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**CLINICAL LEGAL EDUCATION  
ASSOCIATION**

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**HANDBOOK  
FOR NEW CLINICAL TEACHERS  
MAY 2017**

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# WELCOME TO THE 2017 NEW CLINICIANS CONFERENCE

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Dear New Clinicians,

On behalf of the Clinical Legal Education Association (“CLEA”) and the Section on Clinical Legal Education of the Association of American Law Schools (“AALS”), we congratulate and welcome you to an exciting, rewarding career as a clinical legal educator. Although the Section on Clinical Legal Education and CLEA are separate entities, we share many of the same goals and interests. We hope that you utilize the resources of and participate in both CLEA and the Section throughout your career.

CLEA is an all-volunteer advocacy group and serves as an independent voice for clinicians on critical issues, including those concerning the accreditation of law schools and the participation of clinicians in the academy. CLEA also serves as a sponsoring organization for new initiatives: for example, it hosts the New Clinicians Conference as well as the Best Practices Project, which led to the publication of the long-awaited *Building On Best Practices: Transforming Legal Education in a Changing World*. CLEA also sponsors community-building activities and annual awards to clinic students across the country, as well as awards for Outstanding Advocate for Clinical Education and Outstanding Clinic Project. CLEA works largely through its Committees, which form to address pressing issues facing clinical legal education, and welcoming new participants.

The Section on Clinical Legal Education is one of several sections of the AALS, an educational association of more than 170 law schools representing more than 10,000 law faculty. The Section serves a critical “insider” function within the AALS to ensure clinical perspectives and experiences inform all aspects of the of the Association’s work. To that end, the Section supports the collection and dissemination of important data about clinical legal education and advocates for strong AALS responses to issues of concern to clinicians. The Section also provides support for professional development as teachers and scholars via the annual Conference on Clinical Legal Education, webinars and online supervision rounds, the Bellows Scholar Program, annual Works- in-Progress sessions, its sponsorship of regional conferences and programs at annual conferences, a mentoring program, and the Clinicians’ Desk Reference. The Section also bestows two awards annually: the M. Shanara Gilbert Award, given to an “emerging” clinician,” and the William Pincus Award, which recognizes career-long commitment and service to clinical legal education. Like CLEA, much of the Section’s work is carried out via its committees (17 in total).

CLEA and the Clinical Section jointly publish the *Clinical Law Review* and sponsor the annual Clinical Writers Workshop at New York University each fall. CLEA and the AALS alternate each year in hosting training meetings for new clinical teachers. In odd years, CLEA hosts the New Clinicians Conference in conjunction with the AALS Conference on Clinical Legal Education. In even years, the AALS provides a New Clinical Teachers Workshop in conjunction with its annual New Teachers Conference.

Your registration for this year's New Clinicians Conference entitles you to a one-year membership in CLEA. We hope you will also join the AALS Section on Clinical Legal Education. Both offer important opportunities to connect with others in the clinical community and to access resources to advance your career as a clinical legal educator. And both organizations will benefit from the new ideas and vision that you, our newest members, bring to the clinical community.

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# CLEA MISSION STATEMENT

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CLEA exists to advocate for clinical legal education as fundamental to the education of lawyers. CLEA and its members seek to:

- Foster excellent teaching and scholarship by clinical educators;
- Integrate clinical teaching and extend its methods into the legal education program of every law school;
- Reform legal education so as to prepare law students for excellent and reflective law practice;
- Advance regulation of legal education that insures the continued vitality of clinical education in law schools; and
- Pursue and promote justice and diversity as core values of the legal profession.

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## **CLEA'S GOALS AND ACCOMPLISHMENTS**

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The Clinical Legal Education Association was incorporated in 1992 after several years of discussion among clinical teachers, with the goals of promoting the expansion and improvement of clinical legal education, encouraging and supporting clinical legal research and scholarship, and advancing the interests of clinical teachers. Membership is not limited to clinicians but is open to anyone engaged in legal education. CLEA presently has more than 1,300 members.

CLEA has 17 standing committees to carry out its work, and they cover a wide range of topics, including externships, diversity in clinical legal education, research, membership, social justice issues, and of course, new clinicians. One of the most influential committees has been the advocacy committee. For 25 years, CLEA has vigorously supported its members on a multitude of issues related to clinical teachers and clinical legal education, including many that grew out of the comprehensive review of the ABA accreditation standards for law schools and, more recently, bar admission requirements. These issues include, among others, security of position for clinical teachers, experiential education curriculum requirements, learning outcomes, paid externships, and bar passage standards.

CLEA welcomes as members not only full-time clinical teachers at law schools belonging to the Association of American Law Schools, but also field supervisors, adjunct teachers, faculty at schools outside the U.S., and other people who are involved in clinical education or are interested in its continued development.

CLEA was instrumental in founding the Journal of Clinical Legal Education, the *CLINICAL LAW REVIEW*, a peer-review journal which publishes useful and readable articles about improving the teaching of law and the quality of legal practice. Membership in CLEA includes a subscription to the *CLINICAL LAW REVIEW*.

CLEA organized the first national conferences on externships and Alternative Dispute Resolution clinical programs, and it sponsors the conference for new clinicians every other year. In addition, CLEA offers webinars and trainings for experienced clinical teachers.

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# CLEA'S 2016 STRATEGIC PLAN

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In 2016, CLEA undertook the process of developing a new Strategic Plan. With the assistance of a pro bono consultant, and input from CLEA's past presidents, committee chairs, board of directors, as well as its members, a comprehensive and forward-looking plan was approved in November 2016.

The complete Strategic Plan may be found on the CLEA website, <http://cleaweb.org>. Here are its five stated goals and some of the highlights:

**Goal One: CLEA will enhance its advocacy for clinical legal education and the CLEA community, including its responsiveness to ongoing changes in the legal profession and in legal education.**

This goal prompted the creation of two additional committees to conduct research and advocacy trainings, monitor changes in the legal profession and to survey our membership regularly about advocacy needs.

**Goal Two: CLEA will enhance its communications with its members and other bodies and organizations regarding its work.**

CLEA's presence in the community will be enhanced through improvements to its website and other social media platforms, development of a public relations strategy, and the creation of communication protocols.

**Goal Three: CLEA will serve as a primary resource on best practices for clinical and experiential legal education.**

This goal involves an expansion of the focus of CLEA's best practices committee.

**Goal Four: CLEA will pursue and promote justice and diversity as core values of the legal profession.**

In January 2017, CLEA created the new "Social Justice Issues Committee," charged with identifying new ways to support social justice issues believed to be of particular importance to the clinical community.

**Goal Five: CLEA will implement best practices in board governance and financial management in support of its mission.**

CLEA will accomplish this final goal through increased board member engagement in governance, reviewing and evaluating existing by-laws, policies and procedures, and strengthening our training of newly elected CLEA board members.



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# PROFESSIONAL ORGANIZATIONS FOR CLINICAL TEACHERS

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The Association of American Law Schools (“AALS”) Section on Clinical Legal Education and the Clinical Legal Education Association (“CLEA”) are the two main professional organizations for clinical teachers. This roadmap aims to describe the two organizations and their activities.

**The Section on Clinical Legal Education** is the official voice of clinicians within the AALS. The Clinical Section presents programs such as the Annual Clinical Conference or Workshop, supports regional conferences, and publishes a newsletter. Because the Section is part of the AALS, it cannot take an independent public position or an active role on public issues without the permission of the AALS Executive Committee. The Section may ask the AALS to take a position but it cannot take a position on its own. Annual membership dues for the Clinical Section are \$15 (payable to AALS).

**The Clinical Legal Education Association** advocates on behalf of clinicians and clinical education in a variety of public forums. CLEA co-publishes the Clinical Law Review, sponsors and supports workshops and conferences, publishes a newsletter, and maintains a website with a database of available positions in clinical legal education. CLEA also sponsors the *Per Diem* project each year, to financially support social justice work in the community hosting the AALS Clinical Conference. CLEA’s membership dues for individuals are \$40 per year; group rates are also available. Membership includes a subscription to the Clinical Law Review.

**Together**, CLEA and the AALS collaborate closely and their memberships greatly overlap. Both organizations sponsor workshops and conferences, and often the two organizations offer them in a collaborative fashion. For example, the New Clinicians Conference, held every other year, is sponsored by CLEA, but is scheduled immediately before the AALS Clinical Conference.

Both CLEA and the Clinical Section maintain committees to address various issues affecting clinical teachers, such as the ABA accreditation standards, the status of clinicians, and political interference. CLEA also maintains a comprehensive history of advocacy materials on its website, including *amicus* briefs.

Both organizations sponsor and support the CLINICAL LAW REVIEW, a semi-annual, peer-edited journal devoted to issues of lawyering theory and clinical legal education. The Clinical Law Review is also co-sponsored by NYU Law School. The Review welcomes unsolicited articles, as well as essays, comments, and other short pieces on lawyering, clinical teaching, legal practice, or related subjects.

Both CLEA and the Clinical Section support the Center for the Study of Applied Legal Education (CSALE), a non-profit corporation dedicated to the empirical study of applied legal education and the promotion of related scholarship. CSALE’s website, with survey

data on developments in applied legal education (including program design, capacity, and administrative support), can be found at [www.csale.org](http://www.csale.org).

With many similarities, you may be wondering: Why do we need two organizations and what are the differences between them? One major difference is the ability of each organization to take an independent public position or an active role on public issues. The Clinical Section, as part of the AALS, is limited by the fact that it is part of a larger organization, and it must therefore seek approval for any public actions and statements. As a freestanding entity, CLEA may take action on an issue, including stating its positions publicly, as long as the action or public statement has been approved by its member-elected Board of Directors.

Another difference between the two organizations is the ability of clinicians to become members. Membership in the AALS Clinical Section is limited to faculty at schools that are members of fee-paid associates of the AALS. CLEA membership is not restricted in this way. Those who teach in foreign countries and at non-AALS member schools are eligible to join, as well as adjunct professors and supervisors in field placement programs who are not full-time employees of a law school.

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# THE AMERICAN BAR ASSOCIATION'S ROLE AS THE ACCREDITING BODY FOR LAW SCHOOLS

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## **ABA Accreditation and its Standards for Approval of Law Schools**

The Council of the American Bar Association's Section of Legal Education and Admissions to the Bar is the recognized accrediting agency for J.D. programs in the United States. In its role as accrediting authority, the Council has adopted Standards and Rules of Procedure for Approval of Law Schools that establish the minimum requirements for all ABA-approved schools.

When seeking initial approval by the Council, a law school must demonstrate its compliance with the Standards. After a law school has been fully approved, the ABA arranges site visits every seven years, to monitor the school's continued compliance. As part of this process, your law school will engage in an extended institutional self-study, involving every aspect of the school's curriculum and administration.

The Standards Review Committee (SRC) is charged by with reviewing proposed modifications to the Standards and making recommendations to the Council. After a multi-year comprehensive review by the Standards Review Committee, in August 2014, the ABA's House of Delegates approved a package of comprehensive revisions to the Standards and Rules of Procedure for Approval of Law Schools. The 2016-2017 Standards may be accessed at:

[http://www.americanbar.org/groups/legal\\_education/resources/standards.html](http://www.americanbar.org/groups/legal_education/resources/standards.html)

Set forth below are portions of just a few of the newly-revised Standards that are particularly relevant to clinical and experiential programs.

### **Standard 303. CURRICULUM**

(a) A law school shall offer a curriculum that requires each student to satisfactorily complete at least the following:

... (3) one or more experiential course(s) totaling at least six credit hours. An experiential course must be a simulation course, a law clinic, or a field placement. To satisfy this requirement, a course must be primarily experiential in nature and must:

(i) integrate doctrine, theory, skills, and legal ethics, and engage students in performance of one or more of the professional skills identified in Standard 302;

- (ii) develop the concepts underlying the professional skills being taught;
- (iii) provide multiple opportunities for performance; and
- (iv) provide opportunities for self-evaluation....

**Standard 304. SIMULATION COURSES AND LAW CLINICS**

- (a) A simulation course provides substantial experience not involving an actual client, that (1) is reasonably similar to the experience of a lawyer advising or representing a client or engaging in other lawyering tasks in a set of facts and circumstances devised or adopted by a faculty member, and (2) includes the following:
  - (i) direct supervision of the student's performance by the faculty member;
  - (ii) opportunities for performance, feedback from a faculty member, and self-evaluation; and
  - (iii) a classroom instructional component.
  
- (b) A law clinic provides substantial lawyering experience that (1) involves one or more actual clients, and (2) includes the following:
  - (i) advising or representing a client;
  - (ii) direct supervision of the student's performance by a faculty member;
  - (iii) opportunities for performance, feedback from a faculty member, and self-evaluation; and
  - (iv) a classroom instructional component.
  
- (c) A field placement course provides substantial lawyering experience that (1) is reasonably similar to the experience of a lawyer advising or representing a client or engaging in other lawyering tasks in a setting outside a law clinic under the supervision of a licensed attorney or an individual otherwise qualified to supervise, and (2) includes the following:
  - (i) direct supervision of the student's performance by a faculty member or site supervisor;
  - (ii) opportunities for performance, feedback from either a faculty member or a site supervisor, and self-evaluation;
  - (iii) a written understanding among the student, faculty member, and a person in authority at the field placement that describes both (A) the substantial lawyering experience and opportunities for performance, feedback and self-evaluation; and (B) the respective roles of faculty and any site supervisor in supervising the student and in assuring the educational quality of the experience for the student, including clearly articulated method of evaluating the student's academic performance;
  - (iv) a method for selecting, training, evaluating and communicating with site supervisors, including regular contact between the faculty and site

- supervisors through in-person visits or other methods of communication that will assure the quality of the student educational experience. When appropriate, a school may use faculty members from other law schools to supervise or assist in the supervision or review of a field placement program.
- (v) a classroom instructional component, regularly scheduled tutorials, or other means of ongoing, contemporaneous, faculty-guided reflection; and
  - (vi) evaluation of each student's educational achievement by a faculty member; and
  - (vii) sufficient control of the student experience to ensure that the requirements of the Standard are met. The law school must maintain records to document the steps taken to ensure compliance with the Standard, which shall include, but is not necessarily limited to, the written understandings described in Standard 304(c)(iii).
- (d) Credit granted for such a simulation, law clinic, or field placement course shall be commensurate with the time and effort required and the anticipated quality of the educational experience of the student.
  - (e) Each student in such a simulation, law clinic, or field placement course shall have successfully completed sufficient prerequisites or shall receive sufficient contemporaneous training to assure the quality of the student educational experience.

#### *Interpretation 304-1*

To qualify as an experiential course under Standard 303, a simulation, law clinic, or field placement must also comply with the requirements set out in Standard 303(a)(3).

### **Some things to think about:**

Standards 303 and 304 are significant in that clinical courses are securely grounded within the law school curriculum. Standard 303(a)(3) mandates a six-credit experiential graduation requirement for all law students. While adding additional elements to the requirement, the threshold is that a course qualify as a simulation, clinic, or field placement<sup>1</sup> course by meeting the definitions and criteria of Standard 304. While individual law schools may take different approaches, the Standards do not require that every course which meets the requirements of Standard 304 must also meet the requirements of Standard 303(a)(3),

As you study these Standards, you will note that certain responsibilities are charged directly to faculty. For example, these include all or shared direct supervision of students, the provision of feedback, student self-evaluation, and a classroom component or, for field placement courses, other means of faculty-guided reflection. As of this writing, "faculty" is not defined, and may include tenured or non-tenured, full-time, part-time or adjunct faculty.

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<sup>1</sup> Although the ABA uses the term "field placement," the term "externship" is synonymously used in scholarship and discussion.

The most recent iteration of the Standards lifted the ABA's prohibition against the award of credit for compensated work, often referred to as "paid externships." The decision as to whether to allow students to receive credit for compensated work is a matter left to individual law schools.

Finally, there are other Standards relevant to your work as clinical teachers. Standard 302 discusses Learning Outcomes. Many schools require that every course have identified learning outcomes. Similarly, Standard 314 requires that law schools utilize formative and summative assessment methods in its curriculum to evaluate student learning and provide feedback. As clinicians, you will want to determine the learning outcomes most appropriate to your courses, and design assessment tools to achieve those outcomes.

As always, if you have questions, do not hesitate to ask!

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# CLINICAL COURSE DESIGN

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One of the best, and sometimes worst, parts of clinical teaching is designing your course(s). There exists an enormous diversity in clinical courses around the country and the world. This section is intended to serve merely as a starting point for understanding and thinking about structuring any type of clinical course. Below is a list of some of the many factors and considerations and suggestions about how to get started.

## **Setting Learning Outcomes and Objectives**

In order to be intentional about what we want students to learn in a course, we must set learning outcomes and objectives at the outset of our planning. It may be helpful to distinguish between objectives and outcomes. Objectives usually are determined by what you want to teach or achieve while outcomes generally are focused on what you expect students to have learned by the end of the course. Examples of outcomes include:

- Students will be competent to conduct an initial interview.
- Students will be able to identify professionalism challenges and develop coping strategies.
- Students will demonstrate competence in preparing and conducting a misdemeanor trial.

Outcomes vary greatly based on the type of course, location of your school/community, the skills and passions that you bring to your teaching as well as many other factors. The focus here is just to emphasize the importance of setting learning outcomes and your own teaching and practice objectives as the foundation for shaping most, if not all, of the decisions you will make for your course.

No matter what goals you set for your course, they should be communicated clearly to students. This not only aids in the student learning but also will enhance your ability to assess whether these objectives are being met. Transparency also helps manage student expectations and build stronger relationships with your students.

Note that ABA Standard 302 discusses learning outcomes for law schools. It will probably be helpful to think about those outcomes and the extent to which your course fathers student competency in those areas.

## **The Classroom Component**

The ABA now requires a classroom instructional component in simulation courses and law school clinics. A field placement course must have some means of ongoing, contemporaneous faculty-guided reflection. This can include a classroom component, regularly scheduled tutorials or other option of your choosing. A variety of factors can and will influence how you structure your course including whether it is offered for a

semester versus an academic year, the maximum number of students allowed to enroll, number of credit hours, whether you are teaching alone or in teams, the nature of the field work, etc.

The experiential classroom component may also be a collaborative experience unlike other courses students take. This may take the form of casework or simulation assignments where students are assigned to work in teams or of rounds where students share their field work and discuss/problem solve together.

Regardless of the time you have with students in class it will likely not feel like enough. Most experiential teachers can identify topics that far exceed the number of class sessions. Use your learning objectives to assist you in setting priorities with the realization that you are unlikely to cover everything that you would like to in an ideal world. As you plan, consider who your students are and what topics/skills they have been exposed to in their pre-clinic curriculum. What lessons are they unlikely to receive in law practice or outside of law school? What topics will be informed by the field experience? And of course, what are they most excited to learn?

## **Practice**

Each type of experiential course will present different opportunities and limits on student practice. Simulation courses, for example, are limited to hypothetical problems, but can be controlled better than rather than real-world experience. Externship courses allow students to be immersed in a legal work environment but the faculty member shares supervision with the on-site supervising attorney so that control and presence are limited. In the law clinic, faculty engage in a complicated balance of obligations to the client and students, but students engage in practice that allows them to explore the nuances of relationship, action and impact in the legal system. However, in all of these course types, students expect to develop their professional skills and begin to transition from student to practitioner. Student fieldwork or casework should inform the classroom content and vice versa. These will in turn determine the nature and methods of reflection and supervision.

Although the practice component is the heart of experiential education, it is important to insure that there is sufficient balance for students to engage in reflection to identify their personal and professional challenges for life-long career satisfaction.

## **Reflection**

Whether you are teaching a simulation-based course, externship, or law clinic, your students must perform complex skills in order to gain understanding and expertise. However, for improvement and depth of knowledge, practicing these skills is not enough. Students must be given both feedback on their performance and provided opportunities to reflect on their experiences. The ABA Standards 303 and 304 require that students are afforded guided reflection and self-evaluation.

Reflection requires taking a step back and looking at all aspects of what occurred from just the factual details of the event itself to the student's feelings and attitudes about it. This is



followed by interpreting the task or event – seeing it in the bigger picture, making generalizations and drawing conclusions. Finally, in the application stage we ask the student to plan for the next time this event occurs or the task is required. Well-executed experiential education demands students take an active role in their own education, not just in the completion of assigned tasks, but in the understanding of this learning process and its application to their future as legal practitioners.

Students can be engaged in reflection in a variety of ways throughout your course. You may assign them reflective journals or writing assignments, ask questions designed to inspire reflection in supervision meetings, or have them participate in collaborative exercises with other students. There is no one right way to teach students to reflect or to incorporate it into your course.

## **Supervision**

Supervision by a faculty member is an important, and required, component of experiential education. In all types of experiential courses, supervision allows the student to take responsibility for the fieldwork or simulation exercise and assume the role of lawyer. As with the course itself, setting goals and planning for supervision is essential. Planning allows teachers to assist students in constructing meaning from their experiences in the classroom and in the field. You should identify questions related to the case or problem presented as well as to the bigger picture. Plan the process you will use to help students gain understanding considering each student's individual needs and abilities. There are a variety of methods for supervising students and you may choose to engage many of them in one course. It is a good practice to share your plan for supervision with students. Understanding that they will not just "be told what to do" will decrease student frustration and help them understand expectations. It is helpful to explain how much time they will have with their supervisor(s) so that they can plan accordingly. This creates both a better course experience while also developing excellent professional habits.

## **Assessment**

Assessment is important for many reasons: it will help you clarify how your course is furthering your school's mission. You can learn which of your learning outcomes were achieved, and you will have a better understanding of what your students learned. Most important, it will help you become a better teacher and improve your course. Assessment can be incorporated into other elements of your course. If one of your learning outcomes involved students developing a greater sensitivity to social justice issues, you can devise reflective writing assignments that address that issue and will also serve as a measure of how your students are changing over the course of the semester. Mid-semester and final semester performance evaluation tools can provide for a wider range of assessment including performance, professionalism, and overall professional growth. Grades, whether they are the law school version of S+, S, S-, and U, or actual letter grades, are also a form of assessment, but will provide feedback only if there are rubrics to support the award of each grade or discussion before they are awarded.

## Structural Concerns

In addition to the substantive planning for your course, you must consider structural and curricular concerns. These may be specific to or limited by the law school or program where you teach. It is a good idea to consult with other experiential colleagues or your associate deans about any limits or requirements. Consider what pre- or co- requisites are necessary for students in your course. Do students need a foundational knowledge in a particular area or can that information be obtained contemporaneously? How many credit hours will be given for your course? Will this include both the fieldwork and class time or is credit given separately for each portion? What is the ratio of fieldwork to classroom time? How will the student work be assessed and will the course be letter-graded, pass/fail, or some other option?

Many of these questions may have answers pre-determined by the academic regulations at your institution. It may be possible to make changes for your course but often that requires committee and/or faculty approval. Again consultation with your experiential colleagues or a mentor is recommended.

## Overcoming Obstacles and Barriers

Unfortunately, no matter how much planning you put into course design there will be barriers and obstacles to overcome to meet the goals you set for your students and your course. Consider the following places to begin

- *Ask questions!* We give this advice to our students and must remember to follow it ourselves. Post questions to one of the listservs, contact a CLEA mentor, or send an email to a colleague at another school.
- *Review the ABA Standards for guidance.* The Standards on Legal Education (primarily Chapter 3) can be an excellent source for guidance. Remember to read the Interpretations below each standard for additional information and to look at past years' standards for a view of how the standard has changed over time. Additionally, the ABA publishes guidance memos on various topics.
- *Review the relevant scholarship.* New articles are published on a regular basis and clinical education has an established foundation of pedagogical and substantive scholarship covering almost every topic. Use the selected bibliography in this handbook as a place to start. Even among clinics of a similar type, differences in design may create wide differences in teaching and service provision. This section offers a non-exclusive list of some frequently-encountered design choices

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## SELECTED BIBLIOGRAPHY

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This bibliography identifies a number of articles that address issues relevant to clinical legal education. Another resource that may be helpful for articles published before 2005 is *Clinical Legal Education: An Annotated Bibliography* (Third Edition) by J.P. Ogilvy & Karen Czapanskiy, *Clinical Law Review*, Special Issue No. 2 (2005).

Please keep in mind these are some resources selected as suggested introductory material on a range of topics that may be of interest to a new clinician. This list not intended to be exhaustive. There are many fine articles published each year that offer important insights into experiential teaching and learning. Articles on clinical education may be found on SSRN, Lexis-Nexis, Westlaw, Hein Online and other online legal research sources.

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# WEB-BASED RESOURCES

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## Websites and Blogs

American Association of Law Schools (AALS): <http://www.aals.org/>

American Association of Law Schools (AALS)/Clinical Legal Education Section:  
[https://memberaccess.aals.org/eWeb/dynamicpage.aspx?webcode=ChpDetail&chp\\_cst\\_key=2546c8e7-1cda-46eb-b9f3-174fc509169b](https://memberaccess.aals.org/eWeb/dynamicpage.aspx?webcode=ChpDetail&chp_cst_key=2546c8e7-1cda-46eb-b9f3-174fc509169b)

American Bar Association Section of Legal Education and Admission to the Bar:  
<http://www.abanet.org/legaled/home.html>

Best Practices For Legal Education  
<http://bestpracticeslegaled.albanylawblogs.org/>

Center for the Study of Applied Legal Education (CSALE) <http://www.csale.org/index.html>

Clinical Law Prof Blog:  
[http://lawprofessors.typepad.com/clinic\\_prof/](http://lawprofessors.typepad.com/clinic_prof/)

Clinical Law Review:  
<http://www.law.nyu.edu/journals/clinicallawreview> Clinical Legal Education Association (CLEA):  
<http://www.cleaweb.org>

Global Alliance for Justice Education (GAJE): <http://www.gaje.org/>

International Network on Therapeutic Jurisprudence: <http://www.therapeuticjurisprudence.org/>

Institute for Law School Teaching:  
<http://www.law.gonzaga.edu/About-Gonzaga-Law/Institute-for-Law-School-Teaching/default.asp>

The Law and Society Association: <http://www.lawandsociety.org/>

LexternWeb: <http://Lexternweb.org>

National Legal Aid & Defender Association: <http://www.nlada.org/>

National Professionalism Web Site:  
<http://professionalism.law.sc.edu/>

Society of American Law Teachers (SALT): <http://www.saltlaw.org/>

## **Listservs**

LAWCLINIC: go to <http://lists.washlaw.edu/mailman/listinfo/lawclinic/>

LEXTERN: to subscribe, email [listserv@lists.cua.edu](mailto:listserv@lists.cua.edu) with the following request in the body of the message: subscribe lexttern

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