

**IMMIGRATION LAW CLINIC
SPRING 2025
Course LAW 6940**

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Seminar Class Time:	Mon. & Wed. 3:00 – 4:25 PM
Location:	MLAC – 209
Office Hours:	Mon. & Wed. 2:00 – 3:00 (or upon request)

COURSE DESCRIPTION & OBJECTIVES

The Immigration Clinic provides legal assistance to indigent non-citizens with affirmative humanitarian immigration petitions and removal defense. Student clinicians will be responsible for preparing and managing immigration cases at many different stages of proceedings. Student clinicians will also attend a bi-weekly seminar that focuses substantive law, legal ethics, and structured discussions about clinic cases while also developing lawyering skills and case strategy. A critical component of the class is participation in mock and moot exercises aimed at developing core abilities like interviewing, counseling, and courtroom skills.

STUDENT LEARNING OBJECTIVES

At the end of this course, students should:

- *Learn to effectively represent clients*
 - Maintain effective client communication, responding to client in a timely and appropriate manner and keeping client apprised of case developments;
 - Appreciate client differences and respond empathically to client needs;
 - Listen to and engage with the client throughout representation;
 - Demonstrate effective client interviewing and counseling skills;
 - Avoid losing sight of the client in the client's case; and
 - Recognize ethical issues when they arise and reflectively apply relevant principles and rules to reach an appropriate resolution.
- *Gain immigration law knowledge:*

- Understand immigration law and the processes that apply to each client's case;
- Formulate legal-factual theories to help clients solve their problems;
- Learn to sift through unstructured scenarios to identify and organize relevant facts;
- Employ substantive law and procedural rules to marshal facts into probative and persuasive advocacy.
- *Demonstrate written and verbal communication skills:*
 - Employ effective written and oral advocacy in all written casework including filings with USCIS, EOIR, clients, professors and other third parties, including electronic communications;
 - Use persuasive arguments, citing relevant authority and distinguishing apparently adverse authority;
 - Demonstrate thorough preparation and editing of written advocacy;
 - Demonstrate thorough preparation of oral communication;
 - Understanding of the facts, theory of the case, law, and applicable rules and procedures in written and oral communication.
- *Develop independent work ethic & professionalism:*
 - Take responsibility for representing your clients;
 - Demonstrate initiative—take charge of your work while consulting with supervisors—do not wait to be told what to do;
 - Demonstrate thoughtful consideration of case related issues BEFORE asking questions of supervisor;
 - Submit work to supervisor that has been thoroughly edited and proofread, not first or even second drafts;
 - Conceptualize client representation as problem solving, generate, explore, and implement creative solutions to client problems;
 - Develop the skills of a reflective practitioner including assessing critically on own performance and being open and able to learn from feedback and critique;
 - Develop an ability to work effectively across barriers such as class, race, and culture;
 - Work collaboratively with other professionals, including social workers, educators, and psychologists to help your client; and
 - Understand and appreciate the roles, ethical obligations, and approaches that are appropriate to different professions, and how the lawyer's role is similar to and different from other professionals' roles.
- *Gain case management & productivity skills:*
 - Demonstrate knowledge of the client's case in terms of facts and procedural status;
 - Maintain case files and case logs, in an organized manner;
 - Demonstrate time management by effectively using clinic time to advance cases;
 - Meet deadlines for case work and all other tasks;
 - Follow all office procedures;
 - Come to supervision meetings on time and prepared;
 - Keep supervisors informed of all pertinent case developments;
 - Maintain open and honest communication with the supervisor;
 - Treat others with civility in all interpersonal interactions; and
 - Work effectively with partners and as part of the clinic group.

COURSE MATERIALS

There is no required textbook for this class. All required class readings are available on CLIO or will otherwise be made available.

In addition to your readings for the seminar, you will use reference materials over the course of the semester. The law clinic houses several physical reference materials available to all student clinicians. In addition to the physical books in the clinic offices, you may also access immigration reference materials through the Law Library's AILA Link account, which is available here:

ailalink.aila.org

In order to access the account, you must either be on the Law School Wi-Fi, or using the Law School VPN.

EVALUATION

As a student clinician, you will be expected to put forth a great amount of effort because clients are depending on you. Although you may be working harder in your clinic than in any class, you are not graded on effort alone. **Do not assume that by simply meeting your minimum hour requirements you will be entitled to achieve any particular grade. Completing the required hours, without more, is not sufficient.**

You will receive two grades for this class: Immigration Lab, for work done in the seminar, Immigration Clinic, for case performance. The work that constitutes these two separate grades may overlap at times. The following criteria are used in assessing your performance:

Immigration Lab (Seminar Performance)

Category	Grade
Class Attendance <ul style="list-style-type: none">• Number of absences (excused vs. unexcused)• Tardiness incidents (arrival >10 minutes after start time)• Early departures without permission	20%
Seminar Performance ¹ <ul style="list-style-type: none">• Frequency of meaningful contributions to discussions (tracked per session)• Quality of questions asked during presentations/discussions• Demonstration of preparation through specific references to readings• Constructive feedback provided to peers during case discussions• End of the Semester Self-Reflection²	40%

¹ Please turn off your cell phone during class. I reserve the right to lower your final grade if you engage in behavior that disrupts the learning environment for your classmates.

² At the end of the semester, students prepare a final self-reflection essay about what they learned about lawyering from their clinical experience. Students write about the topics that seem most relevant to their individual

<ul style="list-style-type: none"> • Perpetuate Access to Justice by thinking critically about the effectiveness of immigration systems and scrutinizing the fairness and appropriateness of legal rules and their application throughout these systems 	
Supervision Meetings <ul style="list-style-type: none"> • Timeliness of agenda submission (on-time, late penalties applied) • Inclusion of all required elements per agenda template, including relevant links and attachments • Grammar, spelling, and professional writing standards • Quality of agenda notes (including questions, next steps, and summaries) 	40%
Total	100%

Immigration Clinic (Casework)

Category	Grade
Case File Management <ul style="list-style-type: none"> • Physical file organization according to clinic standards • Electronic file naming conventions compliance • Confidentiality protocols adherence (tracked through system access logs) • Accuracy of time tracking entries • Case closing procedures completion (including preparing/finalizing transfer memos & cleaning out clinic mailbox) 	20%
Attorney-Client relationship <ul style="list-style-type: none"> • Develop client interviewing and counseling skills • Listen to and engage with the client throughout representation • Appreciate client differences and respond empathically to client needs • Identify and pursue client's needs and goals • Recognize the relationship between a client's legal and nonlegal problems and define the appropriate scope of the lawyer's role in helping the client resolve those problems • Provide zealous representation of your client • Client meeting preparation documentation • Observe client communication deadlines (return calls within 24 hours, emails within 48 hours) 	20%
Analytical, advocacy, interviewing, and lawyering skills <ul style="list-style-type: none"> • Formulate legal-factual theories to help clients solve their problems • Learn to sift through unstructured scenarios to identify and organize relevant facts 	20%

experiences. They use seminar reading, discussions, and project work to reflect on their motivations, goals, strengths, and weaknesses.

<ul style="list-style-type: none"> • Employ substantive law and procedural rules to turn facts into probative and persuasive evidence • Develop and implement oral and written advocacy for effective representation of clients in formal and informal settings 	
Independence and problem solving <ul style="list-style-type: none"> • Generate, explore, and implement creative solutions to client problems • Draft document submission timeliness and revision incorporation • Case strategy implementation tracking • Demonstrate initiative—take charge of your work while consulting with supervisors—do not wait to be told what to do, ask 	20%
Professionalism <ul style="list-style-type: none"> • Diligently represent and prepare for all aspects of client representation • Observe internal and external filing deadlines • Work collaboratively with other professionals, including clinic partner, social workers, educators, and psychologists to help your client • Demonstrate proper organization and planning in all client matters • Work effectively across barriers such as class, race, and culture • Professional correspondence quality (grammar, format, tone) • Satisfy ABA credit hour requirements 	20%
Total	100%

This course follows the grading policies at the Levin College of Law, available at <https://www.law.ufl.edu/life-at-uf-law/office-of-student-affairs/current-students/uf-law-student-handbook-and-academic-policies>.

STUDENT HOURS

ABA OUT-OF-CLASS HOURS REQUIREMENTS: ABA Standard 310 requires that students devote 120 minutes to out-of-class preparation for every “classroom hour” of in-class instruction.

Clinical Hour Requirement:	270 hours per semester ³
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This averages to approximately 20 hours per week. As with any client-related work, you can expect that your workload will fluctuate throughout the term. Your Clinic Hours include attendance in seminar as

³ In practice, this Clinic courses require an amount of work reasonably approximating 45 hours across the semester per credit. *UF Law Student Handbook & Academic Policies*, Credit Hour Policy, available at <https://www.law.ufl.edu/life-at-uf-law/office-of-student-affairs/current-students/uf-law-student-handbook-and-academic-policies>. See also *Standards*, American Bar Association, Standard 310. DETERMINATION OF CREDIT HOURS FOR COURSEWORK, available here https://www.americanbar.org/content/dam/aba/administrative/legal_education_and_admissions_to_the_bar/standards/2022-2023/22-23-standard-ch3.pdf.

well as time spent preparing for the seminar and working on cases. You should monitor your hours closely and not allow yourself to fall behind—it is your responsibility to speak with your supervisor in the event that you do not have sufficient assigned work.

Some of your clinic work will take place in the clinic, but some of your work can or must be done elsewhere; you are allowed to count hours of clinic work that you do outside the clinic building. You are expected to track time spent on case work via CLIO.

CLASS ATTENDANCE POLICY

Attendance in class is required by both the ABA and the Law School. Attendance will be taken at each class meeting. Students are allowed 2 absences during the course of the semester. Students are responsible for ensuring that they are not recorded as absent if they come in late. A student who fails to meet the attendance requirement will be dropped from the course. The law school's policy on attendance can be found [here](#).

LEARNING ENVIRONMENT AND PREFERRED NAME

It is important to the learning environment that you feel welcome and safe in this class; and that you are comfortable participating in class discussions and communicating with me on any issues related to the class. If your preferred name is not the name listed on the official UF roll, please let me know as soon as possible by e-mail or phone. I would like to acknowledge your preferred name, and pronouns that reflect your identity. Please let me know how you would like to be addressed in class, if your name and pronouns are not reflected by your UF-rostered name. I welcome you to the class and look forward to a rewarding learning adventure together.

UF LEVIN COLLEGE OF LAW STANDARD SYLLABUS POLICIES:

Other information about UF Levin College of Law policies, including compliance with the UF Honor Code, Grading, Accommodations, Class Recordings, and Course Evaluations can be found at this link: <https://ufl.instructure.com/courses/427635/files?preview=98226140>.

UF ACADEMIC POLICIES AND RESOURCES:

Other information about UF academic policies and resources can be found at [this link](#).

SEMINAR SCHEDULE:⁴

Note: All assignments are due prior to the beginning of the class on which it is noted

Week 1.	Jan. 21	Legal Research <ul style="list-style-type: none">• 2023.02.23 JERH Exhibit H• Evelyn Cruz, <i>Through the Clinical Lens: A Pragmatic Look at Infusing Therapeutic Jurisprudence into Clinical Pedagogy</i>, 30 T. JEFFERSON L. REV. 463 (Spring 2008).• <u>DUE: Legal Research Assignment</u>
	Jan. 22	Clinic Commitment Ceremony Bailey Event Space 5:30 PM
Week 2.	Jan. 26	Client Interviewing Revisited <ul style="list-style-type: none">• Katherine Swanson, <i>Providing Trauma Informed Legal Services</i>, 42 APR L.A. Law. 15 (2019)• Sarah Katz & Deeya Haldar, <i>The Pedagogy of Trauma-Informed Lawyering</i>, 22 CLINICAL L. REV. 359 (2016)• (Optional) Gay Gellhorn, <i>Law and Language: An Empirically-Based Model for the Opening Moments of Client Interviews</i>, 4 CLINICAL L. REV. 321 (1998)
	Jan. 28	Case Rounds <ul style="list-style-type: none">• Stages of Rounds Guide• Bryant, <i>Fives Stages of Rounds</i> (excerpt)• <u>DUE: Client Introduction Assignment</u>
Week 3.	Feb. 2	Asylum: Introduction <ul style="list-style-type: none">• INA § 101(a)(42) (8 USC § 1101)• INA § 208 (8 USC § 1158)• <i>Matter of Acosta</i>, 19 I&N Dec. 211 (BIA 1985)• <i>Matter of S-M-J</i>, 21 I&N Dec 722 (BIA 1997)• (Optional) <i>Asylum in the United States</i>, American Immigration Council (May 9, 2025), https://www.americanimmigrationcouncil.org/fact-sheet/asylum-united-states/
	Feb. 4	Asylum: Nexus and Protected Class <ul style="list-style-type: none">• INA § 101(a)(42) (8 USC § 1101)• <i>Matter of K-E-S-G-</i>, 6 I&N Dec. 227 (BIA 2025)• NIJC Practice Advisory regarding PSG

⁴ We reserve the right to alter dates and assignments as necessary. This syllabus is a living document that is intended to reflect the needs of the case work.

		<ul style="list-style-type: none"> • <i>INS v. Elias-Zacarias</i>, 502 U.S. 478 (1992) • (Optional) Karen Musalo, <i>Under Trump, U.S. returns to treating violence against women as a 'private matter'</i>, L.A. Times (Aug. 8, 2025), https://www.latimes.com/opinion/story/2025-08-03/womens-rights-refugee-gender-human-rights
Week 4.		Intro. to Removal Proceedings: Master Calendar Hearing <ul style="list-style-type: none"> • John Doe MOCK Record of Proceedings • Calderón and Racine, What Every Lawyer Needs to Know About Immigration Law, Practice Before Immigration Courts
		Intro. to Removal Proceedings: Merits Hearing <ul style="list-style-type: none"> • John Doe MOCK Record of Proceedings • Watch John Doe Merits Hearing • Philip Eichorn, Introduction to Removal Proceedings, 495-507 (American Immigration Lawyers Association, 2016) • Immigration Opinion: TBD
Week 5.	Feb. 9	Immigration Court Discovery <ul style="list-style-type: none"> • Geoffrey Heeren, <i>Shattering the One-Way Mirror: Discovery in Immigration Court</i>, 79 Brook. L. Rev. (2014), https://brooklynworks.brooklaw.edu/blr/vol79/iss4/4
	Feb. 11	Case Rounds
Week 6.	Feb. 16	First Person Narratives <ul style="list-style-type: none"> • Caplow, Putting the “I” in Writing: Drafting an A/Effective Personal Statement to Tell a Winning Refugee Story, 14 J. Legal Writing Inst. 249, 252-67, 283-290 (2008) • Heather Kolinsky, <i>Storytelling, The Sound of Music, and Special Teams: Revisiting Some Basic Legal Writing Techniques with Fresh Eyes</i>, 96 Fla. Bar J. 38 (July/Aug. 2022) • NYU Lawyering, Developing and Using Facts • Suketa Metha, <i>Annals of Immigration: The Asylum Seeker</i>, The New Yorker, August 1, 2011
	Feb. 18	Introduction to Categorical & Modified Categorical Approach <ul style="list-style-type: none"> • Kathy Brady, <i>How to Use the Categorical Approach Now</i>, Immigrant Legal Resource Center, Practice Advisory, 2021. • César Cuauhtémoc García Hernández, <i>Deconstructing Crimmigration</i>, 52 U.C. Davis L. Rev. 197, 197-213 (2018)
Week 7.	Feb. 23	Immigration Court Advocacy <ul style="list-style-type: none"> • Watch Expert Direct Examination and Expert Cross Examination

		<ul style="list-style-type: none"> • Simon Azar-Farr, <i>A Synopsis of the Rules of Evidence in Immigration Removal Proceedings</i>, 19 BENDER'S IMMIGR. BULL. 3 (Jan. 2014). • (Optional) Dorothy Harbeck, <i>Objections in Immigration Court: Dost Thou Protest Too Much or Too Little?</i>, 5 Stetson J. Advoc. & L. 1 (2018) • Immigration Opinion: TBD • Immigration Opinion: TBD
	Feb. 25	Case Rounds
Week 8.	Mar. 2	Immigration Court Simulation
	Mar. 4	Case Rounds
Week 9.	Mar. 9	Violence Against Women Act (VAWA): Self-Petition, U-visa, T-visa <ul style="list-style-type: none"> • INA §§ 101(a)(15)(T)-(U) • 8 C.F.R. §§ 204.2(1), 214.11, 214.14 • Veronica Thronson, Domestic Violence and Immigrants in Family Court, <i>Juvenile & Family Court Journal</i>, Winter 2012
	Mar. 11	Special Immigrant Juvenile Status <ul style="list-style-type: none"> • INA 101 (a)(27)(J) (8 USC § 1101) • Rachel Prandini, An Overview of USCIS's New SIJs Regulations • <i>Special Immigrant Juvenile Status (SIJS) Manual for Florida Practitioners</i>, pages 9-20 • FL HB 1301 (2025)
March 16 - 20		Spring Break
Week 10.	Mar. 23	Using Narrative in Immigration Law <ul style="list-style-type: none"> • Jessica Mayo, <i>Court-Mandated Story Time: The Victim Narrative in U.S. Asylum Law</i>, 89 Wash. U. L. Rev. 1485 (2012) • David Lee, <i>Writing the Statement of Facts</i> • (Podcast) <i>The Daily</i> (May 16, 2024), https://www.nytimes.com/2024/05/16/podcasts/the-daily/cohen-testimony.html
	Mar. 25	Immigration Detention <ul style="list-style-type: none"> • Immigration Detention: A Legal Overview, Congressional Research Service, Sept. 16, 2019, https://crsreports.congress.gov/product/pdf/R/R45915 • INA § 236 (8 USC § 1226) • INA 235(b) (8 USC § 1225) • INA § 241 (a) (8 USC § 1231)

Week 11.	Mar. 30	Immigration Detention (cont.) <ul style="list-style-type: none"> • <i>Getting Off the Assembly Line: Overcoming Immigration Court Obstacles in Individual Cases</i>, Working with a Client in Detention • Emily Kassie <i>Detained</i>, The Marshall Project, https://www.themarshallproject.org/2019/09/24/detained • Katie Blankenship ltr. Re. Baker Detention Conditions, Deputy Legal Director, ACLU of Florida, July 26, 2022. • [OPTIONAL] ICE Detention Standards: Immigration Detention Facilities' Responsibilities and Detained Individuals' Rights, American Bar Association (Dec. 2022)
	Apr. 1	Intake Training <ul style="list-style-type: none"> • ILRC Intake Form • DAP Intake Form • Sample Case Summaries
	Apr. 3	Baker Visit 1
Week 12.	Apr. 6	Case Rounds
	Apr. 9	Vicarious Trauma <ul style="list-style-type: none"> • Sandra Simkins, <i>Public Interest Burnout: Seven Factors That Increase The Risk</i>, 17 DePaul J. for Soc. Just. (2023)
Week 13.	Apr. 13	Withholding, and Convention Against Torture (CAT) <ul style="list-style-type: none"> • INA § 241(b)(3) [8 USC § 1231] • 8 C.F.R. § 1208.16 • 8 C.F.R. § 1208.17 • 8 C.F.R. § 1208.18 • <i>I.N.S. v. Cardoza-Fonseca</i>, 480 U.S. 421 (1987) • (Optional) https://www.americanimmigrationcouncil.org/wp-content/uploads/2025/01/the_difference_between_asylum_and_withholding_of_removal.pdf
	Apr. 15	TBD
Week 14.	Apr. 20	TBD
	Apr. 22	TBD
	Apr. 23	Clinic Capstone Class Noon-1 PM
Week 15.	Apr. 27	Practicing in Immigration Court

		<ul style="list-style-type: none"> Beth Fertig, <i>Presiding Under Pressure</i>, WNYC (May 21, 2019), https://www.wnyc.org/story/presiding-under-pressure/
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