

Writing on a Blank Slate: Creating a Blueprint for Experiential Learning at the University of California, Irvine School of Law

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From its founding, the University of California, Irvine School of Law (UCI Law or “the Law School”), articulated its most important mission as preparing students for the practice of law at the highest levels of the profession. Fulfilling this mission necessarily requires providing every UCI Law student ample opportunities to learn, as part of their formal legal training, what it means to be a lawyer by actually practicing law. The most important of these opportunities is a student’s participation in a substantial clinical course, in which the student, under the close supervision of a supervising attorney, represents real clients, addressing their legal problems in an environment that includes continual feedback, skills practice, and time for learning and reflection. In most, if not all instances, the supervising attorney will be a UCI law professor, and the student will be evaluated on the basis of her work on behalf of her clients.¹ In the first year of the Law

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1. What is appropriately termed “experiential learning” or a “clinical course” within a law

School's existence, UCI Law took several important steps toward achieving this mission by creating a blueprint for the development of a well-coordinated and complimentary experiential learning program that begins in the first year and continues through all three years of the Law School's curriculum.

The existence of a "blank slate" on which to draft this integrated blueprint for experiential learning, combined with excellent recent scholarly research on legal education, outstanding models of experiential learning programs at many other law schools, and the resources of the greater University of California, Irvine ("the University"), provide the Law School with a unique opportunity to create an educational environment in which each student can gain substantial and well-sequenced experiential learning in all three years of law school. Throughout the history of legal education, legal scholars have repeatedly called for a greater role for experiential learning, and in particular, clinical education, in the law school curriculum.² In recent years, this call has been forcefully renewed in *Educating Lawyers: Preparation for the Profession of Law*³ and *Best Practices for Legal Education*,⁴ invaluable resources to a new law school endeavoring to create the best possible curriculum. Throughout the United States, superb clinical and experiential learning programs exist at many other law schools; we have drawn ideas from those programs and our colleagues who teach in them. Colleagues and administrators throughout the University have made the creation of an outstanding law school a high priority, including providing the financial resources to insure a clinical course for every law student, and offering to collaborate in the creation of interdisciplinary clinical courses in numerous subject matter areas. Each of these factors is instrumental to the planning and initial implementation of the

school curriculum has long been the subject of debate within the legal academy and among those law professors who identify the courses they teach as experiential or clinical. It is beyond the scope of this paper to address these questions. I use the term "experiential learning" to refer to any activity, whether for academic credit or not, in which a law student performs legal tasks on behalf of a real client, including supervised pro bono work, externship courses in which the supervising attorney has no formal relationship with the Law School, and clinical courses in which the supervising attorney is also a UCI law professor. This essay sets out specific goals thus far developed for the Law School courses that will satisfy the clinical requirement.

2. See, e.g., ALFRED ZATZINGER REED, *CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING, TRAINING FOR THE PUBLIC PROFESSION OF THE LAW* (1921); Jerome Frank, *Why Not a Clinical Lawyer-School?*, 81 U. PA. L. REV. 907 (1933); *Committee on Curriculum Report*, AM. ASS'N. L. SCH. PROC. 159 (1944), reprinted in *The Place of Skills in Legal Education*, 48 COLUM. L. REV. 345 (1945) (committee report published in *Columbia Law Review* to gain wider exposure and "elicit suggestion, criticism and aid"); ABA, COMMITTEE ON LEGAL EDUCATION, *LEGAL EDUCATION AND PROFESSIONAL DEVELOPMENT: AN EDUCATIONAL CONTINUUM: REPORT OF THE TASK FORCE ON LAW SCHOOLS AND THE PROFESSION—NARROWING THE GAP* (1992) (the MacCrate Report), available at <http://www.abanet.org/legaled/publications/onlinepubs/maccrate.html>.

3. WILLIAM M. SULLIVAN ET AL., *EDUCATING LAWYERS: PREPARATION FOR THE PROFESSION OF LAW* (The Carnegie Foundation for the Advancement of Teaching 2007) [hereinafter *THE CARNEGIE REPORT*].

4. ROY STUCKEY, *BEST PRACTICES FOR LEGAL EDUCATION: A VISION AND A ROAD MAP* (2007).

experiential learning program at UCI Law.

This essay begins with a discussion of the first necessary step in creating a law school with experiential learning as a central goal: the selection of a dean who believes in and understands its importance. The essay next discusses the aspects of the first-year curriculum that build a foundation for this type of learning throughout law school: the emphasis placed on the teaching of lawyering skills and professional responsibility, and in the second semester, extensive pro bono opportunities and an experiential learning component within the lawyering skills course. The essay then describes the experiential learning aspects of the second year curriculum: the existing externship program, and the plans to add clinical courses taught by adjunct professors and an experiential learning component to numerous non-clinical courses. Finally, the essay describes the plans for and goals of the clinical requirement courses, and concludes with some thoughts about the challenges ahead.

I. A NECESSARY BEGINNING: THE SELECTION OF A DEAN WHO TRULY BELIEVES IN EXPERIENTIAL LEARNING

The University's selection of Erwin Chemerinsky as the Law School's founding dean set the stage to create a vibrant experiential learning program. Dean Chemerinsky has throughout his legal career advocated that experiential learning, and in particular clinical coursework, be a central focus of any law school curriculum.⁵ When offered the deanship at UCI Law, one of his requirements for accepting the position was that the Law School create a system that insured parity between clinical and non-clinical faculty.⁶ Another requirement was the ability to hire a sufficient number of clinical faculty to provide each student with at least

5. For a more in-depth discussion of Dean Chemerinsky's views on the importance of clinical courses in legal education, see Erwin Chemerinsky, *Why Not Clinical Education?*, 16 CLINICAL L. REV. 35 (2009).

6. Dean Chemerinsky believes that parity among all law school faculty, to the greatest extent possible, is necessary in order to provide a legal education of the highest quality. In particular, such parity is necessary for the development of an outstanding experiential learning program, and to send the correct signal to students and others of the importance of practice-based learning. Interview with Erwin Chemerinsky, Dean UC Irvine School of Law, in Irvine, Cal. (Sept. 4, 2009). Faculty whose primary teaching responsibility is in a law school clinic may be hired into a clinical tenure track, clinical tenure, academic tenure track, or academic tenure position, depending on the individual's interest and productivity in scholarship. The University of California requires significant traditional scholarship for academic tenure. Many outstanding clinical faculty at law schools throughout the United States, for reasons of time and/or inclination, choose not to devote substantial time to producing publications sufficient for academic tenure under such a standard. The Law School has developed a promotion and tenure system for clinical faculty that allows outstanding clinical teachers to enjoy equal status and benefits within the law school, whether or not they choose to devote substantial time to this type of scholarship. UCI law professors with clinical tenure enjoy the same job security as faculty with academic tenure, and have the right to vote on all matters with the exception of the tenure of academic faculty.

one substantial clinical course taught by one or more full-time law professors.⁷ In recruiting faculty for the Law School, Dean Chemerinsky expressed his commitment to making experiential learning a central part of the curriculum.

II. THE CREATION OF A STRONG FOUNDATION IN THE FIRST-YEAR CURRICULUM

In the 2008–2009 academic year, the Law School’s founding faculty designed a first-year curriculum that emphasizes courses that create a strong foundation for experiential learning during law school. The course with the heaviest credit load in the first-year curriculum is entitled “Lawyering Skills.” In this year-long six-credit course, students not only learn facility with legal research and expository and advocacy writing, skills typically taught in a first-semester legal writing course, but additionally are introduced to the skills of oral advocacy, interviewing, fact investigation, negotiation, and document drafting.

UCI Law’s Lawyering Skills course also incorporates experiential learning into the teaching of interviewing skills. In the first year, three Orange County legal service organizations—the Legal Aid Society of Orange County, the Public Law Center, and the Orange County Public Defender’s Office—collaborated with Lawyering Skills faculty to create a project in which each first-year student conducted an intake interview of a new or potential client of the organization. Each organization provided a two- to three-hour training session for the students working with that organization, and then permitted each student to observe one or more intake interviews and conduct at least one interview. After conducting the interview, the student prepared a report of the information obtained and presented this information in writing and orally to one or more supervising attorneys of the organization. Several students continued to work with the organizations for the remainder of the semester and the following summer. Thus, through this interviewing project, first-year students began the critical process of learning what it means to be a lawyer by actually practicing law, while gaining exposure to the work of legal service organizations and the pro bono clients they represent. As the Law School accepts more students in its first-year classes, it will increase the number of organizations participating in the program, and may also expand the program to allow first-year students to conduct intake interviews of potential clients for the Law School’s various clinics.

The first-year curriculum also includes a year-long four-credit course entitled “Legal Profession” that focuses on the importance of beginning to develop professional identity, including professional responsibility. Concepts such as an attorney’s duty of confidentiality and conflicts of interest are taught by various methods, including the use of simulation exercises and bringing into the classroom speakers from different practice settings to introduce students to the professional

7. I define a substantial clinical course as one taken for at least six units of credit.

and ethical challenges of various career choices. Placing this course in the first year not only sends the important message that a sound understanding of professional identity and legal ethics is crucial for all attorneys, but also provides an early and solid foundation for further development of both through subsequent participation in other experiential learning and doctrinal courses.⁸

The Law School has devoted both time and resources to creating a pro bono program that provides high-quality experiential learning opportunities for students. In September 2009, the faculty adopted a pro bono policy that encourages all students, including second-semester first-year students, to provide volunteer legal services to underserved members of the community. The UCI Law Pro Bono Policy states an expectation that both students and faculty will regularly engage in public service work throughout their careers, and encourages them to set yearly public service goals similar to those expected of practicing attorneys.⁹ Pursuant to the American Bar Association's suggestion that practicing attorneys complete at least fifty hours of pro bono work annually, and recognizing the challenges that the first year of law school presents, the Law School encourages first-year students to complete twenty hours of pro bono service, and encourages second- and third-year students to complete fifty hours each year.

To assist students in attaining their goals for pro bono work, in 2010 UCI hired a Director of Pro Bono Services to create a vibrant pro bono program. The Pro Bono Services Director is supervised by and works closely with the Associate Dean for Clinical Education and Service Learning. The Law School created this structure to better insure a coordinated approach to all components of experiential learning, and to formally recognize that engaging in pro bono work can provide an excellent practice opportunity for law students. In the first semester of its existence, the program offered fifteen projects that continued throughout the spring semester and three "alternative" spring break opportunities. Ninety-five percent of the Law School's first-year class engaged in pro bono work during their first year.

During the first year of the pro bono program, all students were being supervised by attorneys at legal service organizations and private law firms; in future years, UCI Law intends to develop additional pro bono projects in coordination with some or all of the Law School clinics. Students then will be able to participate in the work of a clinic on a limited basis, gaining exposure to the type of legal work done there before committing to a substantial clinical course for a semester or year. Such projects may provide UCI Law's clinics with valuable additional resources. For example, beginning in 2011, the Law School will have an environmental law clinic. A group of second-semester first-year students,

8. Ann Southworth & Catherine L. Fisk, *Our Institutional Commitment to Teach about the Legal Profession*, 1 UC IRVINE L. REV. 73 (2011).

9. *Pro Bono Program Guidelines*, U.C. IRVINE SCH. LAW, http://www.law.uci.edu/pro_bono/guidelines.html (last visited Nov. 17, 2010).

supervised by the clinic professor, may have the opportunity to provide pro bono legal services working on environmental projects, such as conducting preliminary fact or legal research into potential legal claims.

III. DEVELOPING SECOND-YEAR EXPERIENCES THAT BUILD A BRIDGE TO CLINICAL WORK

The Law School plans to provide second-year students with a variety of opportunities for experiential learning, including externship courses in which students receive academic credit for supervised legal work in a government or non-profit organization, numerous classroom courses that provide an experiential learning component, and clinical courses taught by adjunct faculty. Second-year students also will take any necessary prerequisite courses required to participate in their selected third-year clinic.

In common with many other law schools, UCI Law has created three different types of externships for academic credit: full-time summer externships, part-time externships during the academic year, and in exceptional circumstances, full-time externships during the academic year. The Law School defines an externship course as a field placement in which a student is either engaged in legal work on behalf of clients of an organization other than UCI Law and is primarily supervised by an attorney who is not also a Law School professor, or legal work under the supervision of a judge. Students enrolled in externship courses also participate in a one-unit classroom seminar designed to provide opportunities for contemporaneous reflection and learning. The faculty's decision to offer academic credit for full-time summer externships was motivated, in part, by the recognition that a judicial externship is a very attractive option for many rising second-year students, and one for which they cannot receive any kind of financial compensation.¹⁰

The Law School also plans, in future years, to offer an experiential learning component for numerous upper-division classroom courses. For example, students enrolled in a seminar on copyright law might provide legal assistance addressing copyright questions for clients such as the University. Students enrolled in family law may have the option of working with an adjunct professor on family violence and/or custody cases. Students taking property may represent pro bono clients in unlawful detainer actions under the supervision of volunteer attorneys from a local private firm.¹¹ Faculty are encouraged to consider ways in which they can incorporate both simulated skills exercises and experiential learning into their classroom courses, and the Law School administration is very willing to assist

10. UCI Law students who worked at a non-profit organization or government agency during Summer 2010 were given the choice of receiving a summer stipend from the Law School or academic credit for the work through enrollment in the summer externship course.

11. Property is an upper-division elective course at UCI Law.

interested faculty in finding any needed resources, including supervising attorneys or otherwise, to make such learning opportunities a reality.

UCI Law also plans to capitalize upon the wealth of legal expertise in Orange County and the legal community's outpouring of interest in the Law School by facilitating the creation of clinical courses taught by adjuncts.¹² One such course, envisioned by two partners in the Orange County office of a major international law firm, is a real estate law course in which a group of eight to ten students would work in several teams on various components of an actual development project for a non-profit or low-income client. Issues that students might address include: assessment of the project's environmental impact; research and analysis of governmental processes; drafting of transactional documents; and community outreach designed to insure the project's success.

The second-year curriculum also will include a series of substantive classes that will serve as prerequisites for the third-year clinical course offerings. These classes will provide students with a foundation in the substantive law most relevant to their anticipated clinical course. This substantive background is crucial, as a number of the clinical offerings that will satisfy the clinical requirement will be one-semester, as opposed to year-long, clinics in order to optimize student enrollment. This structure will allow students to better "hit the ground running" at the beginning of the clinic semester, and thus learn more and achieve more for clinic clients in that semester. In addition, many, if not most clinic students will need to either have successfully completed or be concurrently enrolled in evidence in order to act as the primary legal representative of their client in court and other formal legal settings.¹³

III. THE THIRD-YEAR CLINICAL REQUIREMENT: KEEPING STUDENTS ENGAGED THROUGH THE PRACTICE OF LAW

In the 2008–2009 academic year, the faculty voted to require a substantial clinical course for all UCI Law students.¹⁴ Initially, students will enroll in one of

12. The Law School anticipates that these courses would provide an interested student with the opportunity to participate in a second or even third clinical course in addition to the required clinical courses taught by full-time faculty.

13. Cal. R. Ct. 9.42(c) ("To be eligible to become a certified law student, an applicant must . . . (3) Have either successfully completed or be currently enrolled in and attending academic courses in evidence and civil procedure."). All UCI students complete a course in civil procedure in their first semester of law school.

14. UCI Law has joined a relatively small, but growing group of law schools requiring a clinical course. Twelve (less than ten percent) of the 145 schools that participated in a recent national study of clinical education reported requiring students to complete an experiential learning course (either an in-house, live client clinic, or field placement program) before graduating. See DAVID A. SANTACROCE & ROBERT R. KUEHN, CENTER FOR THE STUDY OF APPLIED LEGAL EDUCATION, REPORT ON THE 2007–2008 SURVEY (2008) [hereinafter CSALE Report], available at <http://www.csale.org/files/CSALE.07-08.Survey.Report.pdf>. They are City University of New York, Northeastern University, St. Thomas University, Thomas M. Cooley Law School, University of

the clinical courses designated as fulfilling the clinical course requirement in their third year of law school.¹⁵ Reserving these clinical courses for third-year students may be revisited in future years, but a persuasive argument can be made that participation in a substantial clinical experience in the last year of law school will better engage students in the learning process for all three years of their formal legal education.¹⁶

Although the blueprint for the Law School's clinical program is still very much a work in progress, and will no doubt be revised as more clinical professors join the faculty, certain aspects of the program are foundational.¹⁷ In each clinical course, students will practice law under the close supervision of an experienced attorney. Each clinical course will involve opportunities for simulated practice, feedback on performance, and reflection. Each clinical course also will provide the student with the opportunity to develop some of the specific skills they will use in their chosen practice, whether that choice is to become, for example, a transactional lawyer or litigator in private practice, a government trial attorney, or a legal aid lawyer practicing in the area of community economic development. Each course will also provide the students with opportunities to consider

Detroit, University of Florida, University of Maryland, University of Montana, University of New Mexico, University of Puerto Rico, University of Washington, and Yeshiva University Cardozo School of Law. Email from David A. Santacroce, Clinical Professor of Law, University of Michigan Law School, to author (Aug. 12, 2009) (on file with author). Since the publication of the CSALE Report, at least one other law school, Washington and Lee University School of Law, also has adopted an experiential learning requirement for graduation as a component of the law school's new comprehensive program for all third-year students. See *The Third Year at a Glance*, WASH. & LEE UNIV. SCH. LAW, <http://law.wlu.edu/thirdyear/page.asp?pageid=650> (last visited Jan. 8, 2010).

15. In order to be certified under Rule 9.42, students must attend a law school at least provisionally certified by the American Bar Association. Cal. R. Ct. 9.42(c) ("To be eligible to become a certified law student, an applicant must: (1) Have successfully completed one full year of studies (minimum of 270 hours) at a law school accredited by the American Bar Association or the State Bar of California, or both, or have passed the first year law students' examination."). The Law School anticipates provisional certification sometime in spring 2011, which will permit students to become certified by the beginning of fall semester 2011. ABA SECTION OF LEGAL EDUCATION AND ADMISSIONS TO THE BAR, STANDARDS AND RULES OF PROCEDURE FOR APPROVAL OF LAW SCHOOLS 2009–2010, Interpretation 102–04 ("A student at a provisionally approved law school and an individual who graduates while the school is provisionally approved are entitled to the same recognition given to students and graduates of fully approved law schools."). The Law School recognizes that requiring each student to complete at least one clinical course involves a substantial resource investment, but also potentially places limitations on the clinical experience opportunities of some UCI Law students who would like to take several clinical courses while in law school. At a law school with great financial resources, such a choice might not be necessary; hopefully UCI Law will grow into such an institution.

16. See THE CARNEGIE REPORT, *supra* note 3 at 194–95, noting that one of the problems with the current structure of legal education is students' lack of focus during the third year of law school.

17. For a more in-depth summary of the Law School's initial efforts with respect to innovating its curriculum, including the historical context of resistance to these innovations, see generally Carrie Hempel & Carroll Seron, *An Innovative Approach to Legal Education and the Founding of the University of California, Irvine School of Law*, in AN UNFINISHED PROJECT: LAW AND THE POSSIBILITY OF JUSTICE (Scott L. Cummings ed., 2011).

questions of professional responsibility and identity in the context of the legal problems of a real client, and will instill the importance of regularly providing pro bono legal assistance as an essential responsibility of bar membership. Finally, each clinic should provide an opportunity for students to play an integral role in addressing broader social justice concerns through the legal problems it addresses.¹⁸

Other aspects of the clinical program will depend on both the preferences of the clinical faculty hired and the resources available. As discussed above, the Law School is committed to providing a substantial clinical course to every law student. For most, if not all law students, this will be in the form of a one- or two-semester in-house clinic. In the first several years of the program, the Law School plans to offer an in-house clinical experience to 80%–100% of its students.¹⁹ A few students may wish to satisfy the requirement through placement with a government or non-profit legal services organization in Southern California; to the extent that such organizations will allow students, with close supervision, to act as the primary representative of the client in court or other relevant settings, this will be permitted. For example, a student desiring to become a prosecutor may be permitted to satisfy the clinical requirement by working in a district attorney's office, provided the student will have the opportunity to appear in court in the capacity of a certified law student intern.

As the size of each third-year class grows over the next several years, the Law School intends to hire clinical faculty at a rate that will allow it to meet the goal of enrolling most students in an in-house clinic. Thus, the Law School plans to hire one or two faculty members each year over the next several years until there are at least ten faculty members whose primary teaching responsibility is in a clinic. The law school plans to supplement the teaching in its live client in-house clinics with some adjunct faculty members, other full-time faculty members who wish to teach in the clinical program, and perhaps with some clinical fellows.²⁰ For example, three to five faculty members whose primary teaching responsibilities are non-clinical courses intend to supervise students in the Appellate Litigation Clinic to be offered in fall 2011.

18. For a thoughtful discussion of the potential pedagogical challenges to professors and benefits to students of a clinic that combines representation of individual clients in smaller cases and work on larger projects that seek to address broad social justice concerns, see Jayashri Srikantiah & Jennifer Lee Koh, *Teaching Individual Representation Alongside Institutional Advocacy: Pedagogical Implications of a Combined Advocacy Clinic*, 16 CLINICAL L. REV. 451 (2010).

19. The Law School hopes to have four clinics in place for the first class of fifty-nine third-year students: an appellate litigation clinic, a community economic development clinic, an environmental law clinic, and an immigrant's rights clinic.

20. The decision of whether to hire any clinical fellows will depend on a number of factors, including the interest of a particular faculty member in working with a fellow and the ability to incorporate the mentoring necessary to develop marketable skills and/or time for scholarship into the fellowship opportunity.

Several general criteria are being used to help determine the best types and combinations of clinical offerings for the Law School. First, a clinical course must provide each student the opportunity to serve as a primary advocate for a client in whatever context the legal problems addressed by the clinic arise. For example, if the clinic represents clients in litigation, the students will be the legal representatives who argue in court on behalf of the client. Second, the clinic must provide sufficient intellectual challenges for the student, ideally both in the substantive legal issues involved and in the skills being developed. Third, the substantive law and skills learned in the clinic should, to the extent possible, be those that the student will use in her chosen area of practice. In order to address this criterion, the Law School plans to have roughly an equal number of transactional and litigation clinics. As clinics are created, the career interests of students will be continually assessed and reassessed to determine whether the substantive law and skills learned in the clinical courses are sufficiently broad to meet the needs of the growing student body.²¹

Fourth, to the extent possible, the Law School intends to develop clinical courses that will complement areas of expertise and scholarship of non-clinical faculty. For example, the Law School currently has two non-clinical faculty members with expertise in environmental law, two with expertise in immigration law, and two with expertise in intellectual property law. In 2010, the Law School hired a professor to create an environmental law clinic; in the 2010–11 academic year, the Law School hired a professor to create an immigrant's rights clinic, and a second professor to create an community economic development clinic. In 2011, the Law School hopes to hire a clinical professor to develop a clinic that focuses on the transactional problems of emerging small businesses and/or non-profit organizations and another to develop a human rights clinic. Developing clinics in these subject matter areas will allow for potential collaboration with non-clinical faculty, ranging from providing expertise to some supervision of student practice.

Fifth, the clinic should, when possible, provide opportunities for students to work with professionals and graduate students in other disciplines, to prepare them for the interdisciplinary nature of a twenty-first century legal practice. Dean Chemerinsky and Law School faculty members are currently exploring areas in which collaboration with other academic disciplines would enhance the overall educational experience for students as well as the service provided to clients. Clinics that may provide opportunity for engaged interdisciplinary collaboration include: small business transactions, community economic development, criminal justice, environmental law, immigration law, international human rights, law and medicine, and law and technology.

21. Toward the end of the first year, the Law School surveyed the clinical course priorities of the first class and has used this information in planning the subject matter of the initial in-house clinics.

Finally, the clinics must provide their services pro bono to clients who otherwise would not be able to obtain legal representation. In this respect, the Law School intends to structure the clinical program in a manner that will help to address some of the greatest unmet needs for legal services in Orange County. To this end, faculty and staff are meeting with numerous legal service attorneys in the Orange County community to gather information on this subject. These meetings also provide the opportunity for UCI Law to explore the potential for field placements and/or teaching collaborations with interested legal services attorneys. The Law School intends to utilize the wide-ranging expertise in the Southern California community through the creation of advisory boards to assist the initial clinical faculty in the creation and development of the various clinics.

The Law School prioritizes developing clinics that can both help to address an unmet need for legal services and satisfy the broad pedagogical goals outlined above.

V. CONCLUSION

The founding of a new law school at the University of California, Irvine has created an opportune moment for implementing the recent Carnegie Report's call for full integration of experiential learning into the law school curriculum. The University of California, Irvine has committed substantial resources to the UCI Law School to make this vision a reality. The Law School has taken this call for reform to heart by drafting a blueprint that incorporates best practices and innovations at other law schools, and will offer a sequenced infusion of skills and professional values training.

Without doubt, UCI Law will face several challenges as it pursues its plan to fully implement its blueprint for experiential learning at the Law School. At a pragmatic level, as the size of the Law School grows, the coordination and administration of the program will become more complicated. Implementation of particular components of the program, such as the first-year interviewing project, pro bono and externship components, greatly depend on continual and increasing voluntary collaborations with outside legal organizations. Implementation of a truly interdisciplinary clinical program will depend not only on the resources of the Law School, but also on the willingness of other departments within the University to dedicate resources to collaboration with the Law School. The integration of experiential learning components into courses such as family law or property will ultimately depend on the willingness of non-clinical faculty to include such components in their courses. Additionally, it may prove challenging to concretely evaluate the benefits of a strong focus on experiential learning in law school.

Although the slate is no longer blank, UCI Law has only begun building from the blueprint it has created. It is thus far too soon to evaluate the long term success of these efforts to fully incorporate experiential learning into all three

years of law school. Nonetheless, the Law School has, in its first few years, taken important steps toward implementing its mission of preparing students to be outstanding lawyers by engaging them, while in law school, in the practice of law.