Midwest Regional Clinical Legal Education Conference
The University of Tulsa College of Law · Tulsa, Oklahoma
October 6-8, 2016

Teaching for Our Times

Conference Program Overview

THURSDAY, OCTOBER 6
6:00–8:00 p.m. Welcome Reception
Henry Zarrow Center for Art & Education,
124 East MB Brady Street

FRIDAY, OCTOBER 7
7:15 & 7:45 a.m. Shuttle Service from the Hyatt to the College of Law
7:30–9:00 a.m. Registration & Continental Breakfast
Main Lobby, The University of Tulsa College of Law
Student-Led Tours of Boesche Legal Clinic
9:00–10:30 a.m. Plenary I: Evaluating New Forms of Experiential Education
10:30-10:45 a.m. Refreshment Break
Student-Led Tours of Boesche Legal Clinic
10:45 a.m.–12:00 p.m. Concurrent Sessions I (see below for descriptions & locations)
12:15–1:15 p.m. Lunch and Keynote address by Marq Lewis
Student Union, Great Hall 2nd Floor
1:30–3:00 p.m. Plenary II: Accessing Justice on Tulsa Time
3:00-3:15 p.m. Refreshment Break
3:15–4:30 p.m. Concurrent Sessions II (see below for descriptions & locations)
4:30 & 5:00 p.m. Shuttle to Hyatt Regency Tulsa, 100 E. 2nd Street
6:00–8:00 p.m. Dinner & Keynote Address by Hannibal J. Johnson
Oklahoma Jazz Hall of Fame, 111 E. 1st Street
SATURDAY, OCTOBER 8

7:45 & 8:15 a.m.  Shuttle Service from the Hyatt to the College of Law
(A room at the College will be available for storing luggage during the conference)

8:00–9:00 a.m.  Continental Breakfast, The University of Tulsa College of Law

9:00–10:15 a.m.  Plenary III: The Relationship Between Experiential Coursework and Bar and Employment Outcomes

10:15-10:30 a.m.  Refreshment Break

10:30–11:45 a.m.  Concurrent Sessions III (see below for descriptions & locations)

11:45–12:15 a.m.  Closing Session

12:30 & 1:00 p.m.  Shuttle Service to the Tulsa International Airport
Full Conference Program

THURSDAY, OCTOBER 6
6:00–8:00 p.m.  Welcome Reception
Henry Zarrow Center for Art & Education
Brady Arts District, 124 East MB Brady Street, Tulsa, OK 74103

FRIDAY, OCTOBER 7
7:15 & 7:45 a.m.  Shuttle Service from the Hyatt to the College of Law
7:30–9:00 a.m.  Registration & Continental Breakfast
Main Lobby, The University of Tulsa College of Law
3120 East 4th Place, Tulsa, OK 74104

9:00–10:30 A.M.  PLENARY SESSION I
Welcome from College of Law Dean Lyn Entzeroth
Price and Turpen Court Room

Evaluating New Forms of Experiential Education: Which Opportunities for Students to Work in the Community Should We Adopt?
Claudia Angelos, NYU School of Law
Phyllis Goldfarb, George Washington University Law School
Ann Shalleck, American University Washington College of Law

In this time of turmoil and transformation in legal education and the legal profession, there is a heightened emphasis on experiential education but limited resources to support it. This situation has spawned proposals for new forms of low-cost experiential offerings that present experiential educators with both opportunities and challenges. This plenary will continue the collective efforts of the presenters to develop methods and materials helpful to clinicians involved in designing and evaluating new experiential offerings that differ from standard understandings of in-house clinics or externships. We hope that it helps clinicians 1) articulate the benefits and risks of new forms of experiential offerings, 2) decide whether to design and teach such offerings, 3) navigate challenges involved in endorsing or opposing these proposals, and 4) justify taking positions on scaling back proposals that do not effectively meet experiential learning goals, or, when appropriate, on strengthening “hybrid” experiential proposals by sharing clinical pedagogy that can engage and inspire students as they develop the habits, skills, and values necessary for the effective practice of law. During the session we will present a structured methodology for considering new forms of experiential courses and provide opportunities for audience members to test it through discussion of proposals at their own institutions. We will also leave time for audience feedback on the utility of the structured methodology and how it might be strengthened.
10:45–12:00 P.M.        CONCURRENT SESSIONS I

Vicarious Trauma and Vicarious Resiliency: Tools for the Social Justice Struggle
Classroom 205
George Baboila, University of St. Thomas Interprofessional Center
Dr. Patricia Stankovitch, University of St. Thomas Interprofessional Center
Virgil Wiebe, University of St. Thomas School of Law

The presenters (a psychologist, a lawyer and a social worker) will share recent research on vicarious trauma and vicarious resiliency and how we train students to manage and even thrive while working with individuals and groups who have experienced trauma.

The Ohio CQE Project: Crossing Law School Boundaries to Address a Pressing Community Need
Classroom 202 (PowerPoint handout and load on computer)
Joann Sahl, University of Akron School of Law
Robert Salem, University of Toledo College of Law

This presentation will describe how law schools and other entities in Ohio came together to address a significant community need: the successful reentry of ex-inmates into society. The collaboration resulted in the Ohio CQE Project. Through the Project, law students and volunteer attorneys help ex-inmates process CQE (Certificate of Qualification of Employment) applications so they can be eligible for work in certain occupations or industries that they were barred from due to their criminal convictions. The objective of this presentation is to provide participants with an effective model of community engagement which they can use in their own communities.

Retread or Racing Tire? Engaging Advanced Clinic Students in Nontraditional Ways
Classroom 203
Steve Gray, University of Michigan Law School
David Guenther, University of Michigan Law School

Most clinics offer some form of advanced clinic for students who excelled in their clinic. Traditionally, these advanced clinic students work on more complex cases or transactions for the clinic or continue on cases or transactions they developed while taking the clinic. This discussion-based workshop will explore non-traditional ways of engaging advanced clinic students as: peer supervisors; impact project leaders; and teaching assistants. The workshop will also explore growth opportunities for advanced clinic students and potential challenges posed with respect to transparency and faculty evaluation of regular clinic students.
With Great Power Comes Great Responsibility: Encouraging and Preparing Law Students to Work on Access to Justice Issues After Graduation
Classroom 204
Carolyn Frazier, Northwestern Pritzker School of Law
Uzoamaka Nzelihe, Northwestern Pritzker School of Law
Karen Daniel, Northwestern Pritzker School of Law
Stephanie Horten, Student, Northwestern Pritzker School of Law

As clinical faculty, we try to help our students understand that as attorneys, they will be in a position to deeply affect other people’s lives. Nowhere is this power more evident than when students provide legal representation to clients who would otherwise face the legal system on their own. Participating in access to justice work in the clinical setting can be transformative, instilling values and skills that students can take beyond law school, no matter the type of law they eventually practice.

Given the realities of the legal market, as well as their need to have a financially sustaining career, most students will not engage in full-time access to justice work after graduation. What can we as clinicians do to prepare and empower our current students to continue this work throughout their careers? Drawing from their experiences in three very different clinics, the panelists will share specific methods clinicians can use to foster an abiding interest in access to justice work regardless of a student’s career path. The clinicians will be joined by a former clinic student now actively engaged in access to justice work, who will discuss how her clinic experience shaped her future career.

Empirical Advocacy: Why Clinical Faculty Can and Should Conduct Empirical Research
Classroom 206
Anna E. Carpenter, The University of Tulsa College of Law
Allyson Gold, Loyola University Chicago

There are a growing number of clinicians who recognize the natural fit between their work and empirical research. This work can support meaningful scholarship, advance access to justice, and be part of advocacy and activism on behalf of a community. The goal of the session is to provide participants with inspiration, lessons learned, and frameworks for combining advocacy and empirical research in their own work.

This interactive session will explore empirical research for clinical faculty and will address questions including: Should (and can) empirical research be designed as a means to advance advocacy and activism ends for a particular community? What happens when empirical research goals (or results) conflict with a community’s advocacy goals or personal activism goals? Can one design empirical research that is independent of but nonetheless consistent with community advocacy or activism goals? How are clinicians particularly well suited to be empirical scholars? What are potential challenges and pitfalls? What resources or support are available?
12:15–1:15 P.M.  
LUNCH  
Student Union, Great Hall 2nd Floor

**Speaker:** Marq Lewis, Director and Founder, We the People Oklahoma
Introduction by Elizabeth McCormick, The University of Tulsa College of Law

Marq Lewis is a Tulsa-based community organizer and founder of We the People Oklahoma. Mr. Lewis is the leader of a peaceful, grassroots movement that was instrumental in removing the Tulsa County Sheriff from office in 2015. Following the April 2015 fatal shooting of Eric Harris by a Tulsa County Reserve Deputy, Mr. Lewis and We the People collected nearly 9,000 signatures for a petition to empanel a civil grand jury. The grand jury eventually returned two misdemeanor indictments and a bill of removal against the then-Sheriff, Stanley Glanz, who responded by resigning after 26 years in office. Mr. Lewis was recently honored with a United Nations Association humanitarian award, named 2015 Tulsan of the Year, and named one of the four Oklahomans of the year in 2015.

1:30–3:00 P.M.  
PLENARY SESSION II

**Accessing Justice on Tulsa Time**

**Price and Turpen Courtroom**

David Blatt, Oklahoma Policy Institute  
DeVon Douglass, Oklahoma Policy Institute  
Deborah Shallcross, GableGotwals  
Dan Smolen, Smolen, Smolen, and Roytman  
Adrienne Watt, Legal Aid Services of Oklahoma  
Moderator: Elizabeth McCormick, The University of Tulsa College of Law

This plenary panel will focus on the challenges and the innovations we are experiencing here in Oklahoma in ensuring access to justice, especially in poor and marginalized communities. The five panelists are each engaged in inspiring work in the Tulsa community that challenges the status quo and has brought about much needed change. Together they bring a broad range of expertise and experience as advocates for social justice through policy development, system change, direct legal services, impact litigation, and community education and outreach. The panel will discuss the systemic challenges in our state budget and policy making processes and our justice system and share some of their innovative responses to these challenges.
This session will provide a round table discussion on how to effectively navigate the vast sea of options when it comes to a successful externship programs. Be a part of this honest conversation on what is working, what continues to present challenges, and what to do with the recent changes to the ABA rules affecting externships. Externship faculty and program directors rely heavily on idea sharing, as we are often each other's best resources. Our goal here is to use that resource beyond the overview and focus on what externship programs look like at the ground level: field placements, course components, assessments, and avoiding certain pitfalls.

We will exchange ideas on how to effectively integrate curricular course requirements, as well as program developments related to the 2016 revisions to the ABA rules. We will discuss ways to collaborate with other faculty, career services, supervisors, and other resources to get the most leverage for your time and program and to maximize student buy-in. Also, we will discuss ways to make experiential opportunities available to part-time students, including the use of remote work opportunities and other technologies.

**No Backflips! Better (and Worse) Ways to Innovate Your Teaching**

**Classroom 203**

Stephen Galoob, The University of Tulsa College of Law

Innovative instructional techniques like the so-called “flipped” classroom challenge the “Case Method” of curriculum and Socratic method of instruction, which have (at least rhetorically) dominated American legal education for more than 120 years. These techniques reorient the classroom, deemphasizing the supposed brilliance of the professor and emphasizing feedback that develops students’ skills. Teachers of doctrinal courses who adopt these techniques are, in essence, embracing a pedagogy that has been utilized by clinical law teachers for a very long time.

But there are better and worse ways to flip a classroom. This session will (1) lay out some of the basics of these teaching techniques (2) relate some recent social science work on how, and how not, to use these techniques to improve your teaching. The session will be facilitated by a committed (though still reluctant) flipper, someone who just can’t give up the fleeting experience of omniscience that Socratic instruction affords. The goal of the session is to give participants (and the session facilitator!) the courage and wisdom to change their teaching in ways that will improve student learning.
Implementing a Practical Model for Teaching Culturally Competent Client Communication to Clinic Students

Classroom 204

Elizabeth Cateforis, University of Kansas School of Law
Jean K. Phillips, University of Kansas School of Law
Meredith Schnug, University of Kansas School of Law

Clinical faculty have long recognized the importance of teaching cross-cultural lawyering and have embraced different methods of doing so. At the University of Kansas, we have taught cross-cultural lawyering within our separate clinics; however, recent events and the political climate - both on and off campus - have caused us to re-evaluate how we teach this vital skill. Recently, our clinical faculty joined together to develop a cross-cultural lawyering training that is required for all students before they begin work in their clinic or field placement. Framed as “professionalism in practice,” the training incorporates ethics rules and practical strategies for counteracting implicit bias and responding to micro-aggressions in the workplace.

During this interactive session, we will share our training model and the resources that informed our methods, as well as facilitate discussion about how other programs are teaching these skills in changing times. Conference participants will have the opportunity to engage in exercises to build skills for facilitating conversations with students about diversity. By the end of the session, conference participants will be able to adapt our materials and implement these methods of teaching cross-cultural lawyering to meet the needs of their own programs.

Deciding Whether and Why to Teach the New and Pressing Legal Issues of Our Times

Classroom 2442

Alicia Alvarez, University of Michigan Law School
Yulanda Curtis, University of Michigan Law School
Kimberly Thomas, University of Michigan Law School

This session will examine the question of how much we teach for “our times,” in the sense of responding to important legal and public questions that may be related to what our existing clinic is doing, but can be slightly different from its pre-existing case or client work, or can push clinic growth in a new direction. Many clinicians are drawn by a desire to address important and pressing legal problems, and yet we wonder what are the costs and benefits that should guide our decision? This session will explore the implications for our students, ourselves, our law school clinical programs and our communities of the decision(s) to address legal problems of our times.

Two panelists are asking this question of themselves from the perspective of long-standing clinics, with more established clientele and student expectations about what the clinic is. One of these is a transactional clinic and one is a litigation clinic. The other panelist is the fellow for a newer clinic, which arose in response to a need of “our times.” We hope to both inspire clinicians to dig into pressing legal issues, and to help them do this with eyes wide open.
Immigration Law Toolkit: Overcoming Bias to Assist the Somali Community in Minnesota
Classroom 205
Deepinder Singh Mayell, University of Minnesota Law School
Tracey Alexander, Student, University of Minnesota Law School
Moderator: Miriam Marton, The University of Tulsa College of Law

The presenters are in the process of developing an Immigration Law Toolkit that applies findings from a growing body of cognitive research on implicit bias to immigration law practice. In this session, presenters will describe the goals and content of the Toolkit and seek feedback from participants to improve the Toolkit.

The Toolkit focuses specifically on lawyers who represent Somali immigrants in immigration proceedings. To be successful, immigrants must overcome the implicit biases that players within the system harbor, including judges, police officers, prosecutors, federal officials as well as criminal defense and immigration attorneys. Biases held by these actors may impact the effectiveness and fairness of the immigration system and understanding the power and scope of bias is integral to successful legal representation. The Toolkit examines implicit biases that may impede the attorney-client relationship and conditions in immigration court and in immigration law that may contribute to an environment where implicit bias can effect fair outcomes. This Toolkit also builds basic cultural competency about Somali culture and offers guidance, based on recognized methods and techniques, to combat and mitigate the negative effects of implicit bias. The Toolkit is a product of a partnership between the Center for New Americans, The Advocates for Human Rights and Robins Kaplan.

As context, about one-third of the nearly 90,000 Somali immigrants in the United States live in Minnesota. Somali immigrants face a multitude of unique social and legal challenges to obtain and maintain legal status. Somali immigrants often live in communities that are considered low opportunity zones with limited access to educational and employment opportunities. In these communities, people can be subjected to racial profiling and over-policing by local law enforcement. Somali immigrants may also be subjected to added profiling, prolonged detention, and aggressive questioning during proceedings as potentially having links to terrorism.

Working Less than Full Time—Why, When, How?
Classroom 206
Ann Juergens, Mitchell Hamline School of Law

There are few models of less than full-time work for law school faculty members to follow. Whether a faculty member is young or old, has care-giving responsibilities or simply wants to dial it down at work, less than full-time work for continuously employed professors (other than adjuncts) is a dimly lighted path. The presenter learned this since agreeing last year to cut back to half-time work.

While some have suggested that law teaching is not a tough job compared to many others--work in a coalmine or as a hotel maid, for example--most clinic law professors work long
hours. This session will spark a conversation among those who have considered (or fear their employers have considered) cutting back their hours--and pay--at work. What, if anything, do we—and our schools—have to gain by our working less? What are we worried about surrendering when we reduce our working hours? What changes in professional identity are likely when working less than full time and what strategies can we develop to manage those changes gracefully? How can we sustain clinic program successes as we cut back? And, if we have satisfactory answers to these questions, what should one think about and expect when proposing or responding to a proposal for such an arrangement at one’s law school?

4:30 & 5:00 p.m.  Shuttle to Hyatt Regency Tulsa, 100 E. 2nd Street

6:00–8:00 p.m.  Dinner
Oklahoma Jazz Hall of Fame
5 South Boston Avenue, Tulsa, OK 74103

**Keynote Address: Remembering Black Wall Street**
Hannibal B. Johnson, attorney, consultant, and author of *Black Wall Street: From Riot to Renaissance in Tulsa’s Historic Greenwood District*
SATURDAY, OCTOBER 8

7:45 & 8:15 a.m.  Shuttle Service from the Hyatt to the College of Law

8:00–9:00 a.m.  Continental Breakfast
The University of Tulsa College of Law

9:00–10:15 A.M.  PLENARY SESSION III:
The Relationship Between Experiential Coursework and Bar and Employment Outcomes
Price and Turpen Courtroom
Robert Kuehn, Washington University School of Law

This session shares the results of a multi-school examination (Washington University in St. Louis, SUNY-Buffalo, UC Berkeley and Vermont) of the relationship between experiential and bar subject coursework by J.D. law students and their outcomes on the bar examination and securing an initial post-graduation legal job. The session will begin with a review of existing studies on the relationship between coursework and bar exam outcomes and on the relationship between experiential courses and employment. The session will then present the just completed four-school study of the records of all JD graduates at each school from 2005-14. The study (and session) is intended to inform not just the four schools but all schools and their students about whether and which types of courses may enhance their prospects of successfully passing the bar examination and securing a legal job.

10:30–11:45 A.M.  CONCURRENT SESSIONS III
Housed, Taken or Homeless: Clinical Teaching and Experiential Education in Trying Times
Classroom 201
Patricia H. Lee, Saint Louis University Law School
Brendan Roediger, St. Louis University School of Law

Nationally, this country’s housing crisis continues for many underserved populations. Although, we conceive of homeownership as a dream, the reality is that owning and maintaining housing continues to be challenging without adequate income and without community engagement. Additionally, communities of color have been especially vulnerable to eminent domain due to segregation and isolation resulting in condemnation actions for public or private use. Mass condemnations cause communities to be dispersed, leaving the most vulnerable to fend for themselves. At the same time, conviction rates and incarceration impacts individuals’ abilities to obtain and stay in public housing. This presentation will discuss several projects hosted within the SLU LAW School Legal Clinics that provide experiential education around housing related issues in the St. Louis area: Representing homeowners whose homes are condemned in eminent domain proceedings; Representing homeless adults, veterans and youth with a variety of legal services; and Providing legal services to partner, Habitat for Humanity, to expand housing. The multi-media presentation/panel will provide framing background and discuss methodology of both the Civil Advocacy Clinic and the two sections of the Entrepreneurship and Community Development Clinic. We also will discuss approaches to teaching students effective ways to engage clients in these difficult subject areas and provide some demographic and statistics to on the various housing discussion topics.
Clinical Education and Tele-Law: Legal Services Beyond “Boundaries”
Classroom 202
Martina Cartwright, Thurgood Marshall School of Law
Thelma Harmon, Thurgood Marshall School of Law

In 2016, Thurgood Marshall School of Law entered into an MOU with a multi-facility health services provider, to render legal assistance to pre-screened clientele. Traditionally, the clinical program provides legal services and/or advice at its on-campus facility. Aside from will-a-thons or workshops, clients meet with student attorneys at the university, during set hours. However, said off-campus meetings are always “face to face.” This particular initiative will be the first that clients seeking assistance will interface with students over a secure connection, rather than in-person and face-to-face. The use of technology in client/party interviews is not uncommon, as evidenced by defendants being arraigned and/or interviewed via telecommunications technology. However, technology enabled interactions in relationship creation, providing advice, interviewing and interactivity are still areas to be developed and explored for their potential use in providing legal services to communities/clientele that have few legal resources or access to legal services organizations. This presentation will discuss some of the aspects of tele-law, in the context of clinical education, such as ensuring secured communication (protecting attorney/client communication), relationship formation (if not face to face, if advice is solicited, is a r/s created?), and the benefits of telelaw (reaching greater number of clients in need). The presentation may also touch on cultural competency and establishing levels of comfort for potential clients.

Incubators: The Next Wave in the Access to Justice Movement
Classroom 203
Fred Rooney, Texas A&M School of Law
Luz Herrera, Texas A&M School of Law
Davida Finger, Loyola University New Orleans College of Law
Michael Robak, University of Missouri, Kansas City School of Law
Miriam Marton, The University of Tulsa College of Law

A law firm incubator is a post-graduate program for new lawyers committed to providing representation to traditionally marginalized populations. The goal is to create a generation of socially entrepreneurial lawyers, thereby addressing both the need for training for new solos, and the access to justice gap. Incubator programs typically range from 6 – 18 months, and provide participants with office space as well as with networking and client building opportunities, practice support, and training on, among other topics, law office management. This presentation will begin with a description of the genesis of the incubator movement as it has developed, including the movement’s goals and objectives, and the current state of incubator programs. The discussion will move on to discuss the importance of law school participation in incubator programs to support graduates and to play a role in addressing local access to justice needs. Law schools that support these programs signal that they have an understanding of lawyer demographics and career paths. The presentation will then discuss the pro bono requirement in incubator programs. This segment of the program will include a discussion on the importance of the pro bono requirement, the issue of quantifying that requirement and the manner in which incubator lawyers balance fulfilling their pro bono requirement while building
a solo law firm. The presentation will continue with a discussion of the necessity of teaching incubator lawyers about the role of technology in the 21st century practice of law. This segment of the panel will focus on what is happening in the academy and some suggestions for deploying technology in an incubator setting. The final topic of the presentation will be on incorporating solo and small law firm practice management into the law school curriculum. This portion of the presentation will describe a solo practice law firm clinic that is geared towards students who desire to open financially sustainable, socially entrepreneurial solo practices. The presentation will close with a question and answer period.

**Applying Cognitive Science Principles in Teaching**

**Classroom 204**

Charles Adams, The University of Tulsa College of Law
Bradley Brummel, The University of Tulsa

This session is based on a presentation by Professor James Lang entitled “Small Teaching: Everyday Lessons from the Science of Learning” (now a book available on Amazon.com). Professor Lang’s presentation was in turn largely based on *Make It Stick: The Science of Successful Learning* by Peter C. Brown, Henry L. Roediger III, and Mark A. McDaniel.

The purpose of “small teaching” is to provide a number of suggestions for simple and brief alterations of teaching techniques using well-established cognitive science principles to produce substantial enhancements of student learning. A primary goal of legal education is to make law students think like lawyers. The process involves making physical changes to their brains so that they are transformed into lawyers’ brains. Cognitive science principles may be applied to enhance long term memory and the ability of law students to apply legal concepts more effectively.

These cognitive science principles include predicting, retrieving, interleaving, and connecting topics they have studied. Predicting refers to preparing students to learn having them answer questions about a topic before presenting them with the topic. Retrieving refers to asking students about what they have learned in order to strengthen their long-term memories. Interleaving refers to building cognitive skills by varying the topics students cover as opposed to massed practice, which refers to covering topics separately. Connecting refers to fostering creative thinking by having students generate connections between concepts, facts, and skills they have learned. The presentation will include theoretical and experimental support for these principles. It will also provide specific suggestions for employing these principles in clinical law teaching.
Work-In-Progress
Is there a Bustle in their Hedgerow? Legal Education in the Era of Increased Diagnosis of Attention Deficit and Hyperactive Disorder and Autism Spectrum Disorder
Classroom 206

Author: Heidi Ramos-Zimmerman, Southern Illinois University School of Law
Commenter: Robert Butkin, The University of Tulsa College of Law

The diagnosed cases of Attention-Deficit/ Hyperactivity Disorder (ADHD) and Autism Spectrum Disorder (ASD) have increased exponentially in the last ten years. The author believes there is a similar trajectory in the number of students attending law school that have these neurological disorders. The ever-changing facets of ADHD and ASD make it difficult for the harried law professor to stay abreast of the literature relating to these disorders, let alone educate themselves on how to best assist these students when designing their class configuration. This article tries to clarify some of the confusion behind ADHD and ASD and explain why the number of students diagnosed with these disorders is likely to increase for the foreseeable future. In explaining the two disorders, some attention is focused on the disparity in the diagnosis of these disorders. The article then delves into what an instructor can expect when they have a student with ADHD and ASD in their classroom. An illustration is used to help convey, in practical terms, how these students may differ from the neurotypical law student. Finally, the article discusses what measures a law professor can adopt to accommodate the student with ADHD and ASD with some of the obstacles facing them. In this section, there is discussion on why clinical education is ideal for a student with ASD and how the clinical professor can enhance the experience for the student.

In conclusion, this article should aid today’s law professor by increasing their knowledge of ADHD and ASD and the issues facing some of our differently gifted students and provide some guidance regarding ways in which we can support them.

11:45–12:15 P.M. CLOSING SESSION
Elizabeth McCormick, The University of Tulsa College of Law

12:30 & 1:00 p.m. Shuttle Service to Tulsa International Airport