



INTRODUCTION

Welcome to the 2025-26 *Survey of Applied Legal Education*, the seventh tri-annual survey by the Center for the Study of Applied Legal Education (CSALE).

This *Survey of Instructors* seeks to capture information about your position and employment as a law clinic or field placement instructor. Your responses will be combined with those from other law clinic and field placement instructors across the country and collectively reported (2022-23 CSALE Survey Report [here](#)). However, **personal information you submit will be kept anonymous** and not used in a manner that would permit identification of the person responding.

In taking this survey, your entries are continuously saved so you can stop at any point (e.g., to check on information) and return to finish or edit until submitting at end. For your convenience, a copy of the questions in the *Survey* is available [here](#).

If you have a problem (including correcting an answer after submitting the survey), please email rkuehn@wustl.edu for assistance.

NOTE ON FILLING OUT THE SURVEY:

All who teach in a law clinic or field placement should take this survey **except for** a person who is **primarily a podium/doctrinal teacher** who may oversee a few clinic or field placement students or help teach some clinic or field placement class sessions.

If you fit this description, please exit survey here. **Exit**
Otherwise, enter "Start Survey" below. Thank you!

A. LAW SCHOOL AND TEACHING SETTING

A. LAW SCHOOL AND TEACHING ROLE

This section of the *Survey* seeks identification of your school and role in a law clinic or field placement course. It allows CSALE to report responses by groupings (e.g., school size, region, etc.) and teaching role.

A.I. Law School: Please choose your law school. (response

required)*

CRITICAL DEFINITIONS:

Law Clinic is a credit-bearing course under ABA Standard 304(c) that provides a substantial experience that involves advising or representing one or more actual clients or serving as a third-party neutral, with direct supervision of the student's performance by a faculty member and a classroom instructional component (includes "hybrids" if your school reports them to ABA as law clinics).

Field Placement is a distinct credit-bearing course separately listed in the school's course directory/ catalogue under ABA Standard 304(d) that provides a substantial experience that is reasonably similar to the experience of a lawyer advising or representing a client or engaging in other lawyering tasks in a setting outside a law clinic under the supervision of a faculty member and, at a field placement, under the supervision of a licensed attorney or an individual otherwise qualified to supervise. It may or may not include a classroom instructional component but does

require some means of ongoing, contemporaneous, faculty-guided reflection.

A.2 Teaching Area and Role: For the **2025-26 academic year** commencing after August 1, 2025 through the summer term (if any) of 2026 (hereinafter "2025-26 Academic Year"), please indicate **if you are teaching** in a law clinic and/or field placement course **and your role**.

*You must **ANSWER FOR BOTH** clinic **AND** field placement courses even if you only teach in one by indicating "no role" for the other. (response required)**

	Director	Some Other Instructional Role	No Role
Law Clinic	0	0	0
Field Placement Course	0	0	

A.3. Full- or Part-Time: For the 2025-26 Academic Year, are you a **full- or part-time law school employee:** (response required)*

- 0** Full-Time employee
(works equivalent to **80-700%** of normal teaching/ administrative hours or loads at your school -- e.g., 4 days/week or 0.8 FTE or more)
- 0** Part-Time employee
(works **less than 80%** of normal teaching/ administrative hours or loads at your school -- e.g., less than 4 days/week or 0.8 FTE)

B. LAW CLINIC INSTRUCTORS

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This section seeks information on persons who are teaching in a law clinic during the 2025-26 Academic Year. If you teach in multiple clinics, answer for the one with the largest enrollment.

B.I. Role in Law Clinic: Which category fits your **role in law clinics** at your school (not other roles outside the clinics)?
(*check all that apply*)

- D** Oversee **both** law clinic and field placement programs
- D** Oversee all school's law clinics
- D** Direct/ Co-Direct one or more distinct law clinics
- D** Assistant Director of one or more distinct clinics

☒ Staff/ Supervising Attorney of one or more clinics

☒ Fellow of one or more clinics

☐ Other teaching role (briefly explain):

B.2. Scope of Law Clinic Duties: Is your teaching:

☐ Limited to the classroom component of the clinic

☐ Limited to the case/legal work component of the clinic

☐ Both classroom **and** case/legal work components of the clinic

The following questions seek information on your **workload** by asking about the number of students and credits you teach in a clinic(s) and the time you spend on non-clinic activities.

B.3a. Total Students Taught (non-summer terms):

Approximately how many **total law students** do you generally teach or supervise in **all your clinic(s)** in the academic year, not including any summer term (*if the same student participates in more than one term, count as 7*):

B.3b. Total Students Taught (summer): Approximately how many **total law students** do you generally teach in **your clinic(s)** for the summer term (*enter zero if you do not teach a summer clinic*):

B.4a. Credits Earned (non-summer terms): How many credits **on average** does a student earn in the clinic (s) (for both classroom and case/legal work components) in the academic year, not including any summer term.

B.4b. Credits Earned (summer): How many credits **on average** does a student earn in the clinic (s) in the summer term.

v

B.5. Time Allocation: During a typical term, what is your best estimate of the approximate percentage of your total work time is spent on the following law school responsibilities (*when added should total 100%*):

Law clinic program or course(s)	0	%
Field placement program or course(s)	0	%
Other skills/simulation program or course(s) (includes legal writing, trial advocacy)	0	%
Non-experiential course(s) (i.e., doctrinal/podium course)	0	%
non-experiential programs, offices, or centers (e.g., pro bono, career advising)	0	%
Research and scholarship	0	%
Committee/ school service activity	0	%
Other responsibilities (briefly explain)		0 %
Total	0	%

C. FIELD PLACEMENT COURSE INSTRUCTORS

C. FIELD PLACEMENT DIRECTORS AND INSTRUCTORS

This section seeks information on persons who teach a field placement course or oversee the overall field placement program during the 2025-26 Academic Year.

NOTE: A field placement program is the overall grouping of field placements and may include multiple individual courses. A field placement course is one that is separately identified in your catalog of courses (e.g., Judicial Externship, Criminal Externship) rather than the different placement sites or types of placements within the course.

For purposes of the survey:

- **Classroom/Reflection Component** refers to the portion of the course that fulfills the ABA Standard 304(0) (5) faculty-guided reflection requirement for a "classroom instructional component, regularly scheduled tutorials, or other means of ongoing, contemporaneous, faculty-guided reflection." It may be paired with the fieldwork component as a single course or as a separately-credited course.
- **Fieldwork** refers to the lawyering experience of the students.

C.1. Role in Field Placement: What category fits your **role in field placements** at your school (not other roles or titles outside of the field placement program/course)?
(*check all that apply*)

- ☐ **D** Oversee **both** law clinic and field placement programs
- ☐ **D** Director /Head of school's field placement program
- ☐ **D** Assistant director of school's field placement program
- ☐ **D** Direct/co-Direct distinct field placement course(s)
- ☐ **D** Assistant Director of distinct field placement course(s)
- ☐ **D** Other teaching/ supervision role (briefly explain):

C.2. Scope of Field Placement Duties: Your field placement teaching/ oversight includes (*check all that apply*):

- ☐ **D** Counseling/ placement of students
- ☐ **D** Host office and field supervisor relations (e.g., selecting, approving, training, evaluating, and communicating)
- ☐ **D** Guided reflection (classroom teaching or reflective engagement)
- ☐ **D** Monitoring student fieldwork experience (e.g., reviewing time sheets, other records)
- ☐ **D** Overseeing other field placement instructors
- ☐ **D** Program design and compliance

☐

Other (please explain)

C.3a. Total Students Taught (non-summer terms):

Approximately how many **total field placement students** do you generally teach or supervise in the academic year, not including summer term (*if the same student participates in more than one term, count as 1*):

C.3b. Total Students Taught (summer): Approximately how many **total field placement students** do you generally teach or supervise in the summer term (*enter zero if you do not teach in the summer term*):

C.4a. Classroom Component Sections: If you teach a classroom component, how many individual sections do you typically teach each term?

C.4b. Classroom Component Size: How many students are in the classroom component:

Minimum

Maximum

C.5 Law School Responsibilities: During a typical term, what is your best estimate of the approximate percentage of your total work time spent on the following law school responsibilities? *(when added should total 100%)*

Field Placement program or course(s)

%

Law clinic program or course(s)

%

Other skills/ simulation program or course (s) (includes legal writing, trial advocacy)

%

Non-experiential course(s) (i.e., doctrinal/podium course)

%

Non-experiential programs, offices, or centers (e.g., pro bona, academic success)

%

Research and scholarship	0	%
Work in student or career services office(s)	0	%
Committee/ school service activity	0	%
Other responsibilities (briefly explain)	0	%
Total	0	%

D. INDIVIDUAL CHARACTERISTICS

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This and the next section seek important information that will be combined in CSALE reports with answers from other law clinic and field placement instructors (over 1,200 provided information in the last CSALE survey). As previously noted, the personal information you submit is kept anonymous.

D.I. Years of Clinic/Field Placement Teaching: Years of teaching/ supervision in a law clinic or field placement course as your **primary** employment (50% or more):

D.2. Prior Law Practice: Years of **law practice prior** to beginning law teaching as your primary employment:

D.3. Race/Ethnicity: Indicate your race/ethnicity (tracks ABA classifications). Choose more than one if appropriate:

- ☒ American Indian or Alaska Native
- ☒ Asian
- ☒ Black or African American
- ☒ Hispanics of Any Race
- ☒ Native Hawaiian or Other Pacific Islander
- ☐ White
- ☐ Other

D.4. Gender: Gender with which you identify. Choose more than one if appropriate:

- ☒ Female

☐ Male☐ Transgender☐ Genderqueer / Non-Binary☐

Other:

E. EMPLOYMENT STATUS AND COMPENSATION

E. EMPLOYMENT STATUS/TERM AND COMPENSATION

This section seeks information on your employment with the law school.

DEFINITIONS:

Unitary/Traditional Tenure/Tenure Track: A tenure system that extends nearly identical status, governance rights, and hiring/ promotion standards to both podium/doctrinal AND clinical faculty (identified below as "Tenured (Unitary/Traditional)" and "On Tenure Track (Unitary/Traditional)").

Clinical Tenure/Tenure Track (aka "Programmatic Tenure"): A separate tenure system for persons teaching in a law clinic or field placement course that differs from the traditional tenure provided most podium/ doctrinal faculty on governance rights and/or standards for hiring and/or promotion, including often different scholarship

expectations (identified below as "Clinical Tenured" and "On Clinical Tenure Track"). Results in continuing appointment that is not periodically reviewed, unlike long-term contract status.

Long-Term Contract: A contract of at least 5 years duration (or lesser duration acquiesced to by the ABA for your school). Presumption of Renewal: ABA Accreditation Standard 405 defines presumptively renewable contracts as those that include a presumption they will be renewed at the end of each contract term and are generally only subject to termination/ non-renewal for good cause.

Short-Term Probationary Contract: A contract of fewer than 5 years that typically mimics the "pre-tenure" employment status of a traditional tenure-track professor; i.e. a contract that places the employee on a track under which the person will ultimately be considered for a longer-term presumptively renewable contract.

Other Short-Term Contract or At-Will: A teacher without a contract or with one of fewer than 5 years that is not viewed as part of a probationary period that can lead to a long-term contract.

E.I. Status/Term: What is the best description of your employment **status/term** for the 2025-26 Academic Year:

- ☐ Tenured (Unitary/ Traditional)
- ☐ On Tenure Track (Unitary/Traditional)

- ☐ Clinical Tenured
- ☐ On Clinical Tenure Track
- ☐ Long-Term Presumptively Renewable Contract
- ☐ Other Long-Term Contract (e.g., not presumptively renewable)
- ☐ Short-Term Probationary Contract
- ☐ Other Short-Term Contract or At-Will
- ☐ Fellow
- ☐ Administrative Position with faculty title
- ☐ Administrative Position without faculty title
- ☐ Other Employment Term (briefly explain):

E.2. Salary: As a full-time law school employee, provide your approximate base annual salary range (Do not include summer grants/ stipends or additional compensation for management/ oversight responsibilities. They will be addressed in later questions.).

E.3. Source of Salary: Is your salary:

- ☐ **"Hard"** money (i.e., tuition dollars, endowment income, or, at a public institution, state funds)
- ☐ **"Soft"** money (i.e., grants or other external funding)

0 **Mix of "Hard" and "Soft" money**

E.4. Length of Salary Base: Is your base annual salary for 9, 10, 11 or 12 months per year:

- 0** 9 months
- 0** 10 months
- 0** 11 months
- 0** 12 months

E.5. Summer Supplement: Because your salary base is fewer than 12 months, is there a salary supplement **available** for the summer?

0 Yes

Q No

E.5a. State your salary supplement as a **percentage (%) of your base** annual salary, regardless of how it is calculated by your school:



F. GOVERNANCE AND OTHER RESPONSIBILITIES AND OPPORTUNITIES

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This section seek information on your role in faculty governance and additional responsibilities and opportunities you may have at your school.

F.1. Voting Rights: Which of the following best describes your faculty voting rights within the law school:

- ☐ Vote on all faculty matters
- ☐ Vote on all matters except podium/ doctrinal faculty hiring, promotion, and/ or tenure
- ☐ Vote on administrative matters only
- ☐ Not vote at faculty meetings but can attend some or most faculty meetings
- ☐ Not permitted to attend faculty meetings
- ☐ Other (briefly explain):

F.2. Committee Participation: Check all the types of committee work that you are permitted to participate in and vote on:

- ☐ All committees
- ☐ All committees except those addressing podium/ doctrinal faculty hiring, promotion, and/ or tenure
- ☐ Committees addressing podium/ doctrinal faculty hiring, promotion, and/ or tenure
- ☐ Committees addressing clinical faculty hiring and promotion
- ☐ Can participate in some committees but not vote
- ☐ Cannot participate in or vote on any committee
- ☐ Other (please explain)

F.3. Additional Program Management Position: In addition to your teaching role in a law clinic or field placement course(s), do you hold any additional law clinic or field placement management positions (e.g., Associate Dean of Experiential Programs, Clinical Program Director, Field Placement Program Director, etc.)?

☐ Yes

0 No

F.3a. Teaching Load Reduction: Do the duties of the additional program management position result in the reduction of what would otherwise be your normal law school teaching load?

0 Yes

0 No

F.3b. Amount of Reduction: State the **percentage** amount of the teaching load reduction, regardless of how it is calculated by your school:

F.3c. Additional Compensation: Do you receive additional compensation for the duties of the additional program management position (e.g., a stipend or increase in your base faculty salary)?

0 Yes

0 No

F.3d. Amount: State the amount of the additional compensation **as a percentage** of your base annual salary, regardless of how it is calculated by your school:

F.4. Additional Courses: Are you allowed, by policy or practice, to teach courses outside the law clinic or field placement program?

	Required, as part of teaching load	Allowed	Not allowed	Unsure
Podium/ doctrinal course(s):	0	0	0	0
Simulation/ skills course(s):	0	0	0	0

F.4a. Additional Courses Taught: Have you taught an additional course in the previous three academic years:
(*check all that apply*)

D Yes, podium/podium doctrinal course(s)

☒ Yes, simulation/skills course(s)

☐ No

F.4b. Course Relief: Were your clinic or field placement teaching obligations adjusted (i.e., reduced load) while teaching this course(s)?

- ☐ Fully relieved of clinic/ field placement teaching obligations
- ☐ Partially relieved of clinic/field placement teaching obligations
- ☐ Not relieved of clinic/ field placement teaching obligations

F.4c. Compensation: Did you receive additional compensation for teaching this course(s)?

- ☐ Yes
- ☐ No

F.5. Professional Development Support: Do you receive funds from the school for your professional development (e.g., to attend conferences, research assistance, membership dues, buy books, etc.)?

- ☐ Yes
- ☐ No

F.5a. Amount: Is the amount of those professional development funds:

- ☐ Less than the amount provided podium/ doctrinal faculty
- ☐ Similar to the amount provided podium/ doctrinal faculty
- ☐ More than the amount provided podium/ doctrinal faculty
- ☐ Do not know the amount provided podium/ doctrinal faculty

F.6. Scholarship: How would you characterize the role of academic scholarship to your position within the school?

- ☐ Required for my position
- ☐ Beneficial but not required for my position
- ☐ Not required and not beneficial to my position

F.6a. Research Assistance: Is there support available for research assistance with your scholarship?

- ☐ Yes
- ☐ No

F.6b. Reduced Teaching: Are teaching/supervision obligations reduced at any time (excluding summers) for scholarship?

- ☐ Yes
- ☐ No

F.7. Sabbaticals: Are paid sabbaticals/ developmental leaves available to you?

- ☐ Yes
- ☐ No

F.7a. Length: Is the length of time off provided for the sabbatical/ developmental leave:

- ☐ Same as the length provided podium/ doctrinal faculty
- ☐ Different from the length provided podium/ doctrinal faculty (briefly explain)

- ☐ I do not know the length of time provided to podium/ doctrinal faculty.

G. RECRUITMENT PROCESS

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This section seeks information on how new law clinic and field placement faculty are being recruited and hired.

G.I. Teaching History: Have you been teaching 3 years or less in a permanent law clinic or field placement faculty position? (i.e., on a long-term, clinical tenure, or tenure-track rather than a fellow or staff attorney position).

☐ Yes

☐ No

G.2. Prior Employment Position: What was your employment type immediately prior to your first permanent law clinic or field placement faculty position?

☐ Public Defender

☐ Prosecutor

☐ Other Government position

☐ Law Firm

- ☐ Legal Services
- ☐ Other Nonprofit organization
- ☐ For-Profit/ Corporate entity
- ☐ Clinical Fellow
- ☐ Other (briefly identify)

G.3. Recruitment Methods: When you applied for your current position, how did you learn about available positions. (check all that apply):

- ☐ AALS Faculty Recruitment Service
- ☐ Clinical Legal Education Association (CLEA) job listings
- ☐ Law clinic or externship listserv (even if forwarded to you)
- ☐ Job posting or announcement by school
- ☐ Already working within the clinical program or school
- ☐ I was told about the position
- ☐ Contacted by school
- ☐ Other (briefly explain):

G.4. Hiring Process: For your current position, did the hiring process involve (check all that apply):

- ☐ Visit to school for face-to-face interview

- ☐ Face-to-face interview in place other than at school
- ☐ Telephone or video interview
- ☐ "Job talk" to faculty (focusing on research, experiential program design, and/ or mock teaching)
- ☐ Informal meeting(s) with groups of faculty
- ☐ Other (briefly explain:)

G.5. Hiring Negotiations: Which, if any, of the following did you negotiate and have changed from the original job offer made by the school (check all that apply):

- ☐ Length of employment term
- ☐ Salary
- ☐ Title
- ☐ Course(s) to be taught
- ☐ Teaching loads (either number of courses or number of students in courses)
- ☐ Support for professional development (e.g., conferences, clinical teaching training, research assistance)
- ☐ Support for scholarship (either financial or release time/reduced teaching load)
- ☐ Help with relocation expenses
- ☐ Term for prepare or ramp-up for teaching
- ☐ Other (briefly explain:)

H. LAW CLINIC SECTION

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This section seeks information about the law clinic (s) you direct during the 2025-26 Academic Year.

If you direct more than one clinic, answer the following questions for the clinic that generally has the **largest enrollment**. We will ask a few questions later about any additional clinic.

A law clinic, in which students are required to enroll for more than one term (e.g., a full-year/two-semester clinic) during the year, should be treated as simply one clinic.

NOTE FOR CO-DIRECTORS: If you share direction of the law clinic with another person, please consult with your co-director to ensure only one of you fills out this section. If you are the non-answering co-director, answer "EXIT SECTION" to skip this block of questions:

☐ EXIT SECTION

H.1. Course Title: Provide the title for the clinic:

H.2. Clinic Type: From the list below, choose the category that best describes this clinic (*check "Other" only if the clinic falls well outside the choices below*).

- | | |
|--|--|
| ☐ Administrative Law | ☐ Environmental/Natural Resources |
| ☐ Alternative Dispute Resolution/ Mediation | ☐ Family Law |
| ☐ Animal Law | ☐ First Amendment |
| ☐ Appellate | ☐ Health/ Medical Legal Partnership |
| ☐ Bankruptcy | ☐ Housing |
| ☐ Children & the Law/Children's Rights | ☐ Human Rights |
| ☐ Civil & Criminal Litigation/ General Litigation | ☐ Immigration/ Asylum/Refugee |
| ☐ Civil Litigation/ General Civil | ☐ Indian/Native American |
| ☐ Civil Rights | ☐ Innocence |
| ☐ Community/ Economic Development ⁰ | ☐ Intellectual Property |
| ☐ Community Justice/Lawyering | ☐ Legislative/ Public Policy |
| ☐ Constitutional Law | ☐ Prisoner Reentry/ Post-Release |
| ☐ Consumer Law | ☐ Prisoner Rights |
| ☐ Criminal Defense | ☐ Securities |
| ☐ Criminal Prosecution | ☐ Tax |

☐ Death Penalty/ Post-Conviction☐ Disability/ Special Education☐ Domestic Violence☐ Employment/Labor Law

Elder Law

☐☐ Technology☐ Transactional☐ Veterans☐ Wills/ Trusts/ Estates

Other (briefly identify)

☐**D** Entrepreneurship/ Small Business

H.3. Type of Legal Practice: Estimate the percentage of this clinic's work that is focused on the following practice types, not subject matter (*your estimates for the five practice categories should add to 100%*).

Litigation

%

Alternative Dispute Resolution

%

Transactional

%

Regulatory/ administrative law

%

Legislative or policy

%

Community Lawyering/Education

%

Other

%

Total

0

%

H.4. Length of Enrollment: If a student chooses to enroll in this clinic, indicate the **mandatory** number of terms a student is required to enroll.

☐ One term

☐ Two terms

☐ Three terms

☐

Other (briefly explain)

H.5. Times Offered: During the current Academic Year, indicate the number of times this clinic is offered to students as a class (*a full-year clinic that generally enrolls the same students over more than one term is considered to be offered once*) :

☐ One (e.g., fall but not winter/ spring term)

☐ Two (e.g., fall and winter/ spring term)

☐ Three (e.g., fall, winter/ spring, and summer term)

☐ Four

NOTE: If subsequent questions ask about a term and the clinic differs during the 2025-26 Academic Year across terms, answer for the term with the largest number of credits or, if the credits are the same, with the largest number of students.

H.6. **Enrollment:** What is the typical enrollment in this clinic per term?

H.7. **Demand:** Student demand for this clinic over the prior 3 years typically:

- ☐ **Exceeded** the number of slots/positions available in a given term
- ☐ **Matched** the number of available slots/ positions in a given term
- ☐ **Did not fill** the number of slots/positions available in a given term

H.8. **Part-Time Students:** May part-time J.D. students participate in this clinic?

- ☐ Yes

☐ No, although our school has part-time students

☐ No, because our school has no part-time students at my school

H.8a. Did any part-time student(s) actually participate in the prior academic year?

☐ Yes

☒ No

H.9. LL.M. Students: May LL.M. students participate in this clinic?

☐ Yes

☐ No, because our school does not enroll LL.M. students

☐ No, because of student practice rule limitations

☐ No, because of visa restrictions

☐ No, because the school has chosen to preclude them for some other reason

H.9a. Did any LL.M. student(s) actually participate in the prior Academic Year?

☐ Yes

☒ No

H.10.Hybrid Clinics: Does this clinic operate as a "hybrid," i.e., one that is located substantially off campus in a host office not operated by the law school?

☐ Yes

☐ No

H.10a. Are the legal matters students work on in this hybrid primarily the responsibility of:

☐ The off-campus host office or its attorney(s)

☐ The law school

H.10b. How is the student's legal work supervised in this hybrid?

☐ Primarily supervised by a full-time law school faculty member

☐ Primarily supervised by a lawyer(s) from the off-campus host office

☐ Shared, not primary, supervision between a full-time law faculty member and a lawyer(s) from the off-campus host office

H.IOc. What is the relationship to the school of the off-campus host office lawyer responsible for that supervision?

- ☐ Adjunct faculty - with compensation from school
- ☐ Adjunct faculty - no compensation from school
- ☐ Not appointed as adjunct faculty - but compensated by the school
- ☐ Not appointed as adjunct faculty - and no compensation from the school
- ☐ Other (briefly explain)

Case/Legal Work Component

This sub-section seeks information about the cases or other legal work students perform in this clinic (i.e., advising or representing a client, serving as a third-party neutral, etc.). Later questions ask about the classroom instructional component.

H.II. Case/Legal Work Supervisors: How many persons supervise the case/legal work of the students in this clinic (full or part time)?

v

H.12. **Number Full Time:** How many of the persons supervising the case/legal work are full-time employees of the law school ("full time" defined as working at least 80% of the normal teaching hours/load at the school (i.e., at least 0.8 FTE)):

v

H.13. **Student-Teacher Ratio:** State the number of students per supervisor for the case/legal work component of this clinic (i.e., student-teacher ratio of ____ students to 1 supervisor):

v

H.14. **Classroom Also:** How many of the persons supervising the case/legal work also teach the classroom instructional component of this clinic? *(additional questions regarding classroom instruction staffing will be asked in the Classroom Component section.)*

v

H.15. **Total Combined Credits:** State the total number of academic credits a law student receives per term for the combined case/legal work and classroom components of this clinic. If variable, choose the most common number of credits students receive:

H.16. **Case/Legal Work Credits:** Are the credits students receive for just the case/legal work component of this clinic set at a fixed amount or are they variable based on the amount of work students commit to doing?

0 Fixed

0 Variable

H.16a. **Fixed Credits:** How many fixed credits may a student earn for the case/legal work? *(if credits are not formally divided between the case/legal work and*

classroom components, apportion the total credits between the two components)

H.16b. Minimum/Maximum: What are the minimum and maximum number of variable credits? *(if credits are not formally divided between the case/legal work and classroom components, apportion the total credits between the two components):*

Minimum number

Maximum number

H.17. Grading: What is the grading method for the case/legal work?

- ☐ Mandatory Pass/Fail (including systems with high/low pass, honors, etc.)
- ☐ Mandatory Letter/Number Grade
- ☐ Optional Pass/Fail or Grade
- ☐ Mixed Pass/Fail & Letter/Number Grade

H.17a. **Grading Curve:** If graded with letter/ number, is it done on a curve?

- ☐ Yes
- ☐ No

H.17b. If graded on a curve, is the curve:

- ☐ Similar/ same as the curve used by the school for all courses
- ☐ Similar/ same as the curve used by the school in other low enrollment courses
- ☐ More flexible or higher curve than other courses
- ☐ Different in some other way from the curve used in other courses (briefly explain)

H.18. **Interdisciplinary:** Is this clinic interdisciplinary -- i.e., students, faculty, or practitioners from other disciplines apart from law participate by using their non-law discipline? (*do not include law students earning joint degrees from other departments/schools unless those*

students participate in the clinic in order to use their non-law discipline)

☐ Yes

☐ No

H.18a. Please identify the way students may participate in this interdisciplinary clinic:

☐ Students in non-law disciplines participate for academic credit

☐ Students in non-law disciplines participate but are paid and do not receive credit

☐ Students in non-law disciplines participate as unpaid volunteers and do not receive credit

☐ No non-law students participate

☐ Other (briefly explain)

H.18b. Please identify the instructors in this interdisciplinary clinic:

☐ Faculty from non-law disciplines assist with cases/ matters

☐ Non-faculty practitioners from non-law disciplines assist with cases/ matters

☐ Clinic paid staff from non-law disciplines assist with cases/ matters

☐ No non-law instructors assist

☐

Other (briefly explain)

H.18c. Identify the non-law discipline(s) in this interdisciplinary clinic:

☐ Health care (i.e., medical or nursing)

☐ Psychology/ psychiatry

☐ Social work

☐ Environmental/Natural Resource

☐ Business/Finance

☐

Other (briefly explain)

Classroom Component

This sub-section seeks information on the ABA required "classroom instructional component" of the clinic whether that classroom component is treated as part of the overall law clinic course or treated separately in your school's course directory/ catalog.

H.19. **Number Classroom Teachers:** How many people teach the classroom component of this clinic?

_____ v

H.19a. **Number Full Time:** How many of the persons teaching the classroom component are full-time employees of the law school ("full time" defined as working at least 80% of the normal teaching hours/load at the school (i.e., at least 0.8 FTE)):

_____ v

H.20. **Student-Teacher Ratio:** State the number of law students per teacher for the classroom component of this clinic (i.e., student-teacher ratio of ____ students to 1 instructor):

_____ v

H.21. **Credits - Classroom Component:** State the number of credits a student receives per term for just the

classroom component of this course. *(it credits are not formally divided between the case/legal work and academic components, apportion the total credits between the two components and state the classroom number.):*

_____ v

H.22. **Grading:** What is the grading method for the classroom component?

- ☐ Mandatory Pass/Fail (including systems with high/low pass, honors, etc.)
- ☐ Mandatory Letter/Number Grade
- ☐ Optional Pass/Fail or Letter/Number Grade
- ☐ Mixed Pass/Fail & Letter/Number Grade

H.22a. **Curve:** If graded with letters or numbers, is it done on a curve?

- ☐ Yes
- ☒ No

H.22b. Is the curve:

- 0 Similar/ same as the curve used by the school for all courses
- 0 Similar/ same as the curve used by the school in other low enrollment courses
- 0 More flexible or higher curve than in other courses
- 0 Different in some other way from the curve used in other courses (briefly explain)

H.23. **Classroom Curriculum:** What is your best estimate of the time spent in your classroom component on:

	None (1)	2	3	Extensive (4)
Simulation	0	0	0	0
Skills instruction	0	0	0	0
Substantive law	0	0	0	0
Procedural law/ rules	0	0	0	0
Fieldwork discussion/ rounds	0	0	0	0
Professional responsibility/ethics	0	0	0	0
Professional identity formation	0	0	0	0
Bias, cross-cultural competency & racism	0	0	0	0
Career development	0	0	0	0

None (1)

2

3

Extensive (4)

Other (briefly explain):

0

0

0

0

Additional Term

This sub-section seeks information on students taking the clinic for an additional term(s) beyond the standard required enrollment period.

H.24. **Repeat Enrollment:** Are students permitted to re-enroll in this clinic for any additional term(s) beyond the initial mandatory period you provided in response to Question H.4 above?

0 Yes

0 No

H.24a. **Percent Re-Enroll:** What is the approximate percentage of students who generally enroll in this clinic for additional terms:



H.24b. **Credits:** How many academic credits per additional term may a student earn (*if the number of credits a student may take for the additional term is variable, choose the most common number*):

H.24c. **Grading:** How are students graded for these additional terms?

- ☐ Mandatory Pass/Fail (including systems with high/low pass, honors, etc.)
- ☐ Mandatory Letter/Number Grade
- ☐ Optional Pass/Fail or Grade
- ☐ Mixed Pass/Fail&. Letter/Number Grade

Technology Use

H.25. File Access Technology: What technologies does your clinic use to provide students with remote access to client files? (check all that apply):

- ☐ Cloud-based case management software (e.g., CLIO, TimeMatters, MyCase)
- ☐ Cloud-based generic document sharing tools (e.g., OneDrive, Dropbox, Box, Google Drive)
- ☐ Remote desktop/Virtual Desktop Interface (VDI/VPN)
- ☐ Saving case files/client information to their personal computers
- ☐ Emailing themselves case files/client information
- ☐ Other (briefly explain)
- ☐ Do not permit students to access client files remotely

H.26. Data Security and Technology Use: How, if at all, do you educate and train students explicitly about data security and the appropriate use of technology to protect client data?

- ☐ Written policies
- ☐ Training by faculty or staff
- ☐ Case by case/individualized student instruction
- ☐ Other (briefly explain)
- ☐ Students are not educated or trained explicitly

H.27. Generative AI Applications: Please indicate how often you are using generative AI in your clinic:

	Not at all (1)	Sometimes (2)	Often (3)
<u>Clinic Seminar</u>			
Help identify class materials or resources (e.g., readings, videos)	0	0	0
Generating course content (e.g., hypotheticals, exercises)	0	0	0
Run or assist with simulations or skills practice (e.g., cross examination, interviewing)	0	0	0
<u>Clinic Legal/Casework</u>			
Generate draft pleadings, correspondence, or other case-related documents	0	0	0
Editing and revising documents already drafted	0	0	0
Legal research, using a general-purpose tool (e.g., ChatGPT)	0	0	0
Legal research, using a legal practice specific tool (e.g., Lexis+ AI, CoCounsel, Spellbook)	0	0	0
Summarize or index case-specific documents such as discovery or public records	0	0	0
<u>Clinic Administrative Tasks</u>			
Assist with administrative tasks for the clinic	0	0	0

	Not at all (1)	Sometimes (2)	Often (3)
Other (briefly explain)	0	0	0

H.27a. AI Student Education: Please indicate how, if at all, you educate your students about the appropriate use of generative AI (GAI) tools in their clinic legal work: (*check all that apply*)

- ☐ Instruction on legal ethics implications
- ☐ Best practices for maintaining client confidentiality and data security
- ☐ Instruction on local practice rules (court, bar rules)
- ☐ Instruction on "prompt engineering" - how to effectively guide GAI tools
- ☐ Discussions about policy implications of GAI, such as systemic bias, environmental impacts, job displacement, IP concerns
- ☐ Written policy prohibiting use of GAI
- ☐ Written policy allowing use of GAI, but with limitations
- ☐ Other (briefly explain)
- ☐ None of the above

Summer Law Clinic

H.28. **Summer Clinic:** Does your clinic run as a student-enrolled, for-credit program during the summer?

- ☐ Yes, and I am responsible for teaching/ supervising the students
- ☐ Yes, but someone else is responsible for teaching/ supervising the students
- ☐ No

H.28a. **Number Students:** How many total law students generally enroll during the summer term:

H.28b. **Credits:** What is the most common number of academic credits students receive (*if varies, choose an average number representative of all students in the summer clinic*):

H.28c. **Ongoing Matters:** Does the clinic have ongoing casework during the summer months that must be handled?

- ☐ Yes

0 No

H.28d. Coverage Assistance: Does your school provide you with assistance to cover the case/legal work?

- 0 Yes, paid law student assistance
- 0 Yes, outside attorney, for partial relief
- 0 Yes, outside attorney, for full relief
- 0 Yes, clinic fellow or staff attorney
- 0 No, I am responsible to manage the ongoing casework, without additional assistance

Amount of Free Legal Assistance

H.29. Total Hours: Estimate the approximate total number of **hours** of free legal assistance delivered **by the students in all** the clinics you directed, excluding seminar time, during the **previous 2024-25** academic year to **individuals, government entities, or organizations:**

Civil Legal Services:

Criminal Legal Services

H.30. **Total Assisted:** Estimate the total **number** of individuals, government entities, or organizations provided free legal assistance **by the students in all** the clinics you directed during the **previous** 2024-25 academic year (*class actions, organizational clients, or serving as a third-party neutral between parties count as 1*):

Civil Legal Services

Criminal Legal Services

H2. LAW CLINIC - ADDITIONAL COURSE

Additional Law Clinic Course: Do you direct an additional law clinic course, as we would like to ask a few select questions about that course?

0 Yes

0 No

NOTE FOR CO-DIRECTORS: If you share direction of the additional law clinic with another person, please consult with your co-director to ensure only one of you completes this section. If you are the non-answering co-director, answer "EXIT SECTION" to skip this short block of questions.

0 EXIT SECTION

H2.1. Course Title: Provide the title for the additional law clinic with the largest enrollment.

H2.2. Clinic Type: From the list below, choose the category that best describes this additional clinic (*check "Other" only if the clinic falls well outside the choices below*).

- | | | |
|--|---|--------------------------------------|
| ☐ Administrative Law | ☐ Criminal Defense | ☐ Immigration |
| ☐ Alternative Dispute Resolution/ Mediation | ☐ Criminal Prosecution | Indian/ Native American |
| ☐ Animal Law | ☐ Death Penalty/ Post-Conviction | Innocence |

☐ Appellate	☐ Disability/ Special Education	☐ Intellectual Property /Technology
☐ Asylum/Refugee	☐ Domestic Violence	☐ Legislative/ Public Policy
☐ Bankruptcy	☐ Employment/ Labor Law	☐ Prisoner Reentry/ Post-Release
☐ Children & the Law/ Children's Rights	☐ Elder Law	☐ Prisoner Rights
☐ Civil & Criminal Litigation/ General Litigation	☐ Entrepreneurship/ Small Business	☐ Securities
☐ Civil Litigation/ General Civil	☐ Environmental	☐ Tax
☐ Civil Rights	☐ Family Law	☐ Transactional
☐ Community/ Economic Development	☐ First Amendment Partnership	☐ Veterans
☐ Community Justice/Lawyering	☐ Health/ Medical Legal	☐ Wills/ Trusts/ Estates
☐ Constitutional Law	☐ Housing	☐ Other (briefly identify)
☐	☐	☐
D Consumer Law	D Human Rights	

H2.3. Type of Legal Practice: Estimate the percentage of this additional clinic's work that is focused on the following practice types, not subject matter (*your estimates for the five practice categories must add to 100%*).

Litigation or dispute resolution	0	%
Transactional	0	%
Regulatory/ administrative law	0	%
Legislative or policy	0	%
Community lawyering/ education	0	%
Other (briefly explain)	0	%
Total	0	%

H2.4 Enrollment: What is the typical enrollment in this additional clinic per term?

H2.5. Student-Teacher Ratio: State the number of students per supervisor for the case/legal work component of this additional clinic (i.e., student-teacher ratio of ____ students to 1 supervisor):

H2.6. Total Credits: State the total number of academic credits a law student receives per term for the combined case/legal work and classroom components of this additional clinic. If variable, choose the most common number of credits students receive:

H2.7. Summer Clinic: Does your additional clinic run as a student-enrolled, for-credit program during the summer?

- ☐ Yes, and I am responsible for teaching/ supervising the students
- ☐ Yes, but someone else is responsible for teaching/ supervising the students
- ☐ No

H2.7a. Number Summer Students: How many total law students generally enroll during the summer term:

H2.7b. Summer Credits: What is the most common number of academic credits students receive in the

summer (*if varies, choose an average number representative of all students in the summer clinic*):

v

I. FIELD PLACEMENT SECTION - PROGRAM DIRECTORS

I. FIELD PLACEMENT SECTION - PROGRAM DIRECTORS

This section of the survey seeks information on your school's field placement program for the current 2025-26 Academic Year. Please select the best description for your school's field placement program:

- ☐ The school has a director of the overall field placement program
- ☐ The school has individual field placement course directors, but **no** overall program director (will move to next section)

NOTE: If you share direction of the program with another person, please consult with your co-director to ensure only one of you completes this section. If you are the non-answering program co-director **or** you are not the overall school program director, answer "EXIT SECTION" to skip this block of questions.

☐ EXIT SECTION

Please answer the questions for your school's program as a whole, not for any individual field placement course(s) you or someone else teaches. Where individual field placement program course(s) at your school vary in some way, please answer for the predominate method or number overall.

1.1. **Terms Offered:** Is your school's field placement program (i.e., its various field placement courses) offered:

☐ Fall, winter, and/or spring terms

☐ Summer

1.1a. **Prior Enrollment:** For the prior 2024-25 academic year, what was the total enrollment in **all** the school's field placement courses during:

Fall/winter/ spring terms, combined
total

Summer term



1.2. Allocation of Responsibility: Indicate how your school allocates principal responsibility for core elements of the field placement program. Choose the person with the greatest responsibility for each element.

	Field placement program director	Administrative assistant to director	Career services, public interest center, or pro bono staff	Field placement classroom instructor (adjunct or full- time faculty)	Other	N/A
Counseling/ placement of students	0	0	0	0	0	0
Host office and field supervisor relations (approval, training, monitoring)	0	0	0	0	0	0
Guided reflection (classroom teaching and/ or reflective engagement)	0	0	0	0	0	0
Grading assessment	0	0	0	0	0	0
Overseeing instructors	0	0	0	0	0	0

	Field placement program director	Administrative assistant to director	Career services, public interest center, or pro bono staff	Field placement classroom instructor (adjunct or full- time faculty)	Other	N/A
Program design and compliance, including developing program material (handbooks, teaching plans)	0	0	0	0	0	0
Monitoring the student experience	0	0	0	0	0	0

Please briefly explain your "other" response (s).

1.3 Staffing: Please list the number of people in your school's program who serve as:

Field placement program director

Director of individual field placement course

Reflective component instructor (full-time faculty)

Reflective component instructor (adjunct)

Program coordinator/ Administrative assistant

1.4 Fieldwork Settings: What kinds of placements do your school's field placement students typically participate in? (Check all that apply)

- | | |
|--|---|
| ☐ Judicial | In-house counsel at nonprofit organization |
| ☐ Government (e.g., attorney general, other executive branch agencies) | In-house counsel at for-profit |
| ☐ Legislative | International at NGO or government agencies only (outside the U.S.) |
| ☐ Prosecution | International at any type of organization (outside the U.S) |
| ☐ Public Defender | Private practice (e.g., law firms, civil or criminal) |
| ☐ Nonprofit public interest legal services | Other (briefly explain) |
| | ☐ <input type="text"/> |

1.4a. Types of Legal Work: Considering where students are placed, provide the best estimate of the percentage of the placements where the student's work is primarily focused on the following types of legal work (*your estimates for the six practice categories should add to 100%*).

Litigation or dispute resolution	0	%
Judicial	0	%
Transactional	0	%
Regulatory/ Administrative Law	0	%
Legislative or policy	0	%
Other (briefly explain)	0	%
Total	0	%

1.5 Compensation (paid externships): Does your program allow students to receive financial compensation for their credited field placement work (beyond reimbursement for out-of-pocket expenses incurred for working at the placement site)?

- ☐ Yes, regardless of source of the compensation or type of placement
- ☐ Yes, but only for certain types of placements

- ☐ Yes, but the compensation must be from a source other than the externship site/ office (e.g., fellowship, grant, or stipend)
- ☐ No

1.5 a Compensation - Placement Types: In which types of placements may students receive financial compensation?

- ☐ Public interest/ nonprofit organizations
- ☐ Government
- ☐ Judicial
- ☐ For-profit law practice
- ☐ For-profit corporate counsel
- ☐ Other (explain)

1.5b Compensation - Percentage of Students:

Regardless of source of funds or type of placement, what is your best estimate of the percentage of your school's field placement students that received compensation in the prior 2024-25 academic year?

- ☐ less 10%
- ☐ 11-25%
- ☐ 25-50%
- ☐ 51-75%

0 more than 75%

Credits

This sub-section seeks information on the academic credits awarded for the individual courses within your field placement program. For purposes of the survey:

- **Classroom/Reflection Component** refers to the portion of the course that fulfills the ABA Standard 304(0) (5) faculty-guided reflection requirement for a "classroom instructional component, regularly scheduled tutorials, or other means of ongoing, contemporaneous, faculty-guided reflection." It may be paired with the fieldwork component as a single course or as a separately-credited course.
- **Fieldwork** refers to the lawyering experience of the students.

1.6. Combined or Separate Companion Courses: Are your field placement courses primarily a single course with fieldwork and classroom/reflection components combined

or are they identified as two separate courses in your school's course catalog/ directory?

- ☐ One course
- ☐ Two courses - fieldwork and classroom/ reflection component separately credited

1.7a. Credits - Classroom/Reflection Component: State the number of credits a student most commonly receives per term for **just** the classroom/ reflection portion of your school's courses (if credits are not formally divided between the fieldwork and classroom/ reflection components, apportion the total credits between the two components and state the classroom number):

_____ v

1.7b. Credits - Fieldwork Component: Are the credits students receive for your school's fieldwork component set at a fixed number or variable number based on the amount of work students perform?

- ☐ Fixed
- ☐ Variable

1.7c. Fieldwork Credit - Fixed Number: Enter the number of fixed credits that students most commonly receive (*if credits are not formally divided between the fieldwork and academic components, apportion the total credits between the two components, and state only the fieldwork number.*):

1.7d. Fieldwork Credit - Variable: Enter the minimum and maximum number of credits a student may earn for only their fieldwork (*if credits are not formally divided, apportion*):

Minimum

Maximum

Fieldwork Component

This sub-section seeks information specific to the fieldwork component of your school's courses (i.e., the lawyering experience of students).

1.8. Fieldwork Placement Format: What is your best estimate of the percentage of the school's field placement students performing fieldwork in each of the following formats (*should total 100%*):

	Percent working
On-site/in-person	0 %
Virtual	0 %
Hybrid (some on-site/some virtual)	0 %
#Conjoint, Total#	0 %

I.Sa. Virtual Approval Factors: What factors do you consider in approving a fully virtual externship? (*check all that apply*)

- ☐ D Allowing students to engage in externships in expensive locales
- ☐ D Uniqueness of the placement and practice area
- ☐ D Opportunities to participate in hearings and other "out of office" activities through videoconferencing technology

- ☐ Whether other employees and externs are working remotely
- ☐ Number of credits sought
- ☐ Quality of work available
- ☐ Prior experience with virtual remote externship supervision
- ☐ Whether student can visit the office in person
- ☐ Outside commuting distance
- ☐ Other (please explain)

1.9. **Hours Per Credit:** How many total hours per term are students required to work for each fieldwork credit? *(not hours per week but over the full term):*

- ☐ 42.5-45 hours/ credit
- ☐ 46-50 hours/ credit
- ☐ 51-55 hours/ credit
- ☐ 56-60 hours/ credit
- ☐ more than 60 hours/ credit

1.10. **Time Reporting - Frequency:** How frequently are students' time logs generally reviewed by the school?

- ☐ Never; time reporting is not required
- ☐ Weekly
- ☐ Bi-weekly

- ☐ Monthly
- ☐ Mid- and end-of-term
- ☐ At end-of-term only
- ☐ Other (briefly explain)

I.IOa. Time Reporting - Verification: Are time logs generally reviewed or approved by site supervisors?

- ☐ No site supervisor review/ approval
- ☐ Site supervisor review/ approval
- ☐ Other (briefly explain)

1.11. Fieldwork Grading: Indicate the grading method for fieldwork (*if the fieldwork and academic components are combined in a unified course, state the method for the unified course*):

- ☐ Mandatory Pass/Fail (including variations like high/low pass, honors, etc.)
- ☐ Mandatory Letter/Number Grade
- ☐ Optional Pass/Fail or Grade
- ☐ Mixed Pass/Fail & Letter/Number Grade
- ☐ Other (briefly explain)

I.IIa. Grading Curve: Is it done on a curve?

☐ Yes

☒ No

I.IIb. Is the curve:

- ☐ Similar/ same as the curve used by the school for all courses
- ☐ Similar/ same as the curve used by the school in other low enrollment courses
- ☐ More flexible or higher curve than in other courses
- ☐ Different in some other way from the curve used in other courses (please explain)

Classroom/Reflection Component

This sub-section seeks information on the ABA Standard 304(a) (5) required "classroom instructional component, regularly scheduled tutorials, or other means of ongoing, contemporaneous, faculty-guided reflection."

1.12. **Classroom/Reflection Component Approach:** What is the primary way your school's field placement courses address the ABA requirement for "a classroom instructional component, regularly scheduled tutorials, or other means of ongoing, contemporaneous, faculty-guided reflection"?

- ☐ Classroom instructional component (e.g., a related seminar)
- ☐ Regularly scheduled faculty tutorials (e.g., I-I or small group meetings)
- ☐ Other means of ongoing, contemporaneous, faculty-guided reflection (e.g., asynchronous discussions or written reflections with no class meetings; briefly explain)

1.12a. **Classroom Component Mode:** The classroom component for your field placement courses are generally taught: (check all that apply)

- ☐ In person
- ☐ Synchronous virtual (e.g., using Zoom, Teams)
- ☐ Asynchronous virtual

1.12b. Classroom Component Theme: What is your best estimate of the percentage of students enrolled in each type of classroom component below:

General or mixed course (students in a variety of placements, focused on self-directed learning and common experiences/ themes)

%

Organized around type of practice or type of law (e.g., criminal justice, civil litigation, judicial, private practice)

%

Total

%

1.12c. Classroom/Instructional Curriculum: What is your best estimate of the time spent in all of your classroom/instructional components in your school's program:

	None (1)	2	3	Extensive (4)
Simulation	0	0	0	0
Skills instruction	0	0	0	0
Substantive law	0	0	0	0
Procedural law/ rules	0	0	0	0
Fieldwork discussion/ rounds	0	0	0	0
Professional responsibility/ethics	0	0	0	0
Professional identity formation	0	0	0	0

	None (1)	2	3	Extensive (4)
Bias, cross-cultural competency & racism	0	0	0	0
Career development	0	0	0	0
Other (briefly explain): 	0	0	0	0

1.13. Assignments: What assignments are generally required of students in your school's field placement course. (check all that apply).

☒ Reflective writings/journals are assigned and shared with site supervisors

☐ Reflective writings/journals are assigned but not shared with site supervisors

☒ Learning agenda or plan

☒ Research paper
Self-assessment

☐

☒ Simulated drafting assignment

☒ Redacted work product or writing samples from fieldwork

☐ Interviewing, counseling, negotiation, or other skills exercises

☐ Participation in discussion board

☒ Oral presentation

Other (briefly explain)

☐

1.14. **Classroom/Reflection Component Grading:** If the classroom/ reflection component in your school's field placement courses is graded separately from the fieldwork component, indicate the grading method.

- ☐ Mandatory Pass/Fail (including variations like high/low pass, honors, etc.)
- ☐ Mandatory Letter/Number Grade
- ☐ Optional Pass/Fail or Grade
- ☐ Mixed Pass/Fail & Letter/Number Grade
- ☐ Other (briefly explain)

1.14a. **Curve:** Is grading done on a curve?

- ☐ Yes
- ☐ No

1.14 b. Is the curve:

- ☐ Similar/ same as the curve used by the school for all courses
- ☐ Similar/ same as the curve used by the school in other low enrollment courses
- ☐ More flexible or higher curve than other courses

- 0 Different in some other way from the curve used in other courses (briefly explain)

Additional Term

This sub-section seeks information on students taking a field placement course for an additional term(s) beyond the initial required enrollment period.

1.15. **Repeat Enrollment:** Are students generally permitted to enroll more than once in the same field placement course?

0 Yes

0 No

1.15 a. **Repeat Enrollment - Same or Different Office:**
When permitted to re-enroll, are students:

- 0 Allowed to continue in the same field placement/host office without conditions

- ☐ Allowed to continue in the same placement office with conditions or approval (e.g., different kinds of matters, level of responsibility)
- ☐ Required to work in a placement office different from the prior enrollment

1.15b. **Repeat Enrollment - Classroom/Reflection**

Component: How is the classroom/reflection component handled for repeating students?

- ☐ Classroom (including with modifications, e.g., different content, assignments, attendance rules)
- ☐ Regularly scheduled faculty tutorials
- ☐ Other means of ongoing, contemporaneous, faculty-guided reflection
- ☐ Not required because the credits do not count towards the ABA experiential coursework requirement

Evaluation and Monitoring of Field Placement Offices

This sub-section seeks information how your school's field placement program generally addresses ABA Standard 304(d) (ii) that requires all programs have methods for "selecting, training, evaluating and communicating with site supervisors, including regular contact between the faculty and site supervisors through in-person visits or other

methods of communication that will assure the quality of the student educational experience."

1.16. **Student Placement Selection:** Which method is predominately used to pair students with placements for their fieldwork.

- ☐ Students are matched to an office by school staff or faculty
- ☐ Students choose placement from a list of approved offices
- ☐ Students meet with faculty/ staff regarding placements and students apply to suitable placements
- ☐ Students find their own placement and then seek school approval of the office
- ☐ Other (briefly explain)

1.17. **Field Placement Site Oversight:** Indicate the methods you use to monitor/ evaluate the legal office where students are placed.

- ☐ Student evaluation of office/ site supervisor and other student discussion
- ☐ Review of student timesheets
- ☐ Supervisor evaluation of student
- ☐ Site visit(s) to office
- ☐ Telephone call/videoconference with site supervisor

☐ Email communication with site supervisor

☐ Other (briefly explain)

**1.18. Site Visits: Are the placement/host offices visited?
(whether by faculty or staff) (check all that apply)**

☐ Yes, in person

☐ Yes, virtual

☐ No

**1.18a. Site Visit Frequency: How frequently are site visits
primarily conducted?**

☐ Semesters when a student is placed at the office

☐ Limited to new offices or new supervisors

☐ Irregular/ occasional

☐ Each term

☐ Annual

☐ Biannual

☐ Other (briefly explain)

1.19. **Site Supervisor Training:** Indicate the 3 most typical methods used to train site supervisors.

- ☐ Written material
- ☐ Individual discussions with supervisor (s)
- ☐ Live training-in person
- ☐ Live training-online, with opportunity for Q&A
- ☐ Video training-not live (e.g., self-guided instruction)
- ☐ Other (briefly explain)

Amount of Free Legal Assistance

1.20. **Total Fieldwork Hours:** What is your best estimate of the total number of fieldwork hours of free legal services delivered over the **previous** 2024-25 combined **fall/winter/spring** terms by students enrolled in your school's combined field placement courses. Include all hours working in **nonprofit organizations, governmental offices, and judicial chambers** (compensated or uncompensated), but do not include hours working in for-profit placements.

Summer Field Placement Courses

This Section seeks information about the summer term for your school's field placement course (s).

1.21. Summer Field Placement Course Structure Details:
Does the structure of the field placements course (s) in the summer term differ significantly from that in fall/winter/spring terms in the following aspects?

- D** Credits
- D** Classroom/ reflective component delivery method
- D** Only certain groups of students eligible (e.g., international students, part-time JD students, etc.)

1.22. Summer Credits: How many credits does each student generally earn in the summer field placement course(s) for the **combined** fieldwork and any separate classroom/ reflection component *(if varies, choose the*

most common number of credits for students in the summer course(s)):

▼

1.22a. Fieldwork - Fixed or Variable Credit: Are the credits students receive for the fieldwork component of the summer course(s) set at a fixed **or** variable number based on the amount of work students perform?

- ☐ Fixed
- ☐ Variable

1.22b. Fieldwork - Fixed Credits: Enter the number of fixed credits awarded for fieldwork in the summer course(s) *(if credits are not formally divided between the fieldwork and classroom/reflection components, apportion the total credits between the two components, and state the fieldwork number):*

1.22c. Fieldwork - Variable Credits: Enter the minimum and maximum number of credits a student may earn for fieldwork in the summer course(s) *(if credits are not formally divided between the fieldwork and classroom/reflection components, apportion the total credits between the two components):*

Minimum

Maximum

1.23. Classroom/Reflection Component Approach:
What is the primary way the summer course(s) help students reflect on their fieldwork?

- ☐ Classroom instructional component (e.g., a related seminar)
- ☐ Regularly scheduled faculty tutorials
- ☐ Other means of faculty-guided reflection (briefly explain)

- ☐ No reflective component

1.24. **Summer Classroom Approach:** How is the summer classroom component similar to or different from the non-summer:

- ☐ Summer component is run similar to non-summer terms (re frequency and instructional methods)
- ☐ Summer component is front-loaded (e.g., on-site orientation before students leave)
- ☐ Summer component meets less frequently
- ☐ Summer component is taught online, unlike non-summer terms
- ☐ Other (briefly explain)

Amount of Free Legal Assistance

1.25. **Total Summer Fieldwork Hours:** Estimate the total number of fieldwork hours of free legal services delivered over the **previous 2025 summer** term by students enrolled in your school's combined field placement courses. Include **all** hours working in **nonprofit organizations, governmental offices, and judicial chambers** (compensated or uncompensated), but do not include hours working in for-profit placements.



J. FIELD PLACEMENT SECTION- COURSE INSTRUCTORS

J. FIELD PLACEMENT SECTION - COURSE INSTRUCTORS

This section of the survey seeks information on your field placement course(s) for the current 2025-26 Academic Year.

Please **do not** fill this out, but instead exit the section, if your school has an overall director of field placement programs. The director of the field placement program will answer for the school's program as a whole in Section I.

0 EXIT SECTION

Please fill out the following for your field placement course that generally has the **highest enrollment**. We will ask later about any additional course (s).

J.1. Terms Offered: Is your field placement course offered (*check all that apply*):

- ☐ Fall, winter, and/or spring terms
- ☐ Summer

J.2. Prior Enrollment: For the prior 2024-25 academic year, what was the total enrollment in the course during:

Fall/winter/ spring terms, combined total

Summer term

J.3. Fieldwork Settings: What kinds of placements do your school's field placement students typically participate in? (Check all that apply)

- | | |
|--|---|
| ☐ Judicial | ☐ In-house counsel at nonprofit organization |
| ☐ Government (e.g., attorney general, other executive branch agencies) | ☐ In-house counsel at for-profit |
| ☐ Legislative | ☐ International (outside the U.S.) |

☐ Prosecution

Public Defender

☐

☐ Nonprofit public interest legal services

☐ Private practice (e.g., law firms, civil or criminal)

Other (briefly explain)

☐

J.4. Types of Legal Work: Considering where your students are placed, provide the best estimate of the percentage of the placements where the student's work is primarily focused on the following types of legal work (*your estimates for the six practice categories should add to 100%*).

Litigation or dispute resolution

%

Judicial

%

Transactional

%

Regulatory/ Administrative Law

%

Legislative or policy

%

Other (briefly explain)

%

Total

%

J.5. Compensation (paid externships): Do you allow students to receive financial compensation for their credited field placement work (beyond reimbursement for out-of-pocket expenses incurred for working at the placement site)?

- ☒ Yes, regardless of source of the compensation or type of placement
- ☒ Yes, but only for certain types of placements
- ☒ Yes, but the compensation must be from a source other than the externship site/office (e.g., fellowship, grant, or stipend)
- ☐ No

J.6a. Compensation - Placement Types: In which types of placements may students receive financial compensation?

- ☒ Public interest/ nonprofit organizations
- ☒ Government
- ☒ Judicial
- ☒ For-profit law practice
- ☒ For-profit corporate counsel
- ☒ Other (explain)

J.6b. **Compensation - Percentage of Students:**

Regardless of source of funds or type of placement, what is your best estimate of the percentage of your students that received compensation in the prior 2024-25 academic year?

- ☐ less 10%
- ☐ 11-25%
- ☐ 25-50%
- ☐ 51-75%
- ☐ more than 75%

Credits

This sub-section seeks information on the academic credits awarded for your course. For purposes of the survey:

- **Classroom/Reflection Component** refers to the portion of the course that fulfills the ABA Standard 304(a) (5) faculty-guided reflection requirement for a "classroom instructional component, regularly scheduled tutorials, or other means of ongoing, contemporaneous, faculty-guided reflection." It may be paired with the fieldwork component as a single course or as a separately-credited course.

- **Fieldwork** refers to the lawyering experience of the students.

J.7. Combined or Separate Companion Courses: Is your field placement course a single course with fieldwork and classroom/reflection components combined or are they identified as two separate courses in your school's course catalog/ directory?

- ☐ One course
- ☐ Two courses - fieldwork and classroom/ reflection component separately credited

J.8. Total Credits - Fieldwork Plus Classroom/Reflection Components: Whether the fieldwork and classroom/ reflection components are a separate or combined course(s), state the total number of credits a student receives per term for the **combined** fieldwork and classroom/ reflection components of the field placement course (*if variable or differs between courses, choose the most common number of credits students receive*):

L v

J.8a. Credits - Classroom/Reflection Component: State the number of credits a student most commonly receives per term for **just** the classroom/ reflection portion of your course (if credits are not formally divided between the fieldwork and classroom/ reflection components, apportion the total credits between the two components and state the classroom number):

_____ v

J.8b. Credits - Fieldwork Component: Are the credits students receive for your course's fieldwork component set at a fixed number or variable number based on the amount of work students perform?

- 0 Fixed
0 Variable

J.8c. Fieldwork Credit - Fixed Number: Enter the number of fixed credits that students most commonly receive (*if credits are not formally divided between the fieldwork and*

academic components, apportion the total credits between the two components, and state only the fieldwork number.):

J.8d. Fieldwork Credit - Variable: Enter the minimum and maximum number of credits a student may earn for only their fieldwork *(if credits are not formally divided, apportion):*

Minimum

Maximum

Fieldwork Component

This sub-section seeks information specific to the fieldwork component of your course (i.e., the lawyering experience of students).

J.9. Fieldwork Placement Format: What is your best estimate of the percentage of your students performing fieldwork in each of the following formats (*should total 100%*):

	Percent working
On-site/in-person	0 %
Virtual	0 %
Hybrid (some on-site/some virtual)	0 %
#Conjoint, Total#	0 %

J.10. Virtual Externships: What factors do you consider in approving a fully virtual externship? (*check all that apply*)

- ☐ Allowing students to engage in externships in expensive locales
- ☐ Uniqueness of the placement and practice area
- ☐ Opportunities to participate in hearings and other "out of office" activities through videoconferencing technology
- ☐ Whether other employees and externs are working remotely
- ☐ Number of credits sought
- ☐ Quality of work available
- ☐ Prior experience with virtual remote externship supervision
- ☐ Whether student can visit the office in person
- ☐ Outside commuting distance

☐

Other (please explain)

J.II. Hours Per Credit: How many total hours per term are students required to work for each fieldwork credit? (not hours per week but over the full term):

- ☐ 42.5-45 hours/credit
- ☐ 46-50 hours/credit
- ☐ 51-55 hours/credit
- ☐ 56-60 hours/credit
- ☐ more than 60 hours/credit

J.12. Time Reporting - Frequency: How frequently are students' time logs generally reviewed?

- ☐ Never; time reporting is not required
- ☐ Weekly
- ☐ Bi-weekly
- ☐ Monthly
- ☐ Mid- and end-of-term
- ☐ At end-of-term only
- ☐ Other (briefly explain)

J.12a. Time Reporting - Verification: Are time logs generally reviewed or approved by site supervisors?

- ☐ No site supervisor review/ approval
- ☐ Site supervisor review/ approval
- ☐ Other (briefly explain)

J.13. Fieldwork Grading: Indicate the grading method for fieldwork *(if the fieldwork and academic components are combined in a unified course, state the method for the unified course)*:

- ☐ Mandatory Pass/Fail (including variations like high/low pass, honors, etc.)
- ☐ Mandatory Letter/Number Grade
- ☐ Optional Pass/Fail or Grade
- ☐ Mixed Pass/Fail & Letter/Number Grade
- ☐ Other (briefly explain)

J.13a. Grading Curve: If graded with letters or numbers, is it done on a curve?

☐ Yes

☐ No

J.13b. Is the curve:

☐ Similar/ same as the curve used by the school for all courses

☐ Similar/ same as the curve used by the school in other low enrollment courses

☐ More flexible or higher curve than other courses

☐ Different in some other way from the curve used in other courses (briefly explain)

Classroom/Reflection Component

This sub-section seeks information on the ABA Standard 304(a) (5) required "classroom instructional component, regularly scheduled tutorials, or other means of ongoing, contemporaneous, faculty-guided reflection."

J.14. **Classroom/Reflection Component Approach:** What is the primary way your course addresses the ABA

requirement for "a classroom instructional component, regularly scheduled tutorials, or other means of ongoing, contemporaneous, faculty-guided reflection"?

- ☐ Classroom instructional component (e.g., a related seminar)
- ☐ Regularly scheduled faculty tutorials (e.g., 1-1 or small group meetings)
- ☐ Other means of ongoing, contemporaneous, faculty-guided reflection (e.g., asynchronous discussions or written reflections with no class meetings; briefly explain)

J.14a. Classroom Component Mode: The classroom component for your course is generally taught: (check all that apply)

- ☐ In person
- ☐ Synchronous virtual (e.g., using Zoom, Teams)
- ☐ Asynchronous virtual

J.14b. Classroom Component Theme: Is your classroom component organized as:

- ☐ General or mixed course (students in a variety of placements, focused on self-directed learning and common experiences/themes)
- ☐ Type of practice or type of law (e.g., criminal justice, civil litigation, judicial, private practice)

J.14c. Classroom/Instructional Curriculum: What is your best estimate of the time spent in all of your classroom/instructional components in your school's program:

	None (1)	2	3	Extensive (4)
Simulation	0	0	0	0
Skills instruction	0	0	0	0
Substantive law	0	0	0	0
Procedural law/rules	0	0	0	0
Fieldwork discussion/ rounds	0	0	0	0
Professional responsibility/ethics	0	0	0	0
Professional identity formation	0	0	0	0
Bias, cross-cultural competency & racism	0	0	0	0
Career development	0	0	0	0
Other (briefly explain): 	0	0	0	0

J.15. Assignments: What assignments are generally required of students in your course. (check all that apply).

- ☐ Reflective writings/journals are assigned and shared with site supervisors
- ☐ Reflective writings/journals are assigned but not shared with site supervisors
- ☐ Learning agenda or plan
- ☐ Research paper
Self-assessment
- ☐

Redacted work product or writing samples from fieldwork

Interviewing, counseling, negotiation, or other skills exercises

☐ Participation in discussion board

☐ Oral presentation

Other (briefly explain)

☐

D Simulated drafting assignment

J.16. Classroom/Reflection Component Grading: If the classroom/ reflection component in your course is graded separately from the fieldwork component, indicate the grading method.

- ☐ Mandatory Pass/Fail (including variations like high/low pass, honors, etc.)
- ☐ Mandatory Letter/Number Grade
- ☐ Optional Pass/Fail or Grade
- ☐ Mixed Pass/Fail & Letter/Number Grade
- ☐ Other (briefly explain)

J.16a. **Curve:** Is grading done on a curve?

- ☐ Yes
- ☐ No

J.16b. Is the curve:

- ☐ Similar/ same as the curve used by the school for all courses
- ☐ Similar/ same as the curve used by the school in other low enrollment courses
- ☐ More flexible or higher curve than other courses
- ☐ Different in some other way from the curve used in other courses (briefly explain)

Additional Term

This sub-section seeks information on students taking the course for an additional term(s) beyond the initial required enrollment period.

J.17. Repeat Enrollment: Are students generally permitted to enroll more than once in the course?

☐ Yes

☒ No

J.17a. Repeat Enrollment - Same or Different Office:

When permitted to re-enroll, are students:

- ☐ Allowed to continue in the same field placement/host office without conditions
- ☐ Allowed to continue in the same placement office with conditions or approval (e.g., different kinds of matters, level of responsibility)
- ☐ Required to work in a placement office different from the prior enrollment

J.17b. Repeat Enrollment - Classroom/Reflection

Component: How is the classroom/reflection component handled for repeating students?

- ☐ Classroom (including with modifications, e.g., different content, assignments, attendance rules)
- ☐ Regularly scheduled faculty tutorials
- ☐ Other means of ongoing, contemporaneous, faculty-guided reflection
- ☐ Not required because the credits do not count towards the ABA experiential coursework requirement

Evaluation and Monitoring of Field Placement Offices

This sub-section seeks information how your course addresses ABA Standard 304(d) (ii) that requires all courses have methods for "selecting, training, evaluating and communicating with site supervisors, including regular contact between the faculty and site supervisors through in-person visits or other methods of communication that will assure the quality of the student educational experience."

J.18. Student Placement Selection: Which method is predominantly used to pair students with placements for their fieldwork.

- ☐ Students are matched to an office by school staff or faculty
- ☐ Students choose placement from a list of approved offices
- ☐ Students find their own placement and then seek school approval of the office
- ☐ Other (briefly explain)

J.19. **Field Placement Site Oversight:** Indicate the 3 most important methods you use to monitor/ evaluate the legal office where students are placed.

- ☒ Student evaluation of office/ site supervisor and other student discussion
- ☒ Review of student timesheets
- ☒ Supervisor evaluation of student
- ☒ Site visit(s) to office
- ☒ Telephone call/videoconference with site supervisor
- ☒ Email communication with site supervisor
- ☒ Other (briefly explain)

J.20. **Site Visits:** Are the placement/host offices visited? (whether by you or others)

- ☒ Yes, in person
- ☒ Yes, virtual
- ☐ No

J.20a. **Site Visit Frequency:** How frequently are site visits primarily conducted?

- ☒ Semesters when a student is placed at the office
- ☒ Limited to new offices or new supervisors

☐ Irregular/ occasional

☐ Each term

☐ Annual

☐ Biannual

☐

Other (briefly explain)

J.21. **Site Supervisor Training:** Indicate the 3 most typical methods used to train site supervisors.

☐ Written material

☐ Individual discussions with supervisor (s)

☐ Live training-in person

☐ Live training-online, with opportunity for Q&A

☐ Video training-not live (e.g., self-guided instruction)

☐

Other (briefly explain)

Amount of Free Legal Assistance

J.22. **Total Fieldwork Hours:** What is your best estimate of the total number of fieldwork hours of free legal services delivered over the **previous** 2024-25 combined **fall/winter/spring** terms by students enrolled in **all** your field placement courses. Include all hours working in

nonprofit organizations, governmental offices, and judicial chambers, but do not include hours working in for-profit placements.

Summer Field Placement Courses

This Section seeks information about the summer term for your course.

J.23. Summer Field Placement Course Structure

Details: Does the structure of course in the summer term differ significantly from that in fall/winter/ spring terms in the following aspects?

- ☐ Credits
- ☐ Classroom/ reflective component delivery method
- ☐ Only certain groups of students eligible (e.g., international students, part-time JD students, etc.)

J.24. **Summer Credits:** How many credits does each student generally earn in the summer course for the **combined** fieldwork and any separate classroom/ reflection component *(if varies, choose the most common number of credits for students in the summer course)*:

v

J.24a. **Fieldwork - Fixed or Variable Credit:** Are the credits students receive for the fieldwork component of the summer course set at a fixed **or** variable number based on the amount of work students perform?

- 0 Fixed
- 0 Variable

J.24b. **Fieldwork - Fixed Credits:** Enter the number of fixed credits awarded for fieldwork in the summer course *(if credits are not formally divided between the fieldwork and classroom/reflection components, apportion the total credits between the two components, and state the fieldwork number)*:

J.24c. Fieldwork - Variable Credits: Enter the minimum and maximum number of credits a student may earn for fieldwork in the summer course *(if credits are not formally divided between the fieldwork and classroom/reflection components, apportion the total credits between the two components)*:

Minimum

Maximum

J.25. Classroom/Reflection Component Approach: What is the primary way the summer course helps students reflect on their fieldwork?

- ☐ Classroom instructional component (e.g., a related seminar)
- ☐ Regularly scheduled faculty tutorials
- ☐ Other means of faculty-guided reflection (briefly explain)

- ☐ No reflective component

J.25a. **Summer Classroom Approach:** How is the summer classroom component similar to or different from the non-summer:

- ☐ Summer component is run similar to non-summer terms (re frequency and instructional methods)
- ☐ Summer component is front-loaded (e.g., on-site orientation before students leave)
- ☐ Summer component meets less frequently
- ☐ Summer component is taught online, unlike non-summer terms
- ☐ Other (briefly explain)

Amount of Free Legal Assistance

J.26. **Total Summer Fieldwork Hours:** Estimate the total number of fieldwork hours of free legal services delivered over the **previous 2025 summer** term by students enrolled in your course. Include all hours working in **nonprofit organizations, governmental offices, and judicial chambers**, but do not include hours working in for-profit placements.

J2 & J3 - FIELD PLACEMENT - ADDITIONAL COURSES

J2.1. Additional Field Placement Course: Do you teach or oversee a **second** field placement course, as we would like to ask a few select questions about that second course?

- ☐ Yes
- ☐ No (EXIT SECTION)

Please **fill** out the following questions for your field placement course that generally has the **second highest enrollment**.

J2.2. Prior Enrollment: For the prior 2024-25 academic year, what was the total enrollment in the second course (*it not offered, leave blank*)::

Fall/Winter/ Spring terms (combined total)

Summer term

J2.3. Fieldwork Settings: What kinds of placements do your students typically participate in? (check all that apply)

- | | |
|--|---|
| ☐ Judicial | ☐ In-house counsel at nonprofit organization |
| ☐ Government (e.g., attorney general, other executive branch agencies) | ☐ In-house counsel at for-profit |
| ☐ Legislative | ☐ International (outside the US) |
| ☐ Prosecution | ☐ Private practice (e.g., law firms, civil or criminal) |
| ☐ Public Defender | ☐ Other (briefly explain) |
| ☐ | ☐ <input type="text"/> |

J2.4. Types of Legal Work: Considering where students are placed in your second course, estimate the **percentage** of the placements where the student's work is **primarily focused on** the following types of legal work (*your estimates for the six practice categories must add to 100%*).

Percentage of Placements

Litigation or dispute resolution

0 %

Judicial

0 %

Transactional

0 %

Regulatory/ Administrative Law

0 %

Legislative or policy

0 %

Other (briefly explain)

0 %

#Conjoint, Total#

0 %

J2.5. Total Credits - Fieldwork Plus

Classroom/Reflection Components: Whether the fieldwork and reflection components are a separate **or** combined course (s), state the **total** number of credits a student receives per term for the **combined** fieldwork **and** reflection components of this second course (*if variable, choose the most common number of credits students receive*):

J2.5a. Credits - Classroom/Reflection Component:

State the number of credits a student most commonly receives per term for **just** the classroom/ reflection portion of your second course (if credits are not formally divided between the fieldwork and classroom/ reflection components, apportion the total credits between the two components and state the classroom number):

_____ v

J2.5b. Credits-Fieldwork Component - Fixed or

Variable: Are the credits students receive for the fieldwork component of this second course set at a fixed number **or** variable number based on the amount of work students perform?

☐ Fixed

☐ Variable

J2.5c. Fieldwork - Fixed Credits: Enter the number of fixed credits awarded for the fieldwork in this second course (*if credits are not formally divided between the fieldwork and academic components, apportion the total credits*

between the two components, and state the fieldwork number):

J2.5d. Fieldwork - Variable Credits: Enter the **minimum** and **maximum** number of credits a student may earn for fieldwork in this second course (*if credits are not formally divided, apportion the total credits between the two fieldwork and academic components*):

Minimum

Maximum

J2.6. Classroom/Reflection Component Approach:

What is the primary way your second course addresses the ABA requirement for "a classroom instructional component, regularly scheduled tutorials, or other means of ongoing, contemporaneous, faculty-guided reflection"?

- 0 Classroom instructional component (e.g., a related seminar)
- 0 Regularly scheduled faculty tutorials (e.g., 1-1 or small group meetings)

- 0 Other means of ongoing, contemporaneous, faculty-guided reflection (e.g., asynchronous discussions or written reflections with no class meetings; briefly explain)

J3.1. Third Field Placement Course: Do you teach or oversee a **third** field placement course, as we would also like to ask a few select questions about that third course?

- 0 Yes
- 0 No (EXIT SECTION)

Please fill out the following questions for your field placement course that generally has the **third highest enrollment**.

J3.2. Prior Enrollment: For the prior 2024-25 academic year, what was the total enrollment in the third course (*if not offered, leave blank*):

Fall/Winter /spring terms (combined total)

Summer term

J3.3. Fieldwork Settings: What kinds of placements do your students typically participate in? (check all that apply)

- | | |
|---|--|
| ☐ Judicial | ☐ In-house counsel at nonprofit organization |
| ☐ Government (e.g., attorney general, other executive branch agencies) | ☐ In-house counsel at for-profit |
| ☐ Legislative | ☐ International (outside the US) |
| ☐ Prosecution | ☐ Private practice (e.g., law firms, civil or criminal) |
| ☐ Public Defender | ☐ Other (briefly explain) |
| ☐ | ☐ <input type="text"/> |

J3.4. Types of Legal Work: Considering where students are placed in your third course, estimate the **percentage** of the placements where the student's work is **primarily focused on** the following types of legal work (*your estimates for the six practice categories must add to 100%*).

Percentage of Placements

Litigation or dispute resolution

0 %

Judicial

0 %

Transactional

0 %

Regulatory/ Administrative Law

0 %

Legislative or policy

0 %

Other (briefly explain)

0 %

#Conjoint, Total#

0 %

J3.5. Total Credits - Fieldwork Plus

Classroom/Reflection Components: Whether the fieldwork and reflection components are a separate **or** combined course (s), state the **total** number of credits a student receives per term for the **combined** fieldwork **and** reflection components of this third course (*if variable, choose the most common number of credits students receive*):

J3.5a. Credits - Classroom/Reflection Component:

State the number of credits a student most commonly receives per term for **just** the classroom/ reflection portion of your third course (if credits are not formally divided between the fieldwork and classroom/ reflection components, apportion the total credits between the two components and state the classroom number):

_____ v

J3.5b. Credits-Fieldwork Component - Fixed or

Variable: Are the credits students receive for the fieldwork component of this third course set at a fixed number **or** variable number based on the amount of work students perform?

☐ Fixed

☐ Variable

J3.5c. Fieldwork - Fixed Credits: Enter the number of fixed credits awarded for the fieldwork in this third course (*if credits are not formally divided between the fieldwork and academic components, apportion the total credits*

between the two components, and state the fieldwork number):

J3.5d. Fieldwork - Variable Credits: Enter the **minimum** and **maximum** number of credits a student may earn for fieldwork in this third course (*if credits are not formally divided, apportion the total credits between the two fieldwork and academic components*):

Minimum

Maximum

J3.6. Classroom/Reflection Component Approach:

What is the primary way your third course addresses the ABA requirement for "a classroom instructional component, regularly scheduled tutorials, or other means of ongoing, contemporaneous, faculty-guided reflection"?

- 0 Classroom instructional component (e.g., a related seminar)
- 0 Regularly scheduled faculty tutorials (e.g., 1-1 or small group meetings)

- 0 Other means of ongoing, contemporaneous, faculty-guided reflection (e.g., asynchronous discussions or written reflections with no class meetings; briefly explain)

FEEDBACK

FEEDBACK

In the box below, please provide any suggestions for improving this CSALE *Survey of Clinical Instructors*:

**THANK YOU FOR COMPLETING THE SURVEY --
YOUR ANSWERS HELP IMPROVE CLINICAL LEGAL
EDUCATION**