EXPERIENTIAL EDUCATION
AT GEORGETOWN LAW
Washington D.C. is the nation’s capital, a global hub and a lively metropolis. It’s a logical destination for people who want to make a difference. And it’s a phenomenal place to engage in experiential education. Georgetown Law’s location in the heart of the city – just steps from the U.S. Capitol, Supreme Court, and hundreds of other governmental and non-governmental organizations – allows students unparalleled access to those places where law is made and enforced. Georgetown Law students are guaranteed an opportunity to participate in our experiential education program every semester throughout their second and third years of law school.
EXPERIENTIAL EDUCATION AT GEORGETOWN LAW
STUDY
ACT
REFLECT
Here at Georgetown Law, our experiential education program is built upon the belief that law students will become the best lawyers when they simultaneously study the doctrine and theory of the law, experience law in action, and reflect on what they learn. Students who take part in our program have an opportunity to engage deeply with the law in the classroom, to participate in law-related work at hundreds of placements across Washington D.C., and to reflect on their practice with some of the leading practitioners in the legal field. Learning thus takes place through a continuous, self-reinforcing process that is both academically rigorous and experientially rich.

Georgetown Law the is national leader in experiential education; our experiential curriculum is unparalleled in terms of size, scope, and rigor. We offer four types of experiential courses – clinics, practicum courses, externships, and simulation courses – each of which offers distinct benefits to participants. With more than 2,000 seats in these courses each year, we can guarantee that Georgetown Law students have the opportunity to take an experiential course in every one of their upperclass semesters, should they want.

While our experiential courses all focus on different substantive areas, and foster different competencies, they have some fundamental similarities. In every one of our experiential courses, students gain exposure to legal doctrine, theory, skills, and ethics. They have repeated opportunities to perform in a legal setting (or, for a simulation course, in a simulated legal setting) and get feedback on their performances. And they have the opportunity to reflect on their work and to engage in self-evaluation.

Students in all of our experiential courses take initiative, make decisions, and are accountable for the results. They reflect on, and learn from, their experiences. They develop an appreciation for the character of the legal profession, and their place in. Simply put, experiential courses allow students to experience the law in three dimensions – to use the knowledge gained in the classroom to engage in the world.

Each semester, many hundreds of Georgetown Law students simultaneously learn from our expert faculty in the classroom, fan out across the city to engage in cutting-edge legal work, and are given the opportunity to think about how these experiences fit in with their emerging professional identities. Through this process – of studying, acting, and reflecting – participants in our experiential program transform themselves from law students to legal professionals.
For more than 50 years, Georgetown Law has operated the largest and most highly regarded in-house clinical program in the nation. Through this program, students learn the practical art of lawyering while providing quality legal representation to underrepresented individuals and organizations.

In a clinical course, students represent real clients facing real legal challenges. They are responsible for all facets of their case and project work, collaborating closely with clinical faculty to ensure proper and complete representation. The students’ experiences then become the subject of critical review and reflection. Through this process, students learn how to better evaluate their own legal work as well as the legal work performed by others. Every clinic student thus acquires valuable legal skills not accessible in the traditional classroom setting, and gains firsthand insight into the strategic and ethical dimensions of the legal profession.

Georgetown’s clinics are very intensive; the typical student-to-teacher ratio is just five-to-one, and most students work between 25-40 hours each week on their clinical tasks. As a result, students receive focused, individualized attention from full-time faculty and graduate teaching fellows who can tailor their supervision to the students’ specific needs and learning targets. Students are regularly pushed to accomplish more than they may think possible, but in a space where extensive support and a built-in safety net allows them to reach for those new goals.

In the 2016-2017 academic year, we will offer seventeen different clinical courses. Over 300 students will participate, again making this the largest in-house clinical program in the nation.
Affordable Housing Transactions Clinic (Harrison Institute)
Students work on transactional projects in which they seek to give clients ownership or control of their housing.

Appellate Litigation Clinic
Students brief and argue cases before several courts, including federal courts of appeals, represent indigent people before the Board of Immigration Appeals, and file amicus curiae briefs in the U.S. Supreme Court and other courts.

Appellate Litigation Clinic (one semester)
Students in this full-time clinic litigate complex public-interest appeals before the U.S. courts of appeals and the Supreme Court of the United States.

Center for Applied Legal Studies
Students provide pro bono representation in federal immigration court for refugees who seek the safety of asylum in the United States.

Community Justice Project
Students provide direct representation to low-income individuals and represent local, national, or international organizational clients in policy, legislative, community advocacy, and transactional projects.

Criminal Defense and Prisoner Advocacy Clinic
Students represent indigent defendants facing trial in misdemeanor cases in the D.C. Superior Court and in parole and probation revocation hearings. Students also work on a range of prisoner advocacy projects.

Criminal Justice Clinic
Students serve as defense counsel in misdemeanor cases in the D.C. Superior Court and in parole revocation hearings before the U.S. Parole Commission.

Domestic Violence Clinic
Students represent indigent victims of family violence in protection order cases in the D.C. Superior Court, and engage in essential policy, legislative, and community education projects designed to improve the system’s response to domestic abuse.

Federal Legislation Clinic
Students are trained in the art of “legislative lawyering” through their representation of non-profit organizations seeking to advance policy agendas through Congress and the Executive Branch.

IPR: Civil Rights
Students engage in traditional civil rights litigation (such as cases alleging workplace discrimination) and other public-interest cases (such as freedom of information and constitutional litigation).

IPR: Communications and Technology Law
Students represent non-profit organizational clients before federal agencies and courts to ensure that communications technologies are used in ways that serve the public interest.

IPR: Environmental Law
Students work on projects that involve air and water pollution, hazardous waste disposal, renewable energy, coal mining, and historic preservation.

International Women’s Human Rights Clinic
Students partner with NGOs to advance women’s human rights by working on litigation for domestic courts and human rights treaty bodies (in the fall) or participating in a fact-finding trip, writing a human rights report, and drafting legislation (in the spring).

Law Students in Court (off-site consortium program with other D.C. area schools)
Students represent clients in the D.C. Superior Court Civil Division, primarily in the Landlord and Tenant and Small Claims Branches.

Public Policy Clinic: Climate Change, Health & Food, Human Rights, Trade (Harrison Institute)
Students support clients who shape and make public policy—from local to global. They analyze lawmaking authority, develop options to change policy, present work to clients and seminars, and help clients plan their strategy.

Juvenile Justice Clinic
Students holistically represent juveniles charged with crimes in the D.C. Superior Court Delinquency Division. Students continue to represent their clients after the delinquency disposition in appeals and school discipline cases, and often help develop education advocacy plans for the client.

Social Enterprise and Nonprofit Law Clinic
Students represent non-profit organizations, social enterprises, and small businesses on transactional, corporate governance, and strategic business matters.
A practicum is an experiential course with two interrelated components: every week, students engage in practical work (either a real-world project under their professor’s supervision or fieldwork at an outside organization), and also participate in seminar that focuses on the doctrine, theory, skills, and ethical questions that arise in that practice area.

Georgetown Law offers three types of practicum courses. In a project-based practicum course, students participate in a weekly seminar and work for 5-15 hours/week on a project under their professor’s supervision. It is the professor, and not the student, who identifies the project topic. In all cases, the project is chosen because it is of practical use to the professor or an outside partner and because it is closely related to the seminar topic. In a fieldwork practicum course, students participate in a weekly seminar and conduct 5-15 hours/week of fieldwork at an outside organization. It is the professor, and not the student, who sets up these positions. In all cases, the placements are chosen because they will give students the opportunity to conduct work that is closely related to the seminar topic. In a D.C. Advantage practicum course, students participate in a weekly seminar and conduct 20-30 hours/week of fieldwork at an outside organization. In D.C. Advantage practicum courses, students find their own placements and conduct work that is closely related to the seminar topic.

Practicum courses provide an opportunity for students to become substantive experts on a particular topic, cultivate a range of legal skills, and begin to develop a professional identity. They allow students to build networks that can be tapped for future internships and jobs. And they foster in students the confidence they need to work as lawyers upon graduation. In 2016-2017, we will offer over 30 practicum courses, with a total of approximately 400 seats.
Practicum Offerings 2016-2017

Fall and Year-Long

Advancing Educational Equity through the Federal Regulatory Process
Animal Protection Litigation
Best Practices for Justice: Prosecutors Working to Improve the Criminal Justice System
Business and Human Rights
Child Welfare Law and Practice in D.C.
Communications and Technology Policy: Advocacy in the Public Interest
Gender, Sexual and Reproductive Health
Human Rights Fact-Finding
Law & Entrepreneurship
Poverty Law and Policy
Prison Reform Advocacy and Litigation
Public Interest Lawyering: Access to Health Care
Renewable Energy, Internet, Uber: Bringing Competition to Historically Monopolistic Industries
Representing Delinquent Youth from Incarceration through Reentry
Street Law: Criminal Justice and Human Rights
Workers’ Rights and the Role of the Lawyer in a Social Justice Movement

Spring

Advanced Environmental Law: Climate Change
Bankruptcy Advocacy
Business and Its Regulation
Consumer Advocacy: Public Health Regulation of Tobacco and Personal-Care Products
Corporate Legal Department Practicum
Election Law
International Economic Law Practicum
Litigating at Regulatory Agencies: Roles, Skills and Strategies
Military, Veterans & Society
O’Neill Institute Practicum: Health and Human Rights
Privacy Legislation: Law and Technology
Prosecuting Sexual Violence: Applying Research to Practice
Public Policy
Street Law: Mock Trial Advocacy
Supreme Court Institute: Judicial Clerkship Practicum
Tackling the Civil Access to Justice Crisis
Technology, Innovation and Access to the Civil Justice System
Women and Immigration
Externships provide Georgetown Law students with enriching opportunities to earn academic credit while “learning by doing.” By virtue of our location in the nation’s capital, the Externship Program has unparalleled access to an array of judicial, governmental, and nonprofit field placement settings.

In the field, students work alongside supervising attorneys to learn, exercise, and observe a wide range of legal skills, including client counseling and interviewing, negotiation, policymaking, and advocacy. Working in collaboration with their supervising attorneys, students establish learning objectives for their experience and receive ongoing feedback in a real world practice setting.

At the Law Center, students participate in a companion seminar to reinforce their field placement experience. Through the seminar, students consider essential topics involving professionalism, ethics, professional identity, legal problem-solving, work-life balance, and the role of a lawyer. Through regular classroom engagement, students enhance their learning at the field placement and develop critical reflective practices that they will use throughout their careers.

Typically, about 400 students undertake an externship each year.
Recent Externship Placements Have Included…

1776 · AARP · Alaska Department of Law · Alexandria Public Defender · Alliance of Artists and Recording Companies · Amara Legal Center · American Civil Liberties Union · American Council on Renewable Energy · American Gateways · Americans United for the Separation of Church and State · Animal Legal Defense Fund · Arlington Immigration Court · Atlantic Council · Bread for the City · CAIR Coalition · Capital Defender Office of Northern Virginia · Capital Post Conviction Project of Louisiana · Center for International Environmental Law · Center for Popular Democracy · Circuit Court for Prince George’s County · Coalition for Juvenile Justice · Consumer Financial Protection Bureau · Court of Appeals Maryland · D.C. Housing Authority · D.C. Office of Human Rights · D.C. Office of Police Complaints · Defenders of Wildlife · Department of Commerce · Department of Education · Department of Energy · Department of Health and Human Services · Department of Labor · Department of Justice · Department of the Interior · Environmental Law Institute · European Chemicals Agency · Federal Public Defender’s District of MD · Federal Trade Commission · Financial Industry Regulatory Authority · Foundation for International Community Assistance (FINCA International) · House Committee on Energy and Commerce · House Committee on Oversight and Government Reform · House Judiciary Committee · Human Rights First · Illinois Attorney General · Institute for Justice · Internal Revenue Service · International Rights Advocates · Judicial Watch · Justice at Stake · Kasier Family Foundation · Knox County Public Defender · Lawyers’ Committee for Civil Rights Under Law · Lawyers without Borders · Legal Aid Justice Center · Legal Aid Society for the District of Columbia · Legal Counsel for the Elderly · Maryland Legal Aid · Mexican American Legal Defense and Educational Fund · Miami Dade Public Defender · Missouri State Public Defender · NAACP Legal Defense and Educational Fund · National Music Publishers’ Association · National Partnership for Women and Families · National Public Radio (NPR) · National Republican Congressional Committee · National Republican Senatorial Committee · National Women’s Law Center · North American Securities Administrators Association · Office of the Commonwealth Attorney - Arlington Courts · Office of the D.C. Inspector General · Office of the Public Defender of Alexandria · Office of the Public Defender for Anne Arundel County · Orange County District Attorney · Pacific Coast Collaborative · Philadelphia District Attorney · Project Vote · Public Defender Service for the District Of Columbia · Public International Law and Policy Group · Quality Trust for Individuals With Disabilities · Refugees International · Region Legal Service Office Naval District Washington · Robert F. Kennedy Human Rights · Senate Committee on Health, Education, Labor & Pensions · Senate Committee on the Judiciary · Senate Finance Committee · State’s Attorney’s Office - Montgomery County · Superior Court of the District of Columbia · U.S. Agency for International Development · U.S. Attorney for the Southern District of New York · U.S. Attorney’s Office for the District of Arizona · U.S. Attorney’s Office for the District of Columbia · U.S. Commodity Futures Trading Commission · U.S. Court of Appeals D.C. Circuit · U.S. Court of Appeals for the Federal Circuit · U.S. Court of Appeals for the Third Circuit · U.S. Court of Federal Claims · U.S. Courts Administrative Office · U.S. District Court for the District of Columbia · U.S. District Court of Arizona · U.S. District Court District of Maryland · U.S. District Court for the Northern District of Illinois · U.S. District Court for the Southern District of Florida · U.S. Environmental Protection Agency · U.S. House of Representatives · U.S. International Trade Commission · U.S. Securities and Exchange Commission · U.S. Senate · U.S. Trade Representative
Students in the National Security Crisis Law Simulation play the roles of governmental and non-governmental actors during a mock national security crisis.

Georgetown offers simulation courses that permit students to think through problems they will only encounter after many years of practice, if at all: negotiating an international business deal, running an internal investigation, conducting a full-scale trial. In a simulation course, students participate in scenarios that have been developed by Georgetown Law faculty to mirror situations that lawyers face in the real world. The faculty member supervises the student's performance and provides feedback on it – and also offers classroom instruction on the doctrine, theory, skills, and ethics implicated in the relevant practice area. Simulation courses offer students an opportunity to experience, practice, and reflect on lawyering tasks in a supportive classroom environment. Some of the critical practice skills in which students engage are negotiation, mediation, trial skills, interviewing, client counseling, project management, legal document drafting, international arbitration, strategic planning, problem solving, team building, presentation skills, and oral advocacy. In 2016-2017, we will offer approximately 1,000 seats in upperclass simulation courses.

While most students take simulation courses in their upperclass years, Georgetown offers elective simulation courses to first-year students in the week between their regular fall and spring semesters (Week One). These mini courses give first-year students the opportunity to explore experiential learning, connect to the competencies on which lawyers must rely, and see the practice of law come to life. In January 2017, we will offer a range of these first-year Week One courses; students will be placed in fact patterns where they will draft and pitch legislative proposals on face recognition technology, give a formal argument in front of the European Court of Human Rights on extradition issues, and draft legal documents for a corporate deal.
## Simulation Courses 2016-2017

### Fall 2016
- Advanced Evidence: Trial Skills
- Advanced Legal Writing and Practice for Judicial Clerks and Civil Litigators
- Business Planning Seminar (multiple sections)
- Civil Litigation Practice (year-long, multiple sections)
- Criminal Appellate Practice Seminar
- Information Technology and Modern Litigation
- Intellectual Property Litigation: Pretrial Skills
- International Business Negotiations
- International Negotiations Seminar
- Litigation Practice in International Arbitration
- Mediation Seminar
- Multi-Party Dispute Resolution Seminar: Consensus Building and Other Negotiation Processes
- Negotiating a Joint Venture in China
- Negotiations and Mediations Seminar
- Negotiations Seminar (multiple sections)
- Pre-Negotiation Strategies for Cross-Border Transactions
- Presentation Skills for Lawyers
- Pursuing Fraud against the Government: A Model of Complex Civil Litigation
- Trial Practice (multiple sections)
- Trial Practice and Applied Evidence
- Trial Practice Seminar: Working with Expert Witnesses
- Working on a Deal: Analytical, Negotiation and Drafting Challenges
- Writing for Practice: Antitrust Economics and Law
- Writing for Practice: Corporations
- Writing for Practice: Federal White Collar Crime

### Spring 2017
- Advanced Legal Writing and Practice for Judicial Clerks and Civil Litigators
- Advanced Legal Writing: Legal Writing as a Discipline
- Advanced Private Wealth Planning Seminar
- Appellate Practice Seminar
- Civil Litigation Practice (year-long, multiple sections)
- Computer Programming for Lawyers: An Introduction
- Conflict Management Systems Design Seminar
- Drafting and Negotiating Commercial Real Estate Documents: Contracts, Loan Documents, and Leases Seminar
- Employee Benefits Practicum
- Environmental Dispute Resolution Seminar
- Federal Litigation Practice: Litigating Challenges to Federal Agency Decisions
- Global Health Law: An Intensive, Problem-Based Exploration
- International Business Negotiations
- International Commercial Arbitration in Cross-Cultural Context (upperclass, Week One course)
- International Debt Workouts
- International Negotiations Seminar
- International Tax and Business Planning Workshop
- Legislative Process
- Litigation of Individual Income Tax Issues Workshop
- Mediation Seminar
- Mergers and Acquisitions in Practice: Advising the Board of Directors (multiple sections)
- National Security Crisis Law
- Negotiating a Mergers and Acquisitions Transaction
- Negotiations and Mediations Seminar
- Negotiations Seminar (multiple sections)
- Patent Prosecution Practice
- Patent Trial Practice
- Presentation Skills for Lawyers
- Supreme Court Practice Seminar
- Trial Practice (multiple sections)
- Writing for Law Practice (multiple sections)
- Writing for Practice: Deals
- Writing for Practice: Federal Courts and the Federal System

### First-Year Week One (January 2017)
- Communications Skills Boot Camp (multiple sections)
- Closing a Deal: Practical Writing for Transactional Practice
- Dealing Effectively with Clients, Colleagues and Opposing Counsel: Social Intelligence in the Practice of Law
- Employment Litigation Simulation: Fact Development and Settlement Negotiation
- Extradition Simulation: International Law, Human Rights, and Effective Advocacy (multiple sections)
- Internal Investigation Simulation: Evaluating Corruption in Corporate Transactions (multiple sections)
- Legal Ethics in Practice: How and Why Lawyers Get into Trouble
- Privacy, Civil Liberties and Face Recognition: Legislating Privacy Protections for 21st Century Tracking Technology
- Questioning Witnesses In and Out of Court
- World Health Assembly Simulation: Negotiation Regarding Climate Change Impacts on Health
### EXPERIENTIAL EDUCATION AT GEORGETOWN LAW: FAQs

<table>
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<tr>
<th>OVERVIEW</th>
<th>CLINICS</th>
<th>PRACTICUM COURSES</th>
<th>FIELDWORK</th>
<th>D.C. ADVANTAGE</th>
<th>EXTERNSHIPS</th>
<th>SIMULATION COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What do students in this type of course do?</strong></td>
<td>Students take the lead on a case or project. They advise or represent actual clients (as a lawyer or with a team including lawyers), receive intensive supervision and feedback by full-time faculty, and engage in self-reflection.</td>
<td>Students participate in a weekly seminar and work for 5-15 hours/week on a project under their professor's supervision.</td>
<td>Students participate in a weekly seminar and conduct 5-15 hours/week of fieldwork at an outside organization, in a position the professor has set up.</td>
<td>Students participate in a bi-weekly externship seminar and conduct 10 or 15 hours/week of fieldwork at an outside organization; students find their own placements.</td>
<td>Students simulate being lawyers in scenarios developed by the faculty member (no actual clients are involved).</td>
<td></td>
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<tr>
<td><strong>Why might a student choose to participate in this type of course?</strong></td>
<td>If the student wants: an immersive experience in which s/he experiences the role of the lawyer; develops a range of lawyering skills; receives comprehensive feedback on his/her work; transitions from a role in which s/he is given assignments to a role in which s/he is responsible for taking initiative and making his/her own decisions; develops a close relationship with a professor who can become a life-long mentor.</td>
<td>If the student wants: to learn more about what lawyers in a particular field do, and to try out this work to see if it's appealing; to learn about a subject from both a practical and academic perspective simultaneously; to make connections with a practitioner and learn about his/her area of expertise.</td>
<td>If the student wants: to learn more about what lawyers in a particular field do, and to try out this work to see if it's appealing; to learn about a subject from both a practical and academic perspective simultaneously; to work with other lawyers and make professional connections.</td>
<td>If the student wants: to see up close what lawyers in a particular office do; to determine if they are interested in a particular practice setting; to deepen theoretical understanding through practical application; to make professional connections.</td>
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<tr>
<td><strong>How does Georgetown's Washington D.C. location affect the experience of students in these courses?</strong></td>
<td>Students often undertake work possible only in Washington D.C. They represent clients in D.C. Superior Court and in federal courts and agencies, conduct policy advocacy on Capitol Hill and elsewhere, file amicus briefs (and attend arguments at) the U.S. Supreme Court etc.</td>
<td>Students often undertake work possible only in Washington D.C. Many practicum projects are done in partnership with D.C.-based organizations and government entities.</td>
<td>Students often undertake work possible only in Washington D.C. They complete fieldwork at dozens of influential non-governmental organizations, engage with actors on Capitol Hill, clerk at D.C. area courts etc.</td>
<td>Georgetown students undertake externships at hundreds of different organizations in and around Washington D.C. each year. (In the summer, externships are permitted outside of the Washington D.C. area.)</td>
<td>Faculty are typically highly experienced practitioners from the greater Washington D.C. area who draw from this expertise in developing and teaching lawyering skills.</td>
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<tr>
<td><strong>Who may participate?</strong></td>
<td>Depends on the clinic. Some are open to 2Ls and 3Ls, some only 3Ls.</td>
<td>Students who have completed 1L year.</td>
<td>Students who have completed 1L year.</td>
<td>Students who have completed 1L year.</td>
<td>Students who have completed 1L year.</td>
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<td>Credits</td>
<td>How many credits for a semester-long clinic and a year-long clinic.</td>
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<tr>
<td>7-9</td>
<td>Students secure their own placements and follow the application instructions in the curriculum guide.</td>
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<tr>
<td>3-4</td>
<td>Students secure their own placements and then fill out the JD Externship page of the website.</td>
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<td>1-4</td>
<td>Students sign up via MyAccess (or, for professor permission courses, to the professor) during the regular registration period.</td>
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### Practical Work

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<thead>
<tr>
<th>Prerequisite</th>
<th>How are students graded?</th>
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<tr>
<td>Letter grade</td>
<td>Letter grade/grades. Most clinics divide their grades into different categories.</td>
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### Supervision

<table>
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<tr>
<th>Who supervises the students’ practical work?</th>
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<tr>
<td>Full-time faculty and full-time teaching fellows.</td>
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### Fieldwork

<table>
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<tr>
<th>How frequently do students work outside the law school?</th>
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<tr>
<td>Often. Very frequently. This is a critical component of all clinical courses.</td>
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</table>

### Seminar

<table>
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<tr>
<th>How frequently do students reflect on their lawyering role?</th>
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</thead>
<tbody>
<tr>
<td>Often. Very frequently.</td>
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</tbody>
</table>

### Fieldwork

<table>
<thead>
<tr>
<th>What's the average in-class student: faculty ratio?</th>
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<tr>
<td>12:1</td>
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**Typically, how many credits do students earn?**

- 3-5 credits.
- 1-4 credits.
- 7-9 credits.
- 3-5 credits.
- 7-12 credits.

**How many credits do students earn?**

- 1.4 credits.
- 3.4 credits.
- 3.5 credits.
- 3.5 credits.
- 3-4 credits.

**How are students graded?**

- Letter grade.
- Letter grade for all credits.
- Letter grade for seminar, P/F grade for fieldwork.

**How do students enroll?**

- Students sign up via MyAccess (or, for professor permission courses, to the professor) during the regular registration period.
- Students sign up via MyAccess (or, for professor permission courses, to the professor) during the regular registration period.
- Students sign up via MyAccess (or, for professor permission courses, to the professor) during the regular registration period.
- Students participate in clinic registration in March/April.
- Students sign up via MyAccess (or, for professor permission courses, to the professor) during the regular registration period.

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**PRACTICAL WORK**

- **Is the lawyering work simulated or real?** Real.
- **Do students represent actual clients?** No. Clients are not involved.
- **Do students work outside the law school?** No, although they will often go to court, meet with clients etc.
- **Do students apply to the program after having secured a field placement in the designated area?** Yes.
- **Do students take the lead on a case or project?** Yes, either individually or in teams.
- **Who supervises the students’ practical work?** Full-time faculty and full-time teaching fellows.

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**SUPERVISION**

- **How much supervision and feedback is provided for the practical work?** Consistent feedback is provided as part of the course.
- **How frequently do students reflect on their lawyering role?** Very frequently. This is a critical component of all clinical courses.
- **What's the average in-class student: faculty ratio?** 12:1
EXPERIENTIAL EDUCATION AT GEORGETOWN LAW

FOR MORE INFORMATION

www.law.georgetown.edu/go/lawexp