FEDERAL LEGISLATION AND ADMINISTRATIVE CLINIC

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<table>
<thead>
<tr>
<th>Faculty</th>
<th>Director and Visiting Professor of Law Judy Appelbaum and Fellows</th>
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<tbody>
<tr>
<td>What do students do</td>
<td>Students are trained in the art of “legislative lawyering” through their representation of non-profit organizations seeking to advance policy agendas through Congress and the Executive Branch.</td>
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<tr>
<td>Semester or year-long</td>
<td>One semester, Fall or Spring</td>
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<tr>
<td>Open to</td>
<td>All 2Ls and 3Ls (at least 31 credits)</td>
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<tr>
<td>Prerequisite(s)</td>
<td>All first year courses and (as a pre- or co-requisite) a course on congressional or administrative procedure or statutory interpretation (such as Government Processes, The Regulatory State, Lawmaking, or Administrative Law)</td>
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<tr>
<td>Credits</td>
<td>10</td>
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<tr>
<td>Meets WR requirement</td>
<td>Yes</td>
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<tr>
<td>Requires Student Bar Certification</td>
<td>No</td>
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<tr>
<td>How many students</td>
<td>12/semester</td>
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<td>Conflicts</td>
<td>Handled on a case-by-case basis</td>
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<tr>
<td>Average time commitment</td>
<td>35 hours/week, on average. Work on projects may continue one or two weeks beyond the last day of classes.</td>
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<tr>
<td>Seminar hours</td>
<td>Mon, Tues, Thurs 1:20 to 3:20</td>
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<tr>
<td>Orientation</td>
<td>None planned for before classes begin</td>
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<tr>
<td>Information session(s)</td>
<td>April 1, 4:30 to 5:30, McD 340</td>
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ABOUT THE FEDERAL LEGISLATION & ADMINISTRATIVE CLINIC

The Federal Legislation & Administrative Clinic (the “Clinic”) is a 10 credit, one semester clinic designed to teach students to be effective legislative lawyers. A legislative lawyer is a person who is trained to:

- recognize and assess legal and political aspects of legislative, regulatory, or policy issues;
- perform the background research necessary to address legal and political issues;
- develop creative solutions to problems posed by legal and policy concerns;
- present such solutions in clear and persuasive oral and written forms; and
- engage in the negotiations necessary to ensure the adoption of legislative solutions.

Through fieldwork with organizational clients, classroom instruction and discussion, as well as intensive exercises, the Clinic trains lawyers to be ready to practice effectively on Day One of a job in Congress, the Executive Branch, or the advocacy community. Students learn to analyze fully the legal, process, policy, political, and personality (LP4) aspects of their client’s options, preferences, and obligations. While the Clinic focuses on training legislative lawyers, many of the skills honed in the Clinic are transferable and useful in any practice environment.
The Clinic thus serves two missions: we undertake projects that advance the public interest by providing quality representation to our non-profit clients, and we provide Georgetown law students with valuable training, supervision, and hands-on experience.

The Clinic’s experiential learning method teaches legislative lawyering in the following ways:

**Classroom Instruction:**
The Clinic meets up to three times per week for seminar sessions. During the first half of the semester, the in-class portion of the Clinic will include discussions focused on learning the organization and operation of the federal legislative and executive branches and how law, process, policy, politics, and personalities (the “LP4 factors”) shape their decision-making. The seminar also covers a range of skills that are necessary to be successful in this work, such as effective written and oral advocacy to and within these branches. The Clinic also provides opportunities for students to engage with expert practitioners (e.g., Members of Congress, senior Senate and House staff, and senior Administration officials) and visit key institutions, such as the U.S. Congress, Executive Branch agencies, and the White House.

**Client Work:**
Throughout the term, most of the students’ learning occurs through work on behalf of their clients. The students are in the lead, with the Director and Fellows as guides via training and supervision. During the term, students are primarily responsible for:

- Conducting the Clinic’s relationship with the client;
- Developing projects and establishing deadlines in consultation with the client;
- Developing and executing project plans;
- Doing the research, analysis, writing, and presenting that goes into projects;
- Advising the client;
- As circumstances warrant, representing the client – including potentially negotiating on behalf of the client – with third parties on Capitol Hill or elsewhere; and
- Practicing reflective lawyering by considering their ethical obligations and professional development responsibilities.

Clinic client work may also include attending coalition meetings, working group meetings, congressional hearings, and briefings.

The Clinic’s current clients are the Women’s Refugee Commission and The Leadership Conference on Civil and Human Rights. The Clinic chooses clients and projects that meet our dual mission of promoting the public interest and providing exceptional opportunities for hands-on student lawyering. Examples of student projects in past semesters include:

- **Identifying areas for policy advocacy related to “big data” and civil rights, focusing on the risks and opportunities that big data presents for the civil rights community.** In Fall 2014, students assisted The Leadership Conference on Civil and Human Rights by engaging in legal and policy analysis that served as the foundation for the civil rights community’s future administrative advocacy on the use of big data in several areas: equal opportunity in housing, lending, and employment; consumer financial protection; and local law enforcement.
- **Representing the Women’s Refugee Commission in a range of work in connection with the migration of families and unaccompanied children to the southwest border of the U.S.** In Fall 2014, students supported WRC’s advocacy before Congress, the Administration, and the Inter-American Commission on Human Rights. The students’ contributions included preparing a variety of legal and policy documents for policymakers and the public, such as detailed memoranda, hand-outs used by the client and coalition partners on the Hill, and blog posts.
Advocating for bipartisan criminal sentencing reform legislation on behalf of Families Against Mandatory Minimums. In 2013-14, students helped draft legislative language, wrote legal memos and advocacy documents, and prepared the client for meetings with key Congressional offices. Students also attended coalition meetings and regularly accompanied the client on visits to the Hill.

Assisting the National Women’s Law Center’s work in 2013-14 on two different pieces of legislation: the Student Non-Discrimination Act, a bill to address bullying in school, and the Fair Employment Protection Act, a bill to enhance protections against sexual harassment in the workplace. Students prepared background memos and advocacy materials aimed at educating members of Congress and the public, participated in meetings on Capitol Hill, and developed strategies related to these bills.

Written and Oral Exercises:
The Clinic combines its practice and classroom work with an intensive series of exercises that build essential legislative lawyering skills. Through these experiential activities and simulations, students learn by practicing (and reflecting on) the day-to-day activities of legislative lawyers.

Many of the Clinic’s exercises focus on aspects of practice before Congress and the Executive Branch that are different from litigation and other forms of practice. While students may perform some traditional legal research related to legislative history or judicial interpretation, our work focuses on navigating Capitol Hill and the “dance of legislation.” Our students learn to write and speak concisely and precisely. They work with non-lawyers and lawyers, in Congressional offices and in taxi cabs, through formal procedures and hallway conversations. They learn to form relationships and shape laws.

The Clinic’s exercises also emphasize self-reflective lawyering and practicing with integrity despite serious time pressures and other constraints. Students receive extensive feedback throughout the semester and learn how their skills transfer to other practice environments.

The Clinic’s main exercises are:

- **Clinic Daily Brief (CDB)** – Each Clinic student, four times during the semester, takes responsibility (in partnership with another student) for providing the Professor, Fellows, and any special guests with a concise and precise written and oral briefing on current activities in Congress and the Executive Branch and recent developments in domestic and foreign affairs. The CDB is often delivered under Washington field conditions.

- **Committee Mark-up Simulation** – Over the course of two weeks, students assume the roles of U.S. Senators and do all the necessary research, legislative drafting, written and oral advocacy, politicking, negotiation, and use of committee procedural rules in advance of and during a mock committee markup. (A markup is a committee meeting at which a draft bill is debated and amended before being sent to the floor.) The simulation is open-universe, with most real world facts and law applying. Meanwhile, all usual Clinic activities continue, including client work, giving students the experience of having to balance competing responsibilities in legislative practice.

- **Pitch Meeting** – Once each term, every student practices advocating on behalf of a legislative, regulatory, or other policy proposal to volunteers acting as decision-makers in Congress or the Executive Branch. The roles of key officials are played by current and former Congressional staffers and others. The students prepare written advocacy materials as well. The mock pitch meetings are videotaped for review and critique with the students after the sessions.
INDIVIDUALIZED SUPERVISION & FEEDBACK

All students meet weekly with their supervisor(s) for 30-60 minutes. These meetings include time for project planning, updates on fieldwork, revising written materials, reflection, and other questions or issues that arise during the semester. Some of the most intensive individualized student-supervisor contact in the Clinic occurs in relation to a student’s research, analysis, and drafting of one or more legislative lawyering documents, and the related presentations and advice to the client.

The time commitment is on average 35 hours per week. Client work and exercises result in variation during particular weeks.

CRITERIA FOR SELECTION

The clinic accepts applicants who have completed 31 credits by the beginning of the semester in which they are enrolled in the Clinic. There is a general preference given to students who are in their final year of law school, and demand for clinic positions outpaces supply. However, interested second year full-time students (and their part-time equivalents) may apply.

We are looking for students with good research, writing, and oral communication skills who are excited to enhance their skills and to work as part of a team. While previous legislative or administrative work experience is not required, interest in these areas is imperative. The clinic thrives when students bring diverse personal and political experiences. Traditionally, our students span the political spectrum.

FACULTY & FELLOWS

A critical source of learning for Clinic students comes from their interactions with the Clinic faculty and fellows. The job of the faculty and fellows is to inform and guide the development of student skills and client work, enabling the student to work with clients during term.

Judy Appelbaum, Clinic Director

Judy Appelbaum has worked in Washington at the intersection of law and policy for over 30 years, serving in the Executive Branch, on Senate staff, in private practice, and in leading non-profit organizations. From 2009-2013, she served at the U.S. Department of Justice in the positions of Acting Assistant Attorney General and Principal Deputy Assistant Attorney General for Legislative Affairs, where she was responsible for overseeing the Department's dealings with Congress. She is the recipient of the John Marshall Award for Outstanding Legal Achievement, the Department's highest award for attorneys, for her work in connection with advancing federal hate crimes legislation to enactment. Before joining DOJ, she served as Director of Programs for the American Constitution Society, and before that, she was Vice President and Legal Director at the National Women's Law Center, where she participated in litigation, advocacy and public education activities in many areas of NWLC’s work, with a particular focus on sex discrimination in education and employment as well as judicial nominations. Earlier, she served as Counsel to Senator Edward Kennedy on his Senate Judiciary Committee staff and his chief advisor on women's rights issues. Appelbaum also practiced law in Washington, D.C. for several years, representing clients before Congress and the executive branch and in trial and appellate courts around the country. She received her B.A. summa cum laude from the University of Pennsylvania and her law degree from Stanford Law School.

Angela Gius, Fellow (2013-15)

Angela Gius received her J.D. from NYU School of Law and her B.A. from Marquette University. Angie most recently served as a law clerk to the Honorable Lois Bloom in the Eastern District of New York, and
has been involved in community work exploring the intersection of conflict resolution, restorative justice, innovative education, and the practices of mindfulness and yoga. Previously, Angie worked to develop a youth-led conflict resolution program in Brooklyn, interned with the Consensus Building Institute and Progressive States Network, and worked as an outreach worker and paralegal with Georgia Legal Services Program's Farmworker Division.

Julia Franklin, Fellow (2014-16)
Julia Franklin received her J.D. from the University of Michigan Law School and her B.A. from Yale University. She clerked for the Honorable Alvin W. Thompson, Chief U.S. District Judge for the District of Connecticut. After her clerkship, she joined Crowell & Moring, LLP, and spent three years in the firm’s White Collar and Regulatory Enforcement Group. While at the firm, Julia served on a seven-month detail with the Legal Aid Society of the District of Columbia in the housing law unit, where she represented tenants in D.C. Superior Court and before the D.C. Housing Authority, among other activities. Before entering law school, Julia worked on Capitol Hill for several years, including on the staff of the Senate Judiciary Committee.

2013-2014 CLINIC STUDENTS

Below is a list of students who were enrolled in the Clinic during the 2013-14 academic year. Please feel free to contact these students by e-mail for information and insight about their experiences in the Clinic.

Fall 2013
1. Phil Beshara philbeshara@gmail.com
2. John Christie jc899@law.georgetown.edu
3. Grant Dubler Grant.Dubler@gmail.com
4. Llewelyn Engle llewelynengle@gmail.com
5. Chapin Gregor Chapin.Gregor@gmail.com
6. Chadd Hollowed chadd.hollowed@gmail.com
7. Kelsey Mellette kcm65@law.georgetown.edu
8. Ben Silver bjs95@law.georgetown.edu
9. Alyssa Wootton alyssawootton@gmail.com
10. Matt Worthington Worthington.Matt@gmail.com

Spring 2014
1. Danielle Cerny Danielle.Cerny@gmail.com
2. Nia Davis Nad46@law.georgetown.edu
3. J. Ryan Frazee j.ryan.frazee@gmail.com
4. Harold Henderson hrh35@law.georgetown.edu
5. Mark Iozzi mpi5@georgetown.edu
6. Zachary Lobel zb12@georgetown.edu
7. Adaku Onyeka ao343@georgetown.edu
8. Scott Sloan ssloan113@gmail.com
9. Robert Van Auken rjv29@law.georgetown.edu
10. Chloe White chloewhite@gmail.com