

Is Experiential Education Simply a Trend in Law School



The buzz word “experiential” can be heard throughout legal education, and while some argue the concept is revolutionary, others label it as a trend with an inevitable sunset.¹ This article discusses various curricula that have effectively incorporated “experiential education” without replacing the foundation of the Socratic method.

BY **CHRISTINE CERNIGLIA BROWN**

or Is It Time for Legal Education to Take Flight?

Experiential education, also known as practical training, is defined as those courses where experience is a significant or primary method of instruction and is designed in a manner to produce thoughtful reflection.²

The term “practice ready” or “training” has been a historical leper in academic arenas.⁵ Recently, however, a modern introspective era has entered law schools where administrators are amenable to the notion of skills training or experimenting in the curriculum. This new age can be attributed in part to thoughtful studies in legal education, internal movements in academia, and outside factors such as the job market, economy, low applicant rate, and the necessity of using engaged learning with the millennial generation. Modern developments indicate experiential education is more than a fleeting trend; rather, providing part of a modern shift that provides a new format for practitioners and academics to sit down together and discuss the best practices for the future of our profession.⁶

So, what should a modern legal curriculum include? Pardon the analogy to flight school, and allow a brief moment to indulge the imagination. Pretend you are boarding a plane and the pilot announces this is his first flight. Despite not having any flying time for the past three years, he has studied the intricate mechanics of the aircraft and theory of flying. He graduated from a very notable school ranked as a premier aeronautical institute where the curriculum included fierce study into the physics of flight. He scored extremely high on parasitic and induced drags, Bernoulli’s Theorem regarding lift, weather factors causing stall, the lift–drag ratio, positive neutral and negative stability, and a host of other intricate theories. You have never heard of these subjects until this moment. After hearing the details of his education and realizing he has minimal practi-

cal experience of actual flight time, do you settle into your seat or quickly find the nearest exit? This hypothetical mirrors the traditional education in many law schools based on the Langdell case method.⁷ Students learn theory in formats perfectly packaged by a case note editor isolating the complexity of practice and the emotional or human impact of a case. Although this method allows for efficient study of case law and provides foundational theory, it fails to train future lawyers on how to interact with people.

In contrast, imagine another flight where the pilot explains that although this is her first commercial flight, she has more than 3,000 hours of actual “flying time” required by her school (a school ranked lower on a national scale but well respected in the local community because of its graduates’ professional prowess). Her instructors included both experts on the theory of flight and expert pilots who provided their own insight into decision-making while under pressure. Her last year of school included actual “flying time” in both a simulator and also actual flight time with an experienced instructor as a mentor. This type of “experienced learning” tested her own decision-making abilities and built confidence in her reactions. Are you more confident in the ability of this pilot versus the previous pilot? Ultimately, your answer should depend on whether this pilot understands foundational theory and also tested the theory through simulated or real practice time.⁸ In fact this is the approach gaining traction in law schools across the country. Law schools are now finding creative ways to integrate “flight time” throughout the curriculum.⁹

The variations and terminology of how each school integrates practical training makes it difficult to study the consistency in modern curricular trends; however, the most recent American Bar Association (ABA) study on law school curricula reveals a common trend that “[l]aw schools have increased all aspects of skills instruction, including clinical, simulation, and externships, to meet recently adopted ABA Standard 302(a)(4).”¹⁰ This standard requires each student to receive substantial instruction in

“other professional skills generally regarded as necessary for effective and responsible participation in the legal profession.”¹¹

The ABA standard seems to urge innovation, but thoughtful studies and collaborative efforts foster willingness to redesign curricula. Professors cannot just experiment in the classroom. Instead, they must carefully design courses with assessment tools in place to ensure teaching objectives are met and fairly assessed. One formidable study, the *Best Practices for Legal Education*, specifically outlines objectives and assessment methods for experiential courses.¹² The study creates a launching pad for professors to embrace such training.¹³ Additionally, the 2007 study by the Carnegie Foundation on the advancement of teaching specifically analyzed legal education and also served as a catalyst for reform by calling for more “bridges to practice” and professional identity formation.¹⁴ Both studies were wake-up calls for legal educators and fostered much discussion on new initiatives.

More recent developments include a new consortium of schools led by the Institute for the Advancement of the American Legal System and guided by the mission of Educating Tomorrow’s Lawyers, a “foundation for ongoing inquiry, exploration, and measurement” of training new lawyers.¹⁵ This group is guiding curricular reform by hosting conferences dedicated to Carnegie initiatives and showcasing leading professors and schools in experiential efforts, thereby fostering collaboration.¹⁶ For example, Northeastern Law School recently formed an Alliance on Experiential Education, hosting an inaugural conference and collaborative working groups.¹⁷ This further reflects the steady current of change underway in legal education.

The low applicant rate in law school admissions creates pressure for schools to compete for the best-ranked applicants and find creative ways to market their curricular offerings. Equally, the legal market has transformed itself to meet global needs, while legal education has not evolved to train students.

Beyond their walls, law schools feel outside pressure forcing change. Specifically, the dismal job market and the fact that law firms are no longer willing to undertake the expense of training recent graduates have forced schools to embrace experiential education.¹⁸ The low applicant rate in law school admissions also creates pressure for schools to compete for the best-ranked applicants and find creative ways to market their curricular offerings. Equally, the legal market has transformed itself to meet global needs, while legal education has not evolved to train students.¹⁹ Notably, the students have changed, thereby demanding more methods of engaged learning to maintain their brief attention span and intervals of linear thought.²⁰

Ultimately, the time is now for legal educators to rethink the

way we train new lawyers.²¹ The positive news is that law schools have responded and are already providing various methods of skills training, such as:

Skills Courses

These courses include client interviewing and counseling, negotiation, depositions, *voir dire*, discovery, upper-level drafting courses, and a host of other offerings. Some schools require students to graduate with a certain number of skills courses, often taught by expert practitioners who provide insight into decision-making based on their own experience. Many of the courses provide simulated experiences, where students act out the skill and then the instructor provides explanatory coaching and reflection before the student has another opportunity to perform. Some students now attend competitions beyond traditional moot court formats to include other pretrial, transactional drafting, and negotiation competitions encompassing the training learned in skills courses.

Externships

Externship placements provide an opportunity for students to earn academic credit for study outside the classroom while placed in a legal office and learning in context.²² Again, law schools vary on the type of placements offered and the manner in which externships are implemented, including a tethered academic course in a specialized area taught by an adjunct instructor. Other schools offer placement opportunities and faculty advisors.²³ Externships are unique in that students witness the complexity of practice. They become actively involved and engaged in acquiring skills and learning specific areas of law.²⁴ Externship programs offer upper-level students an opportunity to explore an area of practice and to begin building their own professional identities.

Transformation of the Third Year

Schools have transformed the third year of law school into immersion programs, requiring students to participate in externships, clinics, and skill classes. This has resulted in a more engaged student body and a higher applicant rate at particular law schools.²⁵ Other schools have co-op programs designed for upper-level students and offer opportunities for students to experience the demands of a law office outside of the academic semester.²⁶

Lawyering Courses

Other schools have restructured their first-year writing programs into lawyering courses.²⁷ These courses introduce students to writing problems through simulations such as client interviews or depositions. The courses may also require students to draft practical documents such as client letters or motions.²⁸ Despite this move in the forward direction, such programs ultimately cast the burden upon writing instructors, who are already challenged with individualized writing critiques, conferences, and the grading of multiple assignments.

Simulations

Similar to the “pilot in flight school” example, law schools have also introduced simulation-based courses that enable students to assume the role of lawyer and exercise certain skills while sheltered from a “real-life” experience. Simulation learning can be designed to integrate issues such as cross-cultural competence, soft skills

training, ethics, professionalism, and client-relationship-building exercises. Even students in clinic who experience live-client interactions can benefit from the reflective exercise of a simulation.²⁹ For example, a client interview simulation for clinical students may include the added complexity of clients with English-language barriers. Students are required to conduct the interview initially without an interpreter and then build the same level of trust with the added complexity of an interpreter. The beauty of a simulation is the pause for teachable moments with explanatory coaching. Students are able to reflect, ask questions, and then perform again. They are engaged and can compare their live-client interactions to deduce better ways to improve their own methods of interviewing.

Clinics

Ultimately, clinical education remains the gold standard for practical training, but very few schools require *all* of their students to enroll in a clinic.³⁰ Clinical education is similar to flight schools requiring actual “flying time” before graduation. Clinical classrooms are intentionally small to provide proper commentary and forums to discuss cases and strategy with an experienced practitioner. Clinical education can best be described as a true apprenticeship, where cases are assigned to the clinical faculty member and students perform many of the necessary tasks to build the case, represent the client, or pursue alternatives to litigation. Ultimately, the student is flying the aircraft, but with an experienced co-pilot to ensure the enforcement of proper protocols or objectives. Notably, in-house clinics introduce students to vulnerable or under-represented populations, which also builds an understanding of social justice in the students.³¹

All of the above methods of integration indicate a move forward in experiential education, but many of the opportunities are still isolated from doctrinal courses.³² So how else can legal educators innovate within the curriculum? The answer is to integrate “flight time” throughout *each* semester to reinforce theory and build cognitive processes. For example, a traditional contracts course would remain virtually the same; however, an added experiential lab would require students to draft a contract and include the applicable theories of contract law. The classroom would integrate practitioners at key moments during the course and include such drafting assignments when students are able to review their own draft and compare to an expert practitioner’s model. The classroom essentially includes an expert theorist (the professor), an expert in practice (the practitioner), and the future lawyer (the student). The most important aspect of this type of learning is the student’s observation of the discussion between theory and practice.

Additionally, “lab” time would also include simulation-based exercises throughout the course, where students take on the roles of lawyers and exercise decision-making based on ethical or professional dilemmas in the context of specific areas of law. One objective of a simulation would be to reduce the learning of theory in an isolated format and to add complexity similar to practice. Similar to flight school simulators adding layers of complexity in each training session, students would experience the intersection of procedural rules, professional dilemmas, ethical training, and substantive areas of law during each lab.

However, this type of modern curriculum requires an inordinate amount of time and finances to create a controlled experience conducive for student learning. The naysayers of experiential education

may posture that such a “lab” requires less coverage of material in the classroom and/or more work from the students and professors. Administrators may argue the expense is cost prohibitive. This modern design requires additional resources to properly compensate practitioners or create new faculty positions dedicated to assisting professors with experiential education—all of this at a time when law schools are already required to do more with less.

Collectively as a profession, how can we make it through this storm? Simply put, law school administrators need help, not criticism, from experienced practitioners. What can you do?

First, read the most recent studies on legal education, such as the *Carnegie Report* or *The Best Practices*. Second, research whether your law school has appointed someone as an experiential coordinator or director and volunteer to share your experience in the classroom. Third, determine if your state bar association offers continuing legal education (CLE) credits for those willing to teach. If not, urge it to reconsider this stance, as teaching requires in-depth preparation and fosters a continued learning environment. Third, attend a legal education conference. The voice of expert practitioners is sometimes absent in academic arenas. Conferences offer ample opportunity to create and collaborate. Fourth, donate resources to assist your alma mater. The expenses required for smaller classrooms to allow more engaged learning or stipends for professors willing to undertake course design rather than traditional scholarship influences such innovation. Now is the time for experienced practitioners to become involved, help shape the future of our legal profession, and allow curricular changes to take flight. ☉

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Endnotes

¹See John C. Weistart, *The Law School Curriculum: The Process of Reform*, 1987 DUKE L.J. 317 (April 1987). See David H. Getches, *What’s New in Legal Education—Experiential Learning*, 38-APR COLO. LAW. 13 (2009); James E. Moliterno, *The Future of Legal Education Reform*, 40 PEPP. L. REV. 423, 429-30, 434 (2013) [hereinafter Moliterno, *Future of Education Reform*].

²Ron Stuckey and Others, *Best Practices for Legal Education: A Vision and a Road Map* 165 (2007).

³James E. Moliterno, *Legal Education, Experiential Education, and Professional Responsibility*, 38 WM. & MARY L. REV. 71, 78 (1996), scholarship.law.wm.edu/wmlr/vol38/iss1/6 [hereinafter Moliterno, *Experiential Education*] (Describing the difference between experiential learning and education, as the former being a series of haphazard experiences versus thoughtful pedagogy allowing students to learn in context.).

⁴William M. Sullivan, et al., *Educating Lawyers, Preparation for the Profession of Law* 195 (Josey-Bass 2007) (“lawyering should always be taught in conscious relationship to the students’ growing understanding of particular features and areas of legal doctrine”).

⁵See R. Michael Cassidy, *Beyond Practical Skills: Nine Steps for Improving Legal Education Now*, 53 B.C. L. REV. 1515, 1530

(noting “[h]iring faculty members with more practice experience will for some conjure up images of legal academy as ‘trade school,’ a pejorative label that undoubtedly contributes to faculty divisiveness on the important subject of curriculum reform.”).

⁸See Getches, *supra* note 1, at 13.; Moliterno, *Future of Education Reform*, *supra* note 1, at 429-30, 434.

⁷See Moliterno, *supra* note 3 at 82-83; (Historic law school curriculums include reading appellate cases; extracting the legal theory builds the necessary skills of critical reading and retrospective thinking; however, the curriculum fails to build other essential lawyering skills; also, describing the Langdell case method as one preparing students to become professors and not training lawyers.).

⁸Stefan H. Krieger and Serge Martinez, *Performance Isn't Everything: The Importance of Conceptual Competence in Outcome Assessment of Experiential Learning*, 19 CLINICAL L. REV. 1, 11-30 (2012), available at ssrn.com/abstract=1972414 (Analyzing the reasoning underlying Captain Chelsey Sullenberger's performance and quick calculations in piloting Flight 1549 to land in the Hudson River on January 15, 2009, by disregarding US Airways procedures, highlights the “importance of cognitive process in expertise” and the importance of structuring law school curriculum based on intuitive performance.).

⁹Catherine Carpenter, *A Survey of Law School Curricula, 2002-2010*, ABA SECTION OF LEGAL EDUC. & ADMISSIONS TO THE BAR 14 (Jul. 2012), available at www.google.com/url?sa=t&rct=j&q=&e src=s&frm=1&source=web&cd=1&cad=rja&sqi=2&ved=0CC4QFjAA&url=http%3A%2F%2Fwww.abanow.org%2F2012%2F07%2Flaw-school-curricula-executive-summary%2F&ei=4MScUerULsPI0QH11IEQ&usg=AFQjCNFPEKsB8NPSOZPLwHjuKywxFl5JNg&sig2=X3gnJTildO3NlyvmySh4TQ (“Results of the 2010 Survey—the objective data combined with the narrative responses—reveal that law school faculties are engaged in efforts to review and revise their curriculum to produce practice-ready professionals. Survey respondents frequently cited the changing job market.”).

¹⁰*Id.*

¹¹ABA Standard: (a) A law school shall require that each student receive substantial instruction in: (1) the substantive law generally regarded as necessary to effective and responsible participation in the legal profession; (2) legal analysis and reasoning, legal research, problem solving, and oral communication; (3) writing in a legal context, including at least one rigorous writing experience in the first year and at least one additional rigorous writing experience after the first year; (4) other professional skills generally regarded as necessary for effective and responsible participation in the legal profession; and (5) the history, goals, structure, values, rules, and responsibilities of the legal profession and its members. ABA Standards for Approval of Law Schools 2012-2013 20 (b) A law school shall offer substantial opportunities for: (1) live-client or other real-life practice experiences, appropriately supervised and designed to encourage reflection by students on their experiences and on the values and responsibilities of the legal profession, and the development of one's ability to assess his or her performance and level of competence; (2) student participation in pro bono activities; and (3) small group work through seminars, directed research, small classes, or collaborative work.

¹²Stuckey, *supra* note 2, at 165.

¹³Stuckey *supra* note 2, at 166. (“Optimal learning from experiences involves a continuous, circular four-stage sequence of experi-

ence, reflection, theory, and application.”).

¹⁴Sullivan, *supra* note 4.

¹⁵*About ETL*, EDUC. TOMORROW'S LAWYERS, educatingtomorrowslawyers.du.edu/about-etl (last visited May 30, 2013).

¹⁶*See Course Portfolios*, EDUC. TOMORROW'S LAWYERS, educatingtomorrowslawyers.du.edu/course-portfolios (last visited May 30, 2013) (Showcasing faculty at consortium schools who have implemented innovated course design to include practical training); see also the list of consortium member schools. *Consortium*, EDUC. TOMORROW'S LAWYERS educatingtomorrowslawyers.du.edu/schools (last visited May 30, 2013).

¹⁷*Experience the Future: Inaugural National Symposium on Experiential Education in Law*, NORTHEASTERN UNIV. SCH. OF LAW, www.northeastern.edu/law/academics/conferences/experience-the-future (last visited May 30, 2013).

¹⁸Industry Leaders Discuss the Future of Lawyer Hiring, Development and Advancement; NALP, http://www.nalp.org/future_pressrelease?s=law%20firms%20and%20associate%20training (last visited May 31, 2013).

¹⁹William Henderson, *A Blueprint for Change*, 40 PEPP. L. REV. 461 (2013).

²⁰Kari Mercer Dalton, *Bridging the Digital Divide and Guiding the Millennial Generation's Research and Analysis*, 18 BARRY L. REV. 167, 174-176 (Fall 2012) (Education for the millennials is linked to entertainment. Their viewpoint is one of consumer entitled to accessible and entertaining education. They read less and prefer more interactive video formats.).

²¹Moliterno, *Future of Education Reform* *supra* 1.

²²ABA Standard 305(e) requires a field placement program to include: (1) a clear statement of the goals and methods, and a demonstrated relationship between those goals and methods to the program in operation; (2) adequate instructional resources, including faculty teaching in and supervising the program who devote the requisite time and attention to satisfy program goals and are sufficiently available to students; (3) a clearly articulated method of evaluating each student's academic performance involving both a faculty member and the field placement supervisor; (4) a method for selecting, training, evaluating, and communicating with field placement supervisors; (5) periodic on-site visits or their equivalent by a faculty member if the field placement program awards four or more academic credits (or equivalent) for field work in any academic term or if on-site visits or their equivalent are otherwise necessary and appropriate; (6) a requirement that students have successfully completed one academic year of study prior to participation in the field placement program; ABA Standards for Approval of Law Schools 2012-2013, Standard 302(e).

²³J.P. Ogilvy and Robert F. Seibel, *Externship Demographics Redux*, (CUA Columbus Sch. of Law Legal Studies, Working Paper No. 2007-13 (2007), ssrn.com/abstract=1077551 (what is currently called an externship has a long history in our profession of essentially learning the craft by training in a law office through apprenticeship-style learning).

²⁴Stuckey, *supra* note 2, at 167 (Experiential education gives students opportunities to be actively involved in their own education, and it has positive effects on their motivation, attitudes toward the course, willingness to participate in class, ability to ask insightful

Endnotes

- ¹*Bakke*, 438 U.S. at 291 (quoting *Korematsu v. United States*, 323 U.S. 214, 216 (1944)).
- ²*Grutter*, 539 U.S. at 326.
- ³*Bakke*, 438 U.S. at 273-74.
- ⁴*Id.* at 291, 305-06.
- ⁵*Id.* at 307, 310, 312, 315.
- ⁶*Id.* at 316, 318-19.
- ⁷*Grutter*, 539 U.S. at 315-16.
- ⁸*Id.* at 328, 329 (quoting *Bakke*, 438 U.S. at 318-19).
- ⁹*Id.* at 334 (quoting *Bakke*, 438 U.S. at 315), 335-36.
- ¹⁰*Id.* at 326 (quoting *Adarand Constructors, Inc. v. Peña*, 515 U.S.200, 237 (1995)), 339.
- ¹¹*Id.* at 379, 380-81 (Rehnquist, C.J., dissenting).
- ¹²*Id.* at 382-83, 386.
- ¹³*Id.* at 387 (Kennedy, J., dissenting).
- ¹⁴*Id.* at 388, 391, 394.
- ¹⁵70 U.S. ___, No. 11-345 (June 24, 2013) Slip Opinion.
- ¹⁶Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d *et seq.*
- ¹⁷*Fisher*, *supra* n. 15, at 13.
- ¹⁸*Fisher v. Univ. of Texas at Austin*, 631 F.3d 213, 222-226 (5th Cir. 2011).
- ¹⁹*Hopwood v. Texas*, 78 F.3d 932 (5th Cir. 1996).
- ²⁰*Fisher*, 631 F.3d at 223-224.
- ²¹*Fisher*, 631 F.3d at 223-224.
- ²²*Grutter*, 539 U.S. 306.
- ²³*Fisher*, 631 F.3d at 225-226.
- ²⁴*Id.* at 228-230.
- ²⁵*Id.* at 231-232.
- ²⁶*Id.* at 235-246.
- ²⁷*Fisher*, *supra* n. 15, Brief for Petitioner at 26-30.
- ²⁸*Id.* at 31-37.
- ²⁹*Id.* at 37-47.
- ³⁰*Id.* at 47-52. *See also id.* at 47-57.
- ³¹*Fisher*, *supra* n. 15, Brief for Respondents at 23-28.
- ³²*Id.* at 28-31.
- ³³*Id.* at 31-36.

³⁴*Id.* at 36-38.

³⁵*Id.* at 38-46.

³⁶*Id.* at 47-50.

³⁷*Id.* at 50-54.

³⁸*Bakke*, 438 U.S. 265.

³⁹*Gratz v. Bollinger*, 539 U.S. 244 (2003).

⁴⁰*Fisher*, *supra* n. 15, at 9-11.

⁴¹*Id.* at 10-11.

⁴²*Fisher*, *supra* n. 15, at 2-4 (Ginsburg, J., dissenting) (internal citations omitted).

⁴³*Parents Involved in Community Schools v. Seattle School District No. 1*, 551 U.S. 701 (2007).

⁴⁴*Fisher*, *supra* n. 15, at 1 (Scalia, J., concurring); *id.* at 1-20 (Thomas, J. concurring).

⁴⁵*Fisher*, *supra* n. 15, at 11.

⁴⁶For a discussion of race-neutral alternatives adopted in states that have legislatively banned consideration of race in admissions, see *A Better Affirmative Action: State Universities that Created Alternatives to Racial Preferences*, Richard D. Kahlenberg, Halley Potter, Century Foundation Report (October 3, 2012), available at tcf.org/work/education/detail/a-better-affirmative-action-state-universities-that-created-alternatives-to (last visited July 10, 2013).

⁴⁷For a copy of a study conducted at the University of North Carolina-Chapel Hill, see Charles Daye, et al., *Does Race Matter in Educational Diversity? A Legal and Empirical Analysis*, available at ssrn.com/abstract=2101253. For a copy of a study conducted at the University of Maryland, see *Does Socioeconomic Diversity Make a Difference? Examining the Effects of Racial and Socioeconomic Diversity on the Campus Climate for Diversity*, Julie J. Park, Nida Denson, and Nicholas A. Bowman, available at aer.sagepub.com/content/50/3/466.abstract (last visited July 10, 2013).

⁴⁸*Id.* at 8, 11.

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questions, and acquisitions of knowledge and skill).

²⁵*See* Carpenter, *supra* note 9. *See also* Jim Moliterno *Answers Questions on W&L's 3L Program; Supplies Additional Data on W&L*, THE LEGAL WHITEBOARD (Feb. 13, 2013), www.lawprofessors.typepad.com/legalwhiteboard/2013/01/biggest-legal-education-story-of-2013.html (commenting on The New Third Year at Washington & Lee School of Law).

²⁶*The incomparable co-op: Four full-time work experiences. Countless opportunities*, NORTHEASTERN UNIV. SCH. OF LAW, www.northeastern.edu/law/experience/co-op/index.html (last visited May 30, 2013).

²⁷*See* CORNELL UNIVERSITY SCHOOL OF LAW'S LAWYERING PROGRAM, www.lawschool.cornell.edu/academics/lawyerprogram/ (last visited May 31, 2013); *See also* UNIVERSITY OF MONTANA, FUNDAMENTAL LAWYERING PROGRAM, umt.edu/law/students/academicprograms/courseofferings/LawyerFundamentalsProgram.php (last visited May 31, 2013).

²⁸*Id.*

²⁹Paul S. Farber, *Adult Learning Theory and Simulations—Designing Simulations to Educate Lawyers*, 9 CLINICAL L. REV. 417 (2002).

³⁰Deborah L. Rhode, *Legal Education: Rethinking the Prom, Reimagining the Reforms*, 40 PEPP. L. REV. 437, 448-49, 456-57 (2013) (“Only 3 percent of schools require clinical training, and a majority of students graduate without it.”).

³¹STUCKEY, *supra* note 2, at 190 (The process of providing services to under-represented segments of society helps develop positive professional characteristics.).

³²Deborah Maranivell, *Infusing Passion and Context into the Traditional Law Curriculum Through Experiential Learning*, 51 J. LEGAL EDUC. 51, 57-58 (2001) (It is important to incorporate “experiential learning approaches into the traditional doctrinal curriculum.” By doing this, students’ passion for the legal profession can be cultivated and encouraged.).