

Western State College of Law
Immigration and Deportation Defense Clinic
Spring 2024
Professor Sabrina Rivera

The Clinic is a five-credit one-semester course with a dual mission: to develop law students' potential to be skilled, compassionate, and ethical advocates through experience of providing clients with zealous representation and advocating for immigrant populations vulnerable to deportation. The live-client Clinic allows students to develop practical lawyering skills while making a difference in communities most in need. There are four components to the Clinic, including 1) a seminar, 2) fieldwork, 3) supervision, and 4) case rounds. Each component is discussed in greater detail below.

Course and Learning Goals

The following list contains many of the Clinic's primary learning goals aimed at preparing students to be ethical, competent lawyers through faculty-supervised practice. Depending on the unique facts of each case and the student's motivation, Clinic students can expect to achieve more goals than those listed below. The Clinic is designed so that all students can achieve the following goals:

- **Develop a professional identity.** Develop a professional identity, including a sense of one's strengths, areas of growth, and role as a future member of the legal profession.
- **Skills.** Develop lawyering skills through attorney-client relationships, such as client interviewing and counseling, fact investigation, case theory development, witness interviewing, negotiation, legal analysis, oral and written advocacy, trial advocacy, file management, meeting deadlines, setting agendas, and time management.
- **Problem solving.** Learn how to examine clients' problems, identify options, exercise good judgment, and implement solutions to clients' problems while managing uncertainty.
- **Responsibility.** Learn to accept and assume responsibility for matters of great importance to real clients (e.g., which decisions to make yourself and which to leave to the client, how closely to keep a client informed, what the student should do if the client seems not to be revealing the whole truth; how to advise a client when every possible course of action involves some degree of risk; and how to balance the demands of clients' cases against all the other demands on the student's time).
- **Reflection.** Learn how to evaluate yourself and others, the concept of social justice, and the role of lawyers in the most vulnerable community members gaining access to justice.
- **Increase understanding.** Students will increase their understanding of how the law impacts historically marginalized communities, such as immigrants and refugees, while gaining practical experience in immigration law, particularly deportation defense, humanitarian relief, and other basic forms of immigration relief.
- **Collaboration.** Understand the importance of collaborating with other lawyers and nonlawyers to achieve the client's goals, especially when the law cannot relieve the client's problems.

Weekly Seminar and Case Rounds

The seminar component of the Clinic meets on Wednesdays from 3PM to 5PM. Each class will involve a mix of lectures, exercises, and discussions focusing on the week's reading assignments. The seminar will cover a range of topics from immigration law to substantive lawyering skills and

case rounds. Through the seminar, students will learn the substantive law governing the immigration legal system, and the challenges their clients face while seeking justice through the legal system. Students will also reflect on the lawyer's role through the seminar's reading, classroom discussion, and reflections. The seminar classes and case rounds are an opportunity for students to reflect on their fieldwork with other law students.

During the first week of classes, we will have an orientation and "boot camp" training session that will provide an overview of immigration legal history and fundamentals and an introduction to the Clinic. The orientation will be held on Friday, January 19, 2024, from 10 AM to 4 PM, on campus.

A portion of each seminar will host **case rounds**. Case rounds are informal discussions among the students and faculty supervisors in which students offer updates on their cases, share issues, discuss the brainstorming strategy, and examine legal issues.

Seminar Materials

No textbook is required. Instead, you are required to read, listen, review, and prepare materials that will be posted in the Clinic's Lexis Classroom course. Please be sure to register for the Lexis Classroom course and have the materials with you in print or easily accessible in electronic format in class. You are responsible for checking the Lexis Classroom and your email on a regular basis for any class announcements or updates. Optional resources will be available on Lexis Classroom should you want to explore more deeply than we can cover during class time. It is recommended that you save and compile the reading assignments in a binder (file folder) or electronically.

In advance of each class, you will receive an email with additional instructions on preparing for class. The seminar's syllabus may be updated to complement the fieldwork depending on the issues that arise throughout the semester.

Attendance, Preparedness, and Seminar Participation

Seminar attendance is mandatory for all Clinic students. Attendance will be taken at each class meeting. Students are allowed two (2) absences during the semester. Students are responsible for ensuring they are not recorded as absent if they come in late. A student who fails to meet the attendance requirement will be dropped from the seminar. If you need to miss a class, email Professor Rivera in advance.

Fieldwork and Casework

The fieldwork in the Clinic involves the representation of individual clients on cases and community projects. Students will work in teams and represent clients under faculty supervision. Student teams are expected to meet regularly with each other at least weekly to discuss case progress and plans. Students are primarily responsible for all aspects of their caseload, with guidance and mentoring from attorneys and professors. Students will conduct interviews, draft documents, perform fact investigations, legal research, writing and analysis, negotiations, court and agency appearances, and all aspects of case management including file organization.

Students Hours

Students should expect to work a minimum of 160 hours over the course of the semester, which amounts to approximately 12 hours per week (minimum) on their cases and projects. This does NOT include preparation for and attendance at the weekly seminar.

Students will be responsible for recording the number of hours spent on casework each week. Timesheets should be updated weekly (if not daily) on CLIO, the Clinic's case management system. It is recommended that students track their time as they go, including when working outside the Clinic.

Supervision Meetings and Office Hours

Students will be assigned to work in teams during the first week of class. All student teams are required to meet on a weekly basis with their faculty supervisor. Prior to each meeting, student teams are expected to submit (via email) an agenda. Agendas are due by email at least one hour before the meeting. During the first week of classes, each student team will be assigned a weekly meeting time.

Each clinic student will also be meeting individually with their supervising attorney(s) halfway through the term for a mid-semester review. The mid-semester review is designed to check in about the student's goals, casework and advocacy, seminar participation and the lawyering process.

Grading

There is no final exam for this course. This course follows the WSCL's 4.0 scale. Each grading component will be described in greater detail in a handout that will be provided to you during the first week of the Clinic. See more in the student handbook's grading policies.

Grading will be based on three components:

Seminar participation – 20%

Casework and Advocacy – 40%

The lawyering process and clinic methodology – 40%

Casework and advocacy refer generally to the quality of all aspects of the work on the case. This includes client interviewing, client counseling, legal research and analysis, fact investigation, case planning, project work, witness interviewing, problem-solving, preparation of all submissions, meeting submission deadlines, writing, mootings, oral advocacy, and any other advocacy or preparation for advocacy performed on behalf of a client. (40 percent).

The lawyering process and clinic methodology generally refer to *how* the work is completed. This includes well-prepared and appropriate self-reflection regarding all clinic activities; being open to feedback; revising work product based on feedback; working on goals; preparation for, performance in, and follow up from case team meetings; effective collaboration; institutional responsibility; organization, including use of time effectively; recognition and resolution of ethical issues; and any other activities related to professional development and clinic methodology. (40 percent).

The *seminar component* refers to work done in the classroom. This includes reading the assigned materials, written assignments for the seminar, class attendance and punctuality, class participation, contribution to solving issues in others' Clinic work, preparation for and participation in case rounds and writing workshops, encouragement of participation by others; respect for the views of others; oral presentations in classes; and any other activities (other than case team meetings) related to formal instruction. (20 percent).

Laptops and Computers

The use of laptops during class to check email, browse the internet, or do work for another class is not permitted. You only need to have your laptop open to refer to materials being discussed or to take notes. We encourage you to try to limit laptop use during discussion-heavy portions of the class and instead take notes with a pad or notebook and pen.

Professional Responsibilities

The Clinic operates as a law office. This means that certain rules apply to the Clinic's work, its clients and their cases, including the duty of confidentiality.

The syllabus provides an overview of the classes, reading assignments and clinic methodology. A separate document, the Clinic Manual provides additional details and information regarding the operations of the Clinic.

Contact Information

The Clinic is located at the Administration/Faculty Building. The contact information for the clinic faculty supervisors is below.

Prof. Sabrina Rivera
Office: (714) 459-1157
Cell: (562) 477-9361 (if is urgent)

Prof. Demis Camacho
TBD:

Office hours will be scheduled by appointment only. To schedule a meeting, you can email your faculty supervisor.

Syllabus

Please note that the syllabus may be modified and updated. Notice of such changes will be announced as quickly as possible through email.

Week	Class Date	Topics	Reading Assignments	Learning Assignments
1	01/17	(1) Introduction to the clinic (2) Goals for the semester (3) Case and project docket overview (4) Professional Responsibilities (5) Introduction to the immigration legal system	<p>Clinic Overview and Methodology</p> <ul style="list-style-type: none"> ▪ Chavkin, David, <i>Clinical Methodology</i>, Clinical Legal Education: A Textbook for Law School Clinical Programs (pp.3-11) ▪ Jane Aiken & Stephen Wizner, <i>Teaching and Doing: the Role of Law School Clinics in Enhancing Access to Justice</i> (excerpts pp.997-1000,1005-1011). ▪ Clinic Seminar Syllabus ▪ Clinic Manual ▪ Review Case and Project Docket <p>Professional Responsibilities</p> <ul style="list-style-type: none"> ▪ State Bar of California, Practical Training of Law Students Rules ▪ Executive Office of Immigration Review, Regulations on Representation of Others, 8 C.F.R. section 1292.1(a)(2) ▪ <i>Skim</i>: California Rules of Professional Conduct Rule 3-100, California Business & Professions Code Section 6068, 8 C.F.R. 1003.101, 8 C.F.R. 1003.102. ▪ Federal Ethics Rules, Professional Conduct for Practitioners—Rules and Procedures. <p>Immigration Legal System</p> <ul style="list-style-type: none"> ▪ MPI, Explainer: How the U.S. Legal Immigration System Works ▪ <i>Skim</i>: Hein de Hass, Everything politicians tell you about immigration is wrong. This is how it actually works ▪ Review Immigration Law History and Timeline 	<ul style="list-style-type: none"> ▪ In-class discussion questions: 1) what is the most helpful information in the clinic manual? ▪ <i>Optional</i>: sign up for American Immigration Lawyers Association (AILA) law student membership (free). ▪ Submit Docket Preference by Friday, 01/19 at 8PM.

1	01/19 (10AM-4PM) Bootcamp	<ol style="list-style-type: none"> 1) Introduction to the immigration legal system (Part 2) 2) Immigration legal research 3) Case and project management systems 4) Case and project planning 	<ul style="list-style-type: none"> ▪ Migration Policy Institute, “Who Does What in U.S. Immigration.” (December 2005) ▪ <i>Skim</i>: Benchmark Institute, <i>Case Planning, Legal Services Practice Manual: Skills</i> (pp.252-261). ▪ William P. Quigley, “Letter to a Law Student Interested in Social Justice.” ▪ Review Immigration Law History and Timeline 	<ul style="list-style-type: none"> ▪ Research Assignment #1 and submit response by Friday, 1/23, via email). ▪ Reflection #1 due on DATE via email. See instructions on Reflection #1. Visit the Santa Ana Immigration Court (or another one closest to you) and conduct an observation. It would be best if you took notes on your observations, legal issues identified, types of cases, attitudes of the judge and ICE attorney, etc. ▪ Review Case and Project Plan Instructions and sample case plans. ▪ Submit case plan draft by DATE.
2	01/24	<ol style="list-style-type: none"> 1) Interviewing clients and witnesses 2) Cross-cultural competency 3) Working with a team (interpreters, co-counsel, non-attorneys) 	<ul style="list-style-type: none"> ▪ John Yarbrough, et. al., <i>The Sins of Interviewing: Errors Made by Investigative Interviewers and Suggestions for Redress – Applied Issues in Investigative Interviewing, Eyewitness Memory and Credibility Assessment</i> (pp.223-245) (The Clinic Seminar). ▪ Krieger, Stefan H., and Neumann, Richard K. Jr., Essential Lawyering Skills, <i>Interviewing Witnesses</i> (pp.117-135). ▪ Muneer Ahmad, <i>Interpreting Communities: Lawyering Across Language Difference</i>, 54 UCLA L. Rev. 999 (2007). ▪ Sue Bryant & Jean Koh Peters, <i>Five Habits for Cross-Cultural Lawyering</i>, in RACE, CULTURE, PSYCHOLOGY AND LAW (Kimberly Holt Barrett & William H. George, eds., 2005) (ppXXX)(Clinic Seminar). ▪ <i>Skim</i>: Modern Trial Advocacy: Analysis 	<ul style="list-style-type: none"> ▪ Complete Collaborative spectrum sheet and prepare to share in class, copy of it in Clinic Seminar book, pg. 427. Submit via email by 1/25. ▪ Collaborative Justice: how to Collaborate, Center for Effective Public Policy (pp. 404-409) (The Clinic Seminar).

			<p>& Practice, <i>Expert Testimony</i>, p211, 215-216, 224-226, expert testimony checklist pg 230).</p> <ul style="list-style-type: none"> ILRC Practice Advisory, <i>How to Interview Clients About Their Entries and Attempted Entries to the United States (And Understand Their Answers)</i>. 	
3	1/31	<ol style="list-style-type: none"> Citizenship Anti-blackness in the immigration legal system Migration, asylum, and borders 	<ul style="list-style-type: none"> Migration Policy Institute, New York and Other U.S. Cities Struggle with Costs of Migrant Arrivals. Asylum Primer, PSG section (pggs) INA asylum related provisions: INA §§ 101(a)(42); 208, section 241(b)(3) <i>Skim:</i> <ul style="list-style-type: none"> Nationality Act of 1790 Dred Scott v. Sanford United States v. Wong Kim Ark ABA Commission on Immigration, Immigration Enforcement Mechanisms at the U.S. Border 	<ul style="list-style-type: none"> Review: Form I-589 instructions and forms. Assignment instructions will be provided in class. Reflection #1 due
4	2/7	<ol style="list-style-type: none"> Immigration prisons Removal proceedings Common defenses in immigration court Introduction to case and project rounds 	<ul style="list-style-type: none"> Ingrid Eagly & Steven Shafter, <i>Access to Counsel in Immigration Court</i> (American Immigration Council 2016). <i>Courts in Name Only: Repairing America's Immigration Adjudication System</i>, Notes, Harvard Law Review. INA detention-related provisions: <ul style="list-style-type: none"> INA §§ 236(a), 236(c), 235(b), 241(a) <i>Skim:</i> <ul style="list-style-type: none"> Fong Yue Ting v. United States Executive Office of Immigration Review ("EOIR" or immigration court) Practice Manual 	<ul style="list-style-type: none"> Research Assignment #2.

5	2/14	<ol style="list-style-type: none"> 1) Grounds of inadmissibility and deportability 2) Fact evaluation and problem identification 3) Working with immigration and criminal history documents 4) Case and project rounds 	<ul style="list-style-type: none"> ▪ INA grounds of inadmissibility and deportability <ul style="list-style-type: none"> ▪ INA §§ 212 and 237 ▪ ILRC, Inadmissibility & Deportability, Chapter 1, Introduction. ▪ <i>Skim</i>: ILRC, A Step-By-Step Guide To Completing FOIA Requests with DHS 	<ul style="list-style-type: none"> ▪ Review In Class Activity #2 instructions before class. Email Prof. Rivera your answers before the start of class. ▪ Research Assignment #2
6	2/21	<ol style="list-style-type: none"> 1) Immigration consequences of criminal convictions 2) Common post-conviction relief for noncitizens 	<ul style="list-style-type: none"> ▪ García Hernández, César Cuauhtémoc, <i>Creating Crimmigration</i> (pp. 1457-1461). ▪ Congressional Research Service, Immigration Consequences of Criminal Activity (pp. Summary, 24-32). ▪ Lasch, Christopher, <i>Redress In State Postconviction Proceedings For Ineffective Crimmigration Counsel</i> (pp.962-975) ▪ <i>Skim</i>: <ul style="list-style-type: none"> ▪ <i>Padilla v. Kentucky</i>, 559 U.S. 356 (2010) ▪ CA provisions, highlight PC 1473.7 ▪ <i>People v. Espinoza</i>, 14 Cal. 5th 311 	<ul style="list-style-type: none"> ▪ In Class Activity #3 ▪ After reviewing <i>Padilla v. Kentucky</i> and the statutory provisions implemented in California, email Prof. Rivera with any language that stood out to you. Be prepared to discuss this in class. ▪ See youtube videos to understand modified/categorical approaches.
7	2/28	<ol style="list-style-type: none"> 1) Fact investigation 2) Case theory 3) Introduction to storytelling 4) Case and project rounds 	<ul style="list-style-type: none"> ▪ <i>Modern Trial Advocacy: Analysis & Practice, Case Analysis and Storytelling</i> (pp.13-26). ▪ David A. Binder, et. al, <i>Lawyers as Counselors: A Client Centered Approach, Theory Development Questioning – Pursuing Helpful Evidence and Undermining Adversaries Likely Contentions</i> (pp.372-390) 	<ul style="list-style-type: none"> ▪ In Class Activity #4 ▪ Reflection #2 due
8	Week of 3/6	Spring Break	Spring Break	Spring Break
9	3/13	<ol style="list-style-type: none"> 1) Preparing for immigration court 	<ul style="list-style-type: none"> ▪ <i>Modern Trial Advocacy: Analysis &</i> 	<ul style="list-style-type: none"> ▪ In Class Activity #5

		<ol style="list-style-type: none"> 2) Trial skills 3) Evidentiary rules in immigration court 	<p>Practice: <i>Trial Basics</i>:(pp.6-12) and <i>Trial Tools</i> (pp.27-41). Skim: <i>Direct Examination</i> (pp.57-92)</p> <ul style="list-style-type: none"> ▪ CLINIC, Practice Advisory, Rules of Evidence in Immigration Court Proceedings 	<ul style="list-style-type: none"> ▪ View Master Court Calendar Hearing (mock hearing) or Observe immigration court in person.
10	3/20	<ol style="list-style-type: none"> 1) Prosecutorial discretion and deferred action 2) Advocating with opposing counsel 3) Administrative agency problem solving 	<ul style="list-style-type: none"> ▪ Wadhia, Shoba Sivaprasad, <i>The Role of Prosecutorial Discretion in Immigration Law</i> (pp. 246-265, 274-294) ▪ Skim: DHS Memorandums (June 15, 2012 and July 28, 2020) ▪ Review ICE/OPLA website section regarding DHS Memorandum (April 3, 2022) and Prosecutorial Discretion ▪ Krieger, Stefan H., and Neumann, Richard K. Jr., <i>Essential Lawyering Skills, Negotiation Tactics</i>, (pp.369-385) 	<ul style="list-style-type: none"> ▪ Guest lecture (ICE/government attorney). Email 2-3 questions to Prof. Rivera that you have for the speaker(s).
11	3/27	<ol style="list-style-type: none"> 1) Writing as an advocate 2) Case and project rounds 	<ul style="list-style-type: none"> ▪ Ian Gallacher, <i>A Form and Style Manual for Lawyers, Before you Begin</i>, (pp.14-20, skim: pp.21-44) ▪ Delgado, Richard, and Stefancic, Jean, <i>Critical Race Theory: An Introduction, Legal Storytelling and Narrative Analysis</i> ▪ The Supreme Court Case That Created the ‘Dreamer’ Narrative, Politico, by Jesus A. Rodriguez ▪ Levesque, C., DeWaard, J., Chan, L., McKenzie, M., Tsuchiya, K., Toles, O., . . . Boyle, E. (2023). <i>Crimmigrating Narratives: Examining Third-Party Observations of US Detained Immigration Court</i> 	<ul style="list-style-type: none"> ▪ In Class Activity 5
12	4/3	<ol style="list-style-type: none"> 1) Trauma-informed lawyering 2) Immigration options for children, youth, and survivors of trafficking 	<p>Trauma-Informed Lawyering</p> <ul style="list-style-type: none"> ▪ Aldana Koga et. al, <i>Trauma as Inclusion</i> (pp. 5-43). 	<ul style="list-style-type: none"> ▪ In Class Activity 6

		and violent crimes	<ul style="list-style-type: none"> ▪ ABA Journal, Legal Talk Network, How reckoning with trauma can help you, your clients and the legal profession (Oct. 25, 2023). ▪ Advocate’s and Attorney’s Tool for Developing a Survivor’s Story: Trauma-Informed Approach and Interview Questions by NIWAP, SPARC, American University Washington College of Law <p>Special Immigrant Juvenile Status</p> <ul style="list-style-type: none"> ▪ Congressional Research Service, <i>Special Immigrant Juveniles: In Brief</i> ▪ ILRC, California Appellate Law on Special Immigrant Juvenile Status ▪ ILRC Practice Advisory: An Overview of USCIS’s New SIJS Regulations and Guidance for SIJS State Court Predicate Orders in California 	
13	4/10	<ol style="list-style-type: none"> 1) Law and organizing 2) Abolition 3) Healing justice 4) Case and project rounds 	<ul style="list-style-type: none"> ▪ Dan Berger, Mariambe Kaba, David Stein, <i>What Abolitionists Do</i> ▪ Mari Matsuda, Looking to the Bottom: Critical Legal Studies and Reparations (xx) ▪ Kelly Lytle Hernandez, <i>Amnesty or Abolition?</i> BoomCalifornia.com ▪ Peter L. Markowitz, <i>Abolish ICE...and Then What?</i> ▪ Sameer Ashar, <i>Law Clinics and Collective Mobilization</i>, CUNY Academic Works (pp.374-375, 378) 	<ul style="list-style-type: none"> ▪ Guest lecture. Email 2-3 questions to Prof. Rivera that you have for the speaker
14	4/17	<ol style="list-style-type: none"> 1) Critical legal empowerment 2) Legal services models and reconceptualizing representation 3) Sustainability and professional identity 	<ul style="list-style-type: none"> ▪ Sukti Dhital, et. al., Symposium, <i>Foreward: Critical Legal Empowerment</i> (1547-1544). ▪ Michael Grinthal, <i>Power With: Practice Models for Social Justice Lawyering</i> (25-66). ▪ Stephen Manning and Juliet Stumpf, <i>Big</i> 	<ul style="list-style-type: none"> ▪ After reviewing Grinthal’s article, email Prof. Rivera with your preference of a model if you had a public interest firm and describe your reasons. Be prepared to discuss this in class. Submit a response

			<ul style="list-style-type: none"> ▪ <i>Immigration Law</i>, (pp. 420-434) ▪ Luz Herrera and Louise G. Trubek, <i>The Emerging Legal Architecture for Social Justice</i> (pp. 362-388) 	<ul style="list-style-type: none"> ▪ outlining your thoughts to Prof. Rivera by Monday before class ▪ Reflection #3 due on 4/19
15	4/24	<ol style="list-style-type: none"> 1) Final case and project rounds 2) Case transfer and close-out memos 3) End-of-semester celebration and potluck! 	<ul style="list-style-type: none"> ▪ Reflections from colleagues ▪ Article on closing cases, ending client relationships ▪ Article on professional identity 	<ul style="list-style-type: none"> ▪ Transfer Memos

DISABILITY SERVICES STATEMENT:

Western State College of Law provides accommodations to qualified students with disabilities. The Disabilities Services Office assists qualified students with disabilities in acquiring reasonable and appropriate accommodations and in supporting equal access to services, programs, and activities at Western State College of Law.

To seek reasonable accommodations, a student must contact Senior Assistant Dean Donna Espinoza, Student Services Director and Disabilities Services Coordinator, whose office is in the Library Building, Room 275-B. Dean Espinoza's phone number and email address are: (714) 459-1117; despinoza@wsulaw.edu. When seeking accommodations, a student should notify Dean Espinoza of her or his specific limitations and, if known, her or his specific requested accommodations. Students who seek accommodations will be asked to supply medical documentation of the need for accommodation. Classroom accommodations are not retroactive, but are effective only upon the student sharing approved accommodations with the instructor or professor. Therefore, students are encouraged to request accommodations as early as feasible with Dean Espinoza to allow for time to gather necessary documentation. If you have a concern or complaint in this regard, please notify Dean Espinoza; or please notify Dean Marisa Cianciarulo at mcianciarulo@wsulaw.edu or (714) 459-1168. Complaints will be handled in accordance with the College of Law's "Policy against Discrimination and Harassment."

Western State College of Law – Programmatic Learning Outcomes

Western State College of Law's curriculum is designed so that every student achieves a level of competency prior to graduation in each of the eight Programmatic Learning Outcomes listed below:

(1) Doctrinal Knowledge

Students will demonstrate knowledge of substantive and procedural law in the core curriculum subjects, including Contracts, Criminal Law, Criminal Procedure, Torts, Real Property, Business Association, Evidence, Civil Procedures, Constitutional Law, Estates, Community Property, Remedies, and Professional Responsibility.

(2) Practice Skills

Students will demonstrate the development of other law practice skills. Each student's chosen outcomes within this category will be varied based on the student's particular interests, coursework and work experiences. They may include, but are not limited to, the following topics: oral presentation and advocacy; interviewing; counseling; client service and business development; negotiations, mediation, arbitration, or other alternate dispute resolution methods; advanced legal research and writing (excluding purely academic papers

and the first four units earned in introductory first-year legal research and writing class); applied legal writing such as drafting contracts, pleadings, other legal instruments; law practice management or the use of technology in law practice; cultural competency; collaboration or project management; financial analysis, such as accounting, budgeting project management, and valuation; cost benefit analysis in administrative agencies; use of technology, data analyses, or predictive coding; business strategy and behavior; pre-trial preparation, fact investigation, such as discovery, e-discovery, motion practice, assessing evidence, or utilizing experts; trial practice; professional civility and applied ethics; a law clinic that includes a classroom component; or a legal externship that includes a classroom component.

(3) Legal Analysis

Students will demonstrate the ability to identify the factual and legal issues implicated by a fact pattern and to appropriately use cases (including identifying the salient features of an appropriate precedent case, identifying legally significant similarities or differences between the precedent case and a fact pattern and explaining why those are legally significant) and rules (including the ability to connect legally significant facts in a fact pattern to the rule) to predict how a court would decide the issue. Students will also demonstrate the ability to identify and evaluate the public policies of a precedent case or rule, and be able to evaluate how public policy can impact the application of a rule to the legal issue.

(4) Legal Research

Students will demonstrate the ability to locate relevant legal authority using a variety of book and electronic resources, and to properly cite to such legal authority.

(5) Communication

Students will demonstrate the ability to communicate both orally and in writing in a manner appropriate to a particular task to effectively convey the author or speaker's ideas. This includes audience sensitivity in written and oral communication (the ability to adopt a tone, style and level of detail appropriate to the needs, knowledge and expertise of the audience); and written communication basic proficiency (the ability to use the conventions of grammar, spelling, punctuation, diction and usage appropriate to the task and sufficient to convey effectively the author's ideas).

(6) Advocacy of Legal Argument

Students will demonstrate the ability, in both oral and written formats, to evaluate the legal, economic and social strengths and weaknesses of a case and use case and statutory authority as well as public policy to persuade others. Making policy-based arguments includes the ability to identify and evaluate the public policies of a precedent case or rule and their implications, and be able to assert such appropriate arguments to support a particular application or distinction of a precedent case to a legal controversy or a particular resolution of the application of a rule to the legal controversy.

(7) Client Sensitivity and Cultural Competency

Students will demonstrate an awareness of clients' needs and goals, including a sensitivity to clients' background and circumstances (including, but not limited to, socio-economic, gender, race, ethnicity, educational, disability and/or religious background(s)), the ability to make decisions that reflect an appropriate focus on those needs and goals, and awareness that cultural issues may affect the relevance of facts and application of the law.

(8) Legal Ethics

Students will demonstrate the ability to identify ethical issues in law practice contexts and make appropriate decisions to resolve such issues.