lawyering skills. These skills include training in interviewing, counseling, negotiation, legal drafting and oral advocacy in a simulated law firm experience.

**Advanced Lawyering Skills and Values Program:**
This upper level program is taught on nights and weekends by some of the most outstanding practitioners in the South Florida legal community. Our goal is to provide students with a simulated experience in a litigation or transactional practice. Students in the litigation track will represent a mock client from the initial client interview and filing of the complaint, through discovery and motion calendar. Litigation students may also represent additional mock clients in a bench trial and all phases of an appeal. Students in the transactional track will develop skills in complex counseling, multi-party negotiation, conciliation, and document drafting. Students may also select the General Practice track, which accommodates students who are interested in developing both litigation and transactional skills. This track option may also be suitable for students who plan to work in smaller firms, where a lawyer's work often requires diverse, cross-discipline practice skills.

**Clinical Opportunities:**
Clinical education is an important part of the NSU Law experience. Every student who meets the clinic criteria has the opportunity to participate in one of our clinics. The clinical semester brings the study of law to life. In seven clinical programs, students are introduced to a practice specialty under the guidance of a seasoned mentor. Each clinical semester begins with intensive classes that focus on advanced substantive law and lawyering skills in the clinic specialty plus interdisciplinary topics. For the rest of the term, faculty members supervise the students’ representation of clients in Law Center clinics, government agencies, nonprofit organizations, and private law offices. Part time students are also able to participate in the clinical program. Available clinics include: Alternative Dispute Resolution, Business Practice, Children and Family Clinic, Criminal Justice, Environmental and Land Use Law, International Practice, Personal Injury Litigation and Veterans Law.

**F. Vermont Law School Experiential Program Highlights**

Vermont Law School is recognized nationally as a leader in environmental law and experiential learning. Below is a discussion of the law school’s focus on experiential learning.

Effective May 2014, Vermont Law School requires each student to complete a minimum of 6 credit hours in a clinic or externship course. The faculty agreed that the ability to learn and apply substantive law and related skills as part of working in a real life setting is an important part of students’ professional education.
Clinics and Externships:
http://www.vermontlaw.edu/Academics/Clinical_and_Externship_Programs.htm

The four in-house clinical offerings at the law school are considerable and include the South Royalton Legal Clinic, a general civil practice clinic that offers a wide range of representation to the poor in Vermont; the Environmental and Natural Resources Law Clinic, which works with leading conservation organizations and community groups throughout New England and the country on hard-hitting environmental cases; the new Food and Agriculture Clinic that will support sustainable local and regional food systems in both the domestic and international contexts; and the new Energy Clinic in which students will support implementation of energy projects that promote sustainability at the community level. The new clinics will be offered for the first time in Fall 2014.

The school also offers four external clinics, a form of hybrid clinic, in which adjunct faculty who are known experts in their fields teach the classroom component of their clinics and supervise the students in the related practicums. The Criminal Law Clinic is taught by four adjuncts who combine prosecution and defense perspectives in the classroom, but separate the students for supervision purposes. For the Legislative Clinic, the substantive law is addressed in a prerequisite course and the adjunct professor who teaches the clinic supervises students and includes rounds and introductory classes at the Office of the Legislative Council, where the students are placed. The adjunct professor who teaches the Dispute Resolution Clinic has an intensive day-long introduction to mediation and continues with classes throughout the semester; students observe and then do small claims mediations under her supervision. The adjunct professor who teaches the Land Use Clinic covers substantive land use law and related practice skills in class and supervises students at the state’s Agency of Natural Resources where she serves as a general counsel. These courses reflect the school’s recognition of the significant experiential learning resources available through working closely with practitioners who are also dedicated to teaching.

The law school has been a national leader in externship offerings. Thirty years ago, it began its semester-in-practice program, initially placing students for a full semester in Washington DC and later expanding these placements throughout the country and the world. Semester-in-practice students receive 13 credits, two of which are classroom credits. Classes are taught asynchronously, by conference calls and through direct feedback on journaling and learning plans. The judicial placement classes are separate. Students can also enroll in part-time externships. Many students take advantage of the externship opportunities, and the commitment by lawyers who supervise their work at the placements is another example of collaboration with the practicing bar, as well as with the judiciary.

Simulation Programs and Courses:

Vermont Law School also offers a General Practice Program that is a two-year, four-semester program, for second- and third-year students complements the traditional JD curriculum, preparing students to be general practitioners who must provide a range of legal services. The program meshes substantive law with professional skills; classes are structured to simulate a law firm with professors acting as senior partners, overseeing the student “associates” as they perform a broad range of legal activities—leading role-playing clients through divorce proceedings, conducting real estate closings, handling employment cases, producing wills, and preparing for civil and criminal court appearances. Students are exposed to the legal
professional culture through their interactions with GPP faculty most of whom are adjuncts who are expert practitioners in the substantive area covered.  
http://www.vermontlaw.edu/Academics/General_Practice_Program.htm

The Dispute Resolution Program teaches both the theoretical and practical aspects of negotiation, mediation and arbitration in a variety of course offerings. With the exception of the Dispute Resolution Clinic noted above, the program relies on a range of simulated experiences to teach these important lawyering skills.
http://www.vermontlaw.edu/Academics/Dispute_Resolution_Program.htm

Other simulations courses include Interviewing, Counseling and Negotiation; Trial Practice and Intensive Trial Practice; and Evidence Lab, which supplements the Evidence course. Additionally, many of the courses across the curriculum rely on a variety of teaching methods, including simulations, to enhance student learning.

Postgraduate Support

In May 2014, the law school and the Vermont Bar Association launched a Virtual Lawyer Incubator Pilot Project. The goal of the project is to support new attorneys in solo or small practices, broadening the base of practicing attorneys in Vermont and, specifically, attorneys dedicated to meeting the needs of residents in underserved communities. The project draws on in-kind contributions from the law school and the bar to provide structure, mentoring, courses, and a wide range of other resources. What the incubator does not do is provide stipends or office space for the new lawyers. The pilot limited its enrollment to three new attorneys. The hope is that its success will lead to financial support that will allow the program to grow.
http://www.americanbar.org/groups/delivery_legal_services/initiatives_awards/program_main.html