

**IMMIGRATION CLINIC I (5601/18058)**  
**IMMIGRATION CLINIC I (FLLM ONLY) (5405/19368)**  
**UNIVERSITY OF HOUSTON LAW CENTER**  
**SPRING 2026**

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\*All of these are personal cell phone numbers, do not share them with clients.

**Class Sessions:** Tuesdays and Thursdays, 1pm to 2:30pm

**Mode of Instruction:** Face-to-face

### **Required Textbooks**

J. Anna Cabot, *Asylum Law* (1st ed. 2026) Available electronically for free through LexisNexis student account

David Binder et al., *Lawyers as Counselors* (4th ed. 2019)

Other readings and asynchronous materials will be posted on SharePoint.

### **Course Description**

As a student in this clinic, you will both represent an asylum seeker and participate in immigration advocacy projects.

During your asylum representation, you will be your client's attorney and therefore responsible for all aspects of the case—client interviewing and counseling, fact investigation and development, working with expert witnesses, legal research and drafting documents, negotiations, and trial advocacy. You will work in pairs or groups of three under the supervision of one of the professors.

You will also be involved in immigration advocacy or community outreach. In the past this has included providing *pro se* assistance at local immigration courts, participating in *pro se* workshops that the clinic organizes to provide naturalization assistance, and participating in informational presentations.

In addition to the case and advocacy work, known as fieldwork, there is a classroom component to the clinic. The class will meet twice a week and will include classes on lawyering skills, substantive law, procedural rules, and ethical considerations. Class time also includes case rounds which are group problem solving sessions where a case team presents a problem to the class and the class helps the team to examine the problem, consider their own goals, and brainstorm solutions.

### **Learning Outcomes**

By the conclusion of your participation in the Immigration Clinic, you are expected to competently:

- Take on the role and responsibilities of a lawyer representing a client and exercise professional judgment in all aspects of a representation;
- Solve problems through a process of planning and decision-making;
- Have knowledge and understanding of asylum law and procedure;
- Research, develop, and assess legal arguments, investigate potentially relevant facts, and reassess arguments as new facts become known;
- Identify, analyze, and resolve ethical issues;
- Collaborate with others;
- Conduct carefully planned interviews with attention toward building rapport, gathering information, developing a case theory, and other goals;
- Identify and deal with cultural, linguistic, and other differences that affect communication;
- Identify and sensitively deal with effects of a client's traumatic experiences;
- Identify and sensitively deal with the effects of trauma on a lawyer's own mental health;
- Counsel a client in a way that effectively assists them in making informed decisions;
- Make persuasive, clear, responsive, well-organized and well-supported arguments in all instances of written or oral advocacy;
- Present facts in a coherent, compelling and persuasive manner in written and oral form;
- Memorialize your work;

- Engage in seminar through preparation and involvement;
- Support and assist classmates;
- Engage in thoughtful and constructive self-critique;
- Engage in thoughtful and constructive critique of others in a manner that fosters on-going learning and professional growth;
- Conduct carefully planned informational presentations to community groups;
- Identify community needs in a shifting immigration landscape;
- Be able to explain, critically evaluate, and develop proposals for improving the legal standards and procedures that you encounter in your clinic work.

### **Assessment**

Your grade for the clinic will depend on your progress toward accomplishing the learning outcomes above. There is no final exam.

The Immigration Clinic is graded as an ordinary University of Houston Law Center course. According, Law Center policy requires the final grade average for the course to be 3.20 – 3.40 on a 4.0 scale or whatever scale is in effect at the time of enrollment.

### **Time Commitment**

- Orientation: There is a General Clinic Orientation, required for all incoming clinic students, on January 14, 2026 from 12pm to 4:00pm. The Immigration Clinic has an additional two-day orientation from 9:30am to 4pm on January 15 and 16, 2026.
- Class time: The Immigration Clinic meets as a class twice a week—on Tuesdays and Thursdays from 1 to 2:20pm
- Supervision meetings: Your case team will meet in person with your supervisor once a week at a time that is convenient for all. These meetings will become more frequent if your case is approaching adjudication or if there is some other emergent issue.
- Other: Other group work, including meetings with your case team and/or your client, will be scheduled by you.

Students are required to complete 50 hours of work per course credit during the semester. This includes all the work you do for clinic—time spent on orientation and class, meetings, homework, and any case work.

### **Class Attendance**

*Clinic attendance—including orientation, class sessions, and supervision meetings—is **mandatory** unless otherwise excused by one of the professors.*

By attending class sessions, you are certifying that you are prepared to participate in class which includes completing all readings, assignments, and any asynchronous materials.

Students may not be absent for more than five classes and receive credit for the course unless an appropriate accommodation is sought and obtained.

Consistent or unexcused tardiness will affect your grade.

### Schedule of classes and major assignments

Readings, other seminar assignments and asynchronous materials will be posted.

Orientation 1	8/19 12-4pm	General Clinic Orientation – see other materials
Orientation 2	8/20 9:30am-4pm	<p>Immigration Clinic Orientation – Introduction to the Clinic, Collaboration, Narrative theory</p> <p>Readings:</p> <ol style="list-style-type: none"> <li>1. <a href="#">Chapter 2</a>, Asylum and Withholding of Removal, AILA Asylum Primer.</li> <li>2. Choose one of the following: <ol style="list-style-type: none"> <li>a. <a href="#">A Counter-pedagogy</a> for Social Justice_ Core Skills for Community.pdf (skim)</li> <li>b. <a href="#">Community Lawyering</a> [Review Essay].pdf (skim)</li> <li>c. <a href="#">Crenshaw</a> - mapping the margins.pdf (skim)</li> </ol> </li> <li>3. 2023.08.17 - <a href="#">Case Organization in SharePoint</a> for Immigration Clinic (draft).doc</li> </ol> <p>Videos</p> <ol style="list-style-type: none"> <li>1. <a href="#">ILRC -Building an Asylum Claim.mp4</a></li> <li>2. <a href="#">Immigration 101 – Part 1.mp4</a></li> <li>3. <a href="#">Immigration 101 – Part 2.mp4</a></li> <li>4. <a href="#">My Case Initial Training (July 2024).mp4</a></li> <li>5. <a href="#">Sharepoint Initial Training.mp4</a></li> </ol>
Orientation 3	8/21 9:30am-4pm	Immigration Clinic Orientation – Client-centeredness, Bookkeeping, Case Rounds, Immigration Law Assignment – Fill out student forms by 5pm, 8/22
Class 1	8/25	Asylum Law (Re)read Asylum Primer, ch. 2 from Orientation Materials
Class 2	8/27	Interviewing I Read chapters 1-6, Lawyers as Counselors
Class 3	9/1	Interviewing II Read chapters 7-8, Lawyers as Counselors

Class 4	9/3	Interviewing Simulation Assignment – prepare in teams for a simulated first interview with your client
Class 5	9/8	Interviewing III
Class 6	9/10	Updates/Case Rounds Read: <a href="https://www.nycbar.org/wp-content/uploads/2025/03/20221419-TrumpAdminChangesImmigrationLaw.pdf">https://www.nycbar.org/wp-content/uploads/2025/03/20221419-TrumpAdminChangesImmigrationLaw.pdf</a> Watch: <a href="ecornell.cornell.edu/keynotes/view/K010826/">ecornell.cornell.edu/keynotes/view/K010826/</a>  Prepare to give a short, five minute, presentation on your case.
Class 7	9/15	Advanced Asylum Law Read <b>ALL of Asylum Law</b> , <i>Matter of C-I-G-M- &amp; L-V-S-G-</i> , <i>Matter of H-A-A-V-</i> , <i>Matter of A-B-</i> (AG 2018), <i>Matter of L-E-A-</i> (AG 2019)
Class 8	9/17	Case Theory 1. <a href="#">Ellmann et al., p 139-199.pdf</a> 2. <a href="#">Chavkin excerpt, pp. 39-50.pdf</a> 3. Interview Simulation Client Instructions (to be emailed)
Class 9	9/22	Drafting declarations 1. <a href="#">Stacy Caplow</a> , <i>Putting the “I” in Wr*t*ng: Drafting an A/Effective Personal Statement to Tell a Winning Refugee Story</i> , 14 Legal Writing 249 (2008) 2. <a href="#">28 U.S.C. § 1746</a> , regarding the legal requirements for a declaration. 3. <a href="#">Sample declaration</a> submitted in support of the asylum application of Aminata, a client from Guinea 4. <a href="#">Sample declaration</a> submitted in support the asylum application of Munira Okovic
Class 10	9/24	Naturalization
Class 11	9/29	Updates/Case Rounds
Class 12	10/1	Visit to consulate/TBD
Class 13	10/6	Mental Health and Trauma
Class 14	10/8	Case Planning/Fact Investigation

		<ol style="list-style-type: none"> <li>1. Chapters on <a href="#">Case Planning</a>, <a href="#">Fact Investigation</a>, and <a href="#">Research Resources</a></li> <li>2. <a href="#">Krieger &amp; Neumann, Essential Lawyering Skills</a> (5th ed.), pp. 178-84</li> <li>3. Reread Client Profile from interviewing exercise</li> </ol>
Class 15	10/13	Updates/Case Rounds
Class 16	10/15	<p>Immigration Adjudications and Advocacy</p> <ol style="list-style-type: none"> <li>1. <a href="#">Molly Hennessy-Fiske</a>, “Immigration Judges Find Careers Hard to Manage,” Hartford Courant, August 19, 2015</li> <li>2. Memos: “<a href="#">Direct Examination</a> in the Context of Removal Hearings,” and “Routine Steps for Introducing an Exhibit into Evidence”</li> <li>3. <a href="#">INA provision</a> on procedural rights in removal hearings, INA § 240(b)(4)(B)</li> <li>4. “<a href="#">Some Common Objections to the Form of the Question</a>,” from Paul S. Milich, Trial Practice Exercises in Witness Examination and the Rules of Evidence, pp. 179-180</li> <li>5. J. Alexander Tanford, <a href="#">The Trial Process</a> (2d ed.), pp. 265-68</li> </ol>
Class 17	10/20	<p>Evidence Presentation and Document Indexes</p> <ol style="list-style-type: none"> <li>1. <a href="#">Aminita Doc Index (Asylum Office).pdf</a></li> <li>2. <a href="#">Leonardo Doc Index (Imm. Ct) - redacted.pdf</a></li> </ol> <p>Assignment – bring a completed Evidence Chart for your client to class, see <a href="#">Case planning chapter.docx</a></p>
Class 18	10/22	<p>Client Counseling</p> <p>Read: Chapters 12-15, Lawyers as Counselors</p> <p>Assignment - (Team) Identify two different decisions that your client will have to make during your representation which will require counseling and be prepared to discuss</p>
Class 19	10/27	Updates/Case Rounds
Class 20	10/29	<p>Brief Drafting I</p> <ol style="list-style-type: none"> <li>1. <a href="#">Leonardo Brief (Immigration Court) - redacted.pdf</a></li> <li>2. <a href="#">2024.05.06 - Brief in Support of I589</a></li> <li>3. <a href="#">Garner - Psychology of Credibility - First Impressions in Brief Writing.pdf</a></li> <li>4. <a href="#">Point First Writing.docx</a></li> </ol>
Class 21	11/3	Mental Health Day

Class 22	11/5	Brief Drafting II – Guest Speaker, Amber Gracia
Class 23	11/10	Updates/Case Rounds
Class 24	11/12	<p>Ethical Issues</p> <p>Readings:</p> <ol style="list-style-type: none"> <li>1. <a href="#">Ethics Hypotheticals Document</a> in Memos folder</li> <li>2. <a href="#">Texas Disciplinary Rules of Professional Conduct</a> <ol style="list-style-type: none"> <li>a. Rules 1.01, 1.02, 1.03, 1.05, 1.15, 2.01, 3.01, 3.03, 3.04, 4.01, 4.03, 4.04, 8.04 Terminology</li> <li>b. READ THE RULE <b>AND</b> COMMENTARY</li> </ol> </li> <li>3. <a href="#">Excerpt</a> from Department of Justice regulation containing Rules of Professional Conduct for Immigration Court, 8 C.F.R. § 1003.102</li> <li>4. <a href="#">Handout on Immigration-Related Crimes</a></li> </ol> <p>Assignment: (Individual) Read your assigned ethics hypo, closely read the appropriate rules and the commentary, and then be prepared to discuss it in class—what the issues are, what the rules say, and how you would handle the problem. You may use powerpoint in your presentation.</p>
Class 25	11/17	Other forms of Immigration Relief
Class 26	11/19	Updates/Case Rounds
Class 27	11/24	Reflections and Celebration

## Syllabus Changes

Please note that the clinic instructors may need to modify the course syllabus. Notice of such changes will be announced as quickly as possible over email and the new syllabus posted on SharePoint.

## UH Email

Please check and use your CougarNet email for communications related to this course. Faculty use the CougarNet email to respond to course-related inquiries such as grade queries or progress reports for reasons of FERPA. To access your CougarNet email, login to your Microsoft 365 account with your CougarNet credentials. Visit University Information Technology (UIT) for instructions on how to connect your CougarNet e-mail on a mobile device.

## **Honor Code**

The UHLC Honor Code applies to all aspects of this course. You are responsible for knowing all Honor Code provisions and for complying with the Honor Code. Please inquire if you have any questions regarding how the Honor Code's provisions apply to specific activities or situations related to this course. Your continuing enrollment in this course is deemed to be a pledge by you under the Honor Code to comply with the Honor Code in relation to this course and to comply with the instructions in the course syllabus.

## **AI Generated Text**

**General.** Generative artificial intelligence is a form of machine learning that creates new and original output based on the data it has been trained on or has access to, employing algorithms to generate content in response to prompts. Examples of the technology include what are known as generative “large language models” (LLMs). Two well-known LLM implementations are ChatGPT and Claude. LLM output can include text, images, music, code, and more. This syllabus policy covers the textual output of generative LLMs (AI-Generated Text)—which can include computer code or programs and human-language content. Because AI-Generated Text can often mimic human intelligence, it could potentially be used as a substitute for a student's own work product. Such use is potentially problematic to the extent that it becomes a substitute for internalized student understanding of the material or creates a dependency on AI-Generated Text, which may be strictly prohibited in settings that include the bar examination.

**Prohibition.** Your continuing enrollment in this course constitutes your pledge not to input any confidential client information into any LLMs.

**Prohibition.** Subject to the exceptions immediately below, your continuing enrollment in this course constitutes your pledge not to generate or to use any AI-Generated Text—whether from yourself or others—in relation to any assessment in this course. The term “assessment” means any graded or ungraded work product for this course that is submitted to the instructor, produced pursuant to your representation of your client, presented in a class session, or used in an oral or written graded assessment for this course.

**Exceptions.**

The following AI-Generated Text uses are exceptions to the preceding prohibition. The exceptions' intent is to allow the generation and use of AI-Generated Text for specific, narrowly defined activities related to this course.

- You may generate and use AI-Generated Text for class preparation, although you must disclose the full extent of that use if your professor asks. You may generate and use AI-Generated Text for study supplements to aid with general understanding of course content. This could take different forms that include creating examples or explanations of a concept, generation of diagrams and flow charts, “gamification” of course content, flash cards for study, or sample questions and answers.

- You may generate and use AI-Generated Text for an outline that summarizes the course content.
- You may use AI-Generated Text to check your originally drafted text for misspellings, grammar and punctuation errors, strength and clarity of prose, verbosity, effective transitional language and thesis sentences, word choice, excessive passive voice, and similar things.

## **Community and Wellness**

This is an inclusive learning space.

At UHLC, we are committed to ensuring inclusive online and classroom learning spaces, where you'll be treated with respect and dignity, and where everyone is provided the equitable opportunity to participate, to contribute, and to succeed.

In this course, all students are welcome regardless of socio-economic status, age, race, ethnicity, disability, religion, national origin, veteran's status, sex, sexual orientation, gender identity, gender expression, political affiliation, marital status and other diverse identities that we each bring to class. Our class is richer for this diversity.

Inclusive learning spaces facilitate the innovation and creative thought that enhance student success. This success arises from the participation, support, and understanding of you and your colleagues. I encourage you to speak up and to share your views, but also understand that you are doing so in a learning environment in which we're all expected to engage respectfully and with regard to the dignity of all others.

If you feel like your class performance is impacted in any way by your experiences inside or outside of class, please reach out to me. I want to be a resource for you. If you feel more comfortable speaking with someone besides me, the Office of Student Affairs (OSA) is an excellent resource.

At this university level course, the material is intended to encourage critical thinking and discussion as we examine new ideas and concepts from varying frameworks. To do this effectively I, as the instructor, will do my best to foster an environment in which each class member is able to hear and respect each other. In turn, it is vital that each class member show respect for all worldviews and experiences expressed in class. It is my intent that students from all backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the different backgrounds and perspectives that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful to all.

## **Student Professionalism**

Our classroom is a learning space where each student is treated with respect and dignity and where everyone is provided the opportunity to participate, contribute, and succeed. In this course, all students are welcome regardless of background or identity. I encourage you to speak

up and share your views appropriately throughout the semester. I also expect every class member to remember that in this learning environment and a law firm, we will engage respectfully, supportively, and with professionalism toward each other.

### **Preferred Name and Pronouns**

We will gladly honor your request to address you by an alternate name or gender pronoun. Please advise the professors of this preference early in the semester so that we may make appropriate changes to our records.

### **Mental Health and Wellness Resources**

The University of Houston has a number of resources to support students' mental health and overall wellness, including CoogsCARE and the UH Go App. UH Counseling and Psychological Services (CAPS) offers 24/7 mental health support for all students, addressing various concerns like stress, college adjustment and sadness. CAPS provides individual and couples counseling, group therapy, workshops and connections to other support services on and off-campus. For assistance visit [uh.edu/caps](http://uh.edu/caps), call 713-743-5454, or visit a Let's Talk location in-person or virtually. Let's Talk are daily, informal confidential consultations with CAPS therapists where no appointment or paperwork is needed.

Need Support Now? - If you or someone you know is struggling or in crisis, help is available. Call CAPS crisis support 24/7 at 713-743-5454, or the National Suicide and Crisis Lifeline: call or text 988, or chat [988lifeline.org](http://988lifeline.org).

### **Title IX/Sexual Misconduct**

Per the UHS Sexual Misconduct Policy, your instructor is a "responsible employee" for reporting purposes under Title IX regulations and state law and must report incidents of sexual misconduct (sexual harassment, non-consensual sexual contact, sexual assault, sexual exploitation, sexual intimidation, intimate partner violence, or stalking) about which they become aware to the Title IX office. Please know there are places on campus where you can make a report in confidence. You can find more information about resources on the Title IX website at <https://uh.edu/equal-opportunity/title-ix-sexual-misconduct/resources/>.

### **Reasonable Academic Adjustments/Auxiliary Aids**

The University of Houston is committed to providing an academic environment and educational programs that are accessible for its students. Any student with a disability who is experiencing barriers to learning, assessment or participation is encouraged to contact the Justin Dart, Jr. Student Accessibility Center (Dart Center) to learn more about academic accommodations and support that may be available to them. Students seeking academic accommodations will need to register with the Dart Center as soon as possible to ensure timely implementation of approved accommodations. Please contact the Dart Center by visiting the website: <https://uh.edu/accessibility/> calling (713) 743-5400, or emailing [jdcenter@Central.UH.EDU](mailto:jdcenter@Central.UH.EDU).

The Student Health Center offers a Psychiatry Clinic for enrolled UH students. Call 713-743-5149 during clinic hours, Monday through Friday 8 a.m. - 4:30 p.m. to schedule an appointment.

The A.D. Bruce Religion Center offers spiritual support and a variety of programs centered on well-being.

The Center for Student Advocacy and Community (CSAC) is where you can go if you need help but don't know where to start. CSAC is a "home away from home" and serves as a resource hub to help you get the resources needed to support academic and personal success. Through our Cougar Cupboard, all students can get up to 30 lbs of FREE groceries a week. Additionally, we provide 1:1 appointments to get you connected to on- and off-campus resources related to essential needs, safety and advocacy, and more. The Cougar Closet is a registered student organization advised by our office and offers free clothes to students so that all Coogs can feel good in their fit. We also host a series of cultural and community-based events that fosters social connection and helps the cougar community come closer together. Visit the CSAC homepage or follow us on Instagram: @uh\_CSAC and @uhcupbrd. YOU belong here.

### **Recording of Class**

Students may not record all or part of class, livestream all or part of class, or make/distribute screen captures, without advanced written consent of the instructor. If you have or think you may have a disability such that you need to record class-related activities, please contact the Justin Dart, Jr. Student Accessibility Center. If you have an accommodation to record class-related activities, those recordings may not be shared with any other student, whether in this course or not, or with any other person or on any other platform. Classes may be recorded by the instructor. Students may use instructor's recordings for their own studying and notetaking. Instructor's recordings are not authorized to be shared with anyone without the prior written approval of the instructor. Failure to comply with requirements regarding recordings will result in a disciplinary referral to the Dean of Students Office and may result in disciplinary action.

Furthermore, confidential client information is frequently discussed in class and dissemination of this information without proper consent from the client(s) involved could be a violation of the rules of professional conduct.

### **Resources for Online Learning**

The University of Houston is committed to student success, and provides information to optimize the online learning experience through our Power-On website (<https://uh.edu/power-on/learning/>). Please visit this website for a comprehensive set of resources, tools, and tips including: obtaining access to the internet, AccessUH, Blackboard, and Canvas; using your smartphone as a webcam; and downloading Microsoft Office 365 at no cost. For questions or assistance contact [UHOnline@uh.edu](mailto:UHOnline@uh.edu).

### **Security Escorts and Cougar Ride**

UHPD continually works with the University community to make the campus a safe place to learn, work, and live. The security escort service is designed for the community members who have safety concerns and would like to have a Security Officer walk with them, for their safety, as they make their way across campus. Based on availability either a UHPD Security Officer or Police Officer will escort students, faculty, and staff to locations beginning and ending on campus. If you feel that you need a Security Officer to walk with you for your safety, please call 713-743-3333. Arrangements may be made for special needs.

Parking and Transportation Services also offers a late-night, on-demand shuttle service called “Cougar Ride” that provides rides to and from all on-campus shuttle stops, as well as the MD Anderson Library, Cougar Village/Moody Towers and the UH Technology Bridge. Rides can be requested through the UH Go app. Days and hours of operation can be found at <https://uh.edu/af-university-services/parking/cougar-ride/>.

### **Counseling and Psychological Services**

Counseling and Psychological Services (CAPS) can help students who are having difficulties managing stress, adjusting to the demands of a professional program, or feeling sad and hopeless. You can reach CAPS ([www.uh.edu/caps](http://www.uh.edu/caps)) by calling 713-743-5454 during and after business hours for routine appointments or if you or someone you know is in crisis. No appointment is necessary for the “Let's Talk” program, a drop-in consultation service at convenient locations and hours around campus (<https://uh.edu/caps/outreach/lets-talk/index>).

The Texas Lawyers' Assistance Program (“TLAP”) also supports law students who are dealing with stress, anxiety, depression, substance abuse, and other mental health problems. You can reach TLAP at any time at 1-800-343-8527. TLAP's website includes a page with links to sources about mental health that are of interest to law students: <https://www.tlaphelps.org/lawstudents>.