



BOSTON | CENTER FOR
COLLEGE | EXPERIENTIAL LEARNING

Boston College Law School Externship Program

Externship Manual

2018-2019

Boston College Law School- Externship Program

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Boston College Law School- Externship Program

Welcome to Boston College Law School's Externship Program, part of the Center for Experiential Learning. Thank you for choosing to participate in our Externship Program.

We hope that you find this manual useful as a reference and a guide. In addition to providing the ABA Standards for Externships, there are examples of documents commonly used in the externship program.

Externships are governed by the ABA Accreditation Standards. We developed this manual to assist faculty, students, and staff in complying with these standards. In addition to the ABA Standards, there are recommendations for best practices which are based on our experience with students and externships.

The BC Law externships allow students to gain experience at an externship placement in the U.S. or abroad for credit. Externship placements may include a government agency (local, state, or federal), a non-governmental organization, an inter-governmental organization, a court, a private corporation, or a private law firm. The Externship Program offers three distinct externship options: specialized part-time externships, tethered part-time externships, and semester in practice full-time immersion externships.

The educational objectives of the Externship Program are to develop those qualities and skills that students will need to become successful practitioners by integrating theory and practice, while also providing opportunities for students to reflect upon and instill the moral and ethical values that underlie a rational and just application of law. The Externship Program will help students to define, pursue, and meet learning goals within a professional setting. The Externship Program strives to create a diverse range of externship opportunities for students. While the Program offers some flexibility, it ensures consistency of the educational experience and compliance with ABA mandates.

I look forward to working with faculty, students and placements as we help shape our students' legal and professional development through participation in an externship. If you have any questions or concerns, please contact me:

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Boston College Law School Academic Calendar 2018-19

Fall Semester, 2018

Orientation for First Year Students	Thursday and Friday	August 23 and 24
Classes Begin	Monday	August 27
No Classes (Labor Day)	Monday	September 3
DEADLINE FOR STUDENTS TO BEGIN EXTERNSHIP PLACEMENTS	Week of September 4	
No Classes (Fall Break)	Monday to Tuesday	October 8-9
Thanksgiving Recess	Wednesday to Friday	November 21-23
Classes End	Monday	December 3
STUDENTS COMPLETE EXTERNSHIPS	BY DECEMBER 1	
Reading Days	Tuesday to Wednesday	December 4-5
Exams	Thursday to Tuesday	December 6-18
Conflicts and Make-Up Day for Exams	Wednesday	December 19

Spring Semester, 2019

Classes Begin	Monday	January 14
No Classes (Martin Luther King Day)	Monday	January 21
DEADLINE FOR STUDENTS TO BEGIN EXTERNSHIP PLACEMENTS	WEEK OF JANUARY 22	
Administrative Monday*	Wednesday	January 23

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Spring Recess	Monday to Friday	March 4-8
Patriot's Day	Monday	April 15
Easter Recess	Thursday to Monday	April 18-22
Administrative Monday**	Tuesday	April 23
Classes End	Friday	April 26
STUDENTS COMPLETE EXTERNSHIPS	BY WEEK of April 26	
Reading Days	Saturday to Tuesday	April 27-30
Exams	Wednesday to Monday	May 1-13
Conflicts and Make-Up Day for Exams (Upper Level)	Tuesday	May 14
University Commencement	Monday	May 20
Law School Commencement	Friday	May 24

*Wednesday classes are cancelled and Monday classes substituted

**Tuesday classes are cancelled and Monday classes substituted

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Faculty Role and Responsibilities

- A. Externship seminars are for 1-3 credits. They may be graded or pass/fail depending on your preference. The number of credits issued must be commensurate with time and effort required from the seminar course.
 - a. Externship seminars differ from traditional seminars in that externship seminars promote reflective learning from experience rather than doctrinal coverage. This reflective learning from practice is complemented with assigned texts and secondary materials. Reflective writing (typically a journal/ reflective memorandum) helps promote students' learning from their externships.
 - b. A copy of your externship seminar syllabus must be given to BCLS's Academic Services. This syllabus must include learning outcomes for the course that integrate doctrine, theory, and legal ethics, and engage students in legal skills; develop the concepts underlying the professional skills being taught; provide multiple opportunities for performance (through the externship placement); and provide opportunities for self-evaluation (both in- class and in the externship placement) and for students to receive feedback.
 - c. Externship seminars must be regularly scheduled and contemporaneous with the externship.
 - i. Externship seminar classes must meet according to the ABA guidelines:
 - 1. 1 credit- 60 minutes/ week for the semester (13 weeks)
 - a. A 1 credit course may also be taught for 130 minutes every other week during the semester (7 weeks)
 - 2. 2 credits- 120 minutes/ week for the semester (13 weeks)
 - 3. 3 credits- 180 minutes/ week for the semester (13 weeks)
 - d. Students' ethical responsibilities are important to consider as part of the externship seminar. Unlike in-house clinics, externship seminars typically are comprised of students externing in a variety of different placements. It is important that you ensure that students engage in the seminar within the limits imposed by the rules of professional ethics, including the duties of confidentiality and avoidance of conflicts. We encourage you to devote a part or entire class to the topic of ethical duties at the start of the semester and to remind students of such throughout the term.
 - e. At the beginning of the semester, you should ensure that students have obtained the relevant ethical rules for the placement, including the Rules of Professional Conduct for that jurisdiction and any additional ethical protocols operative at the placement. These requirements including protection of confidential information and investigation of potential conflicts of interest. (See Appendix L for a conflicts screening form.) You should encourage students to discuss any potential conflicts with their placement supervisor, including any prior knowledge or legal work that they may have regarding an opposing party.
 - f. There is a sample Experiential Course Seminar Syllabus at Appendix F.

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- B. Evaluation of each student's educational achievement in the seminar is by the faculty member.
 - a. The faculty member must evaluate each student's seminar contributions by providing a final grade (including p/f).
 - b. The faculty member should also provide regular feedback on students' written assignments, including their reflective journals. Feedback may be through written responses, orally in individual student meetings, or through classroom discussion. Faculty may also assign additional work product including, but not limited to a paper, a series of papers, and/or an oral presentation.
- C. Externship placements may be at a government agency (local, state, or federal), a non-profit or NGO, a corporation, or a law firm.
 - a. Site Supervisors:

Must be a licensed attorney who has agreed to supervise the student and agreed to the Expectation Memorandum and MOU. In exceptional circumstances and with permission from the externship director, the supervisor may be someone other than a licensed attorney, but must be otherwise qualified based on their years of experience, previous supervision of law students, and willingness to stipulate to the Expectation Memorandum and MOU.
 - b. Communication between the faculty member and site supervisor:
 - i. You should communicate regularly with the site supervisor to assure the quality of the students' educational experience at the placement site.
 - 1. You must make a site visit to each new placement, typically mid-way through the semester.
 - 2. You should make a site visit to repeat placements at least every 2 years. On the alternate years, regular communication should include phone calls, skype calls, and emails between you and the site supervisor.
 - ii. There are mid-term and end-of-semester student evaluation forms. The site supervisor, in consultation with the faculty member, may conduct the mid-term assessment orally or in writing; the final evaluation should be written and in a form that can be shared with the extern. You should send these forms to the site supervisors as part of your regular communication and follow up as needed so that the evaluations are completed on-time.
 - iii. Billing for student work: BCLS has a policy that students may not receive academic credit for billed client work. Consequently, students will not be placed in settings where client work is billed unless the placement has a specific plan in place to ensure that externs' work is not billed to clients. Such placements must be approved by the Externship Director.
 - c. Paid Externships for credit:
 - i. As a matter of policy to ensure that externships are primarily educational, BCLS does not grant academic credit for work done in placements where students are compensated. Students may be reimbursed for out-of-pocket expenses related to

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the externship placement. These may include items such as a airline ticket to a distant placement or a bus/subway pass.

ii. Certain externship placements in the European Union (run through SIP: Dublin) are are required by law to compensate students. In such cases, the resident faculty director or the academic dean has the discretion to waive law school policy regarding academic credit for paid work.

D. Time-Keeping:

- a. The ABA requires that the law school track student hours at their placements.
- b. Students must submit their weekly hours on the provided timesheet. The externship director manages this process unless the faculty member opts out and independently tracks student hours.

E. Student hours/credit (please see the chart on p. 16 for the number of hours per credit):

- a. Students are responsible for reporting their fieldwork hours. The link to the timesheet will be sent during the first week of the semester.
- b. Holidays: Students are responsible for consistently working their requisite hours each week throughout the semester. Student attendance should follow the academic calendar; therefore students typically will not work on Thanksgiving and religious holidays and during fall and spring breaks. Students must coordinate in advance of these excused breaks with their supervisor to assure that all casework and placement responsibilities are covered during their absence. If offices are closed for holidays and a student is unable to work at a placement, the student should discuss with the site supervisor how the student can make up the missed hours so as to complete the required externship hours.
- c. Absences: Any unplanned hours missed from a student's weekly schedule must be made up within a reasonable time in coordination with the supervisor. If a student is sick or otherwise unable to work for an extended period of time, s/he should contact the site supervisor to make arrangements regarding the missed work. Students should also notify the externship director.
- d. Working on-site: Students are expected to work primarily on-site at the externship placement. Exceptions may be made with prior approval from the site supervisor, externship director, and seminar faculty.

F. Memorandum of Understanding:

Students are responsible for completing and returning the signed MOU to the externship director by the first week of classes. Faculty members teaching the externship seminars will receive copies of the completed forms.

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Externship Director Responsibilities

- A. The externship director oversees the externship program generally and ensures compliance with ABA Standards. She provides strategic vision for the program. The director assists faculty by facilitating the overall program, obtaining and monitoring placements, and ensuring best practices in the program and in seminars. The director counsels students regarding externships, seminars, and placements.
- B. Placements:
 - a. The director solicits, evaluates, and selects appropriate placements. She frequently is the initial point of contact between the school and the placement. During the initial conversations, she provides placements with an overview of the program, the expectations for the placement, and the responsibilities of the school, ensuring that the placement and site supervisor understand and agree to these terms prior to formalizing the relationship.
 - b. The director manages the externship directory and the placement postings, including outreach and publicity to students.
 - c. The director, with input from the faculty, ensures that placements meet the school's expectations and ABA requirements regarding supervision and feedback to the student.
 - d. When appropriate, the director will assist faculty with site visits.
 - e. The director counsels students on placements with specific focus on how an externship may help students meet their individual academic and career goals.
 - f. The director monitors the MOU contract involving the student, the placement, and the school.
 - g. The director oversees the students' time recording system.

Student Role and Responsibilities

- A. Eligibility:

JD students in good standing and who have completed the first year of law school are eligible to participate. Students are limited to participating in one Semester in Practice program and in only one Independent Faculty Supervised Externship.

Transfer students may participate in all externship programs. Students are limited to participating in one Semester in Practice Program and in only one Independent Faculty Supervised Externship.

LLM students, after completing one semester of classes and if there are spaces available, may participate, with permission, in the externship programs. LLM students cannot participate in the Semester in Practice course.

Visiting students may participate in the externship programs, if space permits and with permission of the externship director.

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- B. In-class credits: The American Bar Association requires that law students must complete at least 64 in-class credits to graduate. Externship credits are considered out-of-class credits, while the accompanying seminar counts as in-class credits. You must verify your number of in-class credits have before registering for an externship.

Every extern must also take an accompanying seminar (or its equivalent for IFSEs). Externship fieldwork credits are listed as Legal Practice Externship credits on the transcript while the externship seminar displays the course title. The credits are separated to distinguish between in-class and out-of-class credits.

- C. Compensation and reimbursement of expenses by placement organization:
It is BCLS policy that a student cannot receive academic credit and financial compensation for the same work. Students may receive reimbursement for certain expenses related to the placement if the placement agrees to offer such. Placements may not bill for the student's work.

Some externship placements in the European Union (run through SIP: Dublin) are required by law to compensate students. In such cases, the resident faculty director or the academic dean has the discretion to waive law school policy regarding academic credit for paid work.

- D. Time Reporting

You must report your weekly hours on the provided form. The link will be sent out via email during the first week of classes.

- E. Professional Responsibility:

As an extern, you are a part of the legal team at your placement, and as such must comply with the professional responsibilities of that placement and of the jurisdiction where you are located. For students externing locally, the Massachusetts Rules of Professional Conduct (found at <https://www.mass.gov/supreme-judicial-court-rules/supreme-judicial-court-rule-307-rules-of-professional-conduct>) apply. Students' duties include maintaining workplace confidences in the seminar discussions and journals and avoiding conflicts of interests in the seminar and at the placement.

While your externship seminar will address confidentiality issues, you should raise any questions or concerns that you might have with your seminar faculty or your direct supervisor. Many of the placements that host externship students, such as the U.S. Attorney's Office, have additional standards beyond the prevailing ethical Rules of Professional Conduct.

At the beginning of the semester, you must obtain a copy of the relevant rules of professional conduct and any special protocols applicable at the placement, including those regarding conflicts of interest and confidentiality. You should discuss any potential conflicts with your supervisor, including any prior knowledge or legal work that you may have provided on behalf of an opposing party.

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F. Unauthorized Practice of Law:

Students must not identify themselves as an attorney or give the impression that they are an attorney, even though they have the responsibilities and obligations required of any member of the placement's legal team. You should be reminded always to advise clients and others that you are a law student and should confirm with your placement supervisor what title you should use (typically "legal intern").

G. Accommodations:

Students with a documented disability seeking reasonable accommodations in an externship or related seminar should contact the BCLS Office for Dean of Students.

H. Student Attorney Certification:

On rare occasions, externs may be eligible to be certified under the state's student practice rule, typically at those placements where court appearances are required. See MA Supreme Judicial Court's Rule 3:03.) Sharon Blumenstock (Sharon.blumenstock@bc.edu), in the Student Services Office, processes 3:03 certifications for eligible students upon approval by the site supervisor and externship director.

In addition to the requirements outlined below, students must be in good standing with the university and have fulfilled all registration requirements, including having enough completed credits to be considered a 2L or 3L. The process of requesting certification may take up to 3 weeks.

Under SJC Rule 3:03, certain second and third-year law students may be certified to appear in the courts of Massachusetts on behalf of indigent clients in civil matters depending on the supervisor's status. Students must have completed, or be concurrently enrolled in a course for credit in evidence. Under SJC Rule 3:03, third-year students in an externship program may be certified to appear in the Massachusetts courts in criminal matters on behalf of the Commonwealth of Massachusetts or on behalf of indigent clients depending on the supervisor's status. Students must have completed, or be concurrently enrolled in, a course for credit in evidence.

I. International Externships:

Boston College Law School's Externship Program offers students the opportunity to gain experience in overseas placements.

The flagship overseas Semester in Practice program is SIP-Dublin. Students, accompanied by a BCLS faculty member, spend the semester in Dublin. Students spend approximately 35 hours/ week at their placement and attend a weekly seminar (taught by the BC Law faculty) that focuses on cross-cultural lawyering, comparative law, professional responsibility, and ethics.

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Time commitments at Placements

Specialized Externships- Practice area focused seminar with part-time externship.

Externship	Term(s) Available	Externship Credits	Hours per Week/12 weeks	Hours per Term	Seminar Credits
Administrative Law Externship	Fall and Spring	2 credits	8 hours/week	96 hours/term	1 credit
		3 credits	12 hours/week	144 hours/term	
		4 credits	16 hours/week	192 hours/term	
		5 credits	20 hours/week	240 hours/term	
		6 credits	24 hours/week	288 hours/term	
Judicial Process- Appeals	Fall and Spring	5 credits	20 hours/week	240 hours/term	1 credit
Judicial Process- Trials	Spring	5 credits	20 hours/week	240 hours/term	1 credit
Judge in Community Courts	Fall	2 credits	8 hours/ week	96 hours/term	2 credits
MA Department of Revenue	Spring	5 credits	20 hours/week	240 hours/term	2 credits
Prosecution Externship	Spring	2 credits	8 hours/week	96 hours/term	1 credit
		3 credits	12 hours/week	144 hours/term	
MA Attorney General (year-long program)	Year-long	10 credits (5 credits/semester)	20 hours/week	480 hours/year	4 credits (2 credits/semester)

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Externship Descriptions

Tethered Externships- Doctrinal course with accompanying externship seminar and part-time placement

Externship	Term(s) Available	Externship Credits	Hours per week/ 12 weeks	Hours per term	Seminar and Course Credits
Mediation Externship	Spring	1 credit 2 credit	8 hours/ 6 weeks 16 hours/ 6 weeks	48 hours/ term 96 hours/ term	Mediation Externship Seminar- 1 credit; Mediation- 3 credits
Business and Health Law	Spring	4 credits 6 credits	16 hours/ week 24 hours/ week	192 hours/ term 288 hours/term	Business and Health Law Externship Seminar- 1 credit; Business and Health Law- 3 credits
Intellectual Property Law	Spring	4 credits 6 credits	16 hours/ week 24 hours/ week	192 hours/ term 288 hours/ term	Intellectual Property Externship Seminar- 1 credit; Intellectual Property Law- 3 credits
Sports Law	Spring	4 credits 6 credits	16 hours/ week 24 hours/ week	192 hours/ term 288 hours/ term	Sports Law Externship Seminar- 1 credit; Sports Law- 3 credits

Semester in Practice: Full-time immersion externship with accompanying seminar

Externship	Term(s) Available	Clinical Externship Credits	Hours per week/ 12 weeks	Hours per term	Seminar Credits
SIP- Boston and US Placements	Fall, Spring	8 credits or 10 credits	32 hours/ week 37.5 hours/week	384 hours/term 450 hours/term	2 credits 2 credits
SIP- BC in DC	Spring	10 credits	37.5 hours/week	450 hours/term	3 credits
SIP-Dublin /	Spring	10 credits	37.5 hours/ week	450 hours/ term	3 credits

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Externship Offerings – AY 2018-19:

Year-Long: MA Attorney General Externship

Fall Semester:

Semester in Practice:

Semester in Practice- Diverse Placements

Specialized Externships:

Administrative Law Externship- Federal, State, and local government placements

Judicial Process- Appeals

Judge in Community Courts

Innocence Project

Attorney General Externship

Individualized Faculty Supervised Externships (IFSEs)

Spring Semester:

Semester in Practice:

Semester in Practice- diverse placements

Semester in Practice- Dublin

Specialized Externships (tentative):

Administrative Law Externship- Federal, State, and local government placements

Prosecution Externship

Judicial Process- Appeals

Judicial Process- Trials

MA Department of Revenue

Attorney General Externship

Tethered Externships (tentative):

Health and Business Externship

Intellectual Property/ Patent Law Externship

Mediation

Sports Law

Individualized Faculty Supervised Externships (IFSEs)

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Semester in Practice (SIP)

The basics: Semester in Practice is BC Law's immersion externship program. Semester in Practice (SIP) provides students with the opportunity to gain virtually full-time professional experience for an entire semester at a private firm, a corporation, a non-profit or legal services organization, a court, or a government agency. SIP placements may be in Boston, throughout the US, or abroad. In addition to the placement, students enroll in an accompanying seminar taught by BC Law faculty.

SIP students traditionally extern at their placement for 35-40 hours/ week for 12 weeks. Students typically receive 10 externship credits. That fieldwork is graded pass/fail. With permission, a student may spend fewer days/week at the placement and receive fewer externship credits. All students enrolled in a SIP program must take the corresponding graded seminar for 2 or 3 credits. Class is limited to 15 students.

The seminar course: Students in the weekly seminar which runs for 13 weeks analyze the lawyering process through readings, discussion, and student presentations. Students keep a journal and prepare written assignments in which they reflect on their experience and readings. The seminar faculty monitors individual placements to ensure the supervising attorney is providing a significant educational experience including feedback on work product, planned work assignments, and exposure to the various aspects of lawyering available at that placement.

Grades: The seminar grade is based on evaluation of written and oral assignments and a final paper; the fieldwork grade (pass/fail) is based on evaluation of the students' work at the placement. While there are no formal prerequisites, students are strongly encouraged to take Professional Responsibility prior to SIP. Students with a GPA of 2.5 or lower need special permission of the seminar faculty, externship director, and Dean for Students prior to enrollment.

How to find a placement: When discerning whether to enroll in a SIP, it is important to consider how a SIP experience fits within a student's educational goals. Students start the process with a mandatory meeting with the externship director, Professor Alexis Anderson (alexis.anderson@bc.edu). Students are responsible for finding their own placements, with assistance from the externship director.

SAGE: Placements with government agencies, non- governmental organizations, private firms and corporations are posted on SAGE throughout the year and potential SIP students should apply through that portal. A database of past placements that can be accessed through the *Externship Directory* tab in SAGE. Federal Government externship opportunities are listed in the the University of AZ- Government Honors and Internship Handbook, <http://arizonahandbooks.com> (contact Career Services for the password).

Timing: Opportunities are posted throughout the year, with many placements posting opportunities a month before registration (for the Fall Semester in March, for the Spring Semester in October). Placements should be finalized by course registration. For overseas placements, the relevant faculty member will work with students to ensure placements well before the start of the semester.

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Specialized Externship Programs

The basics: Specialized externship programs allow students to extern part-time at local placements while enrolled in a practice area specialized externship seminar. Students, in consultation with the placement, choose the hours per week at the placement (up to 3 days/week/ 6 credits). For every 4 hours at the placement per week for 12 weeks, students receive 1 credit (e.g., for one full-day per week for 12 weeks, a student receives 2 credits).

The seminar faculty and externship director monitor each placement to ensure that the placement supervisors are providing a significant educational experience, including legal work product, specific legal assignments, and the discussion of legal principles and skills.

The seminar: Seminars are for 1-2 credits, graded or pass fail. In addition to focusing on the specific practice area, the seminar provides opportunities for reflection on practice and discussion of common issues in the legal profession. Readings for the class are assigned by the seminar faculty. Topics may include: (1) elements of success for junior lawyers and legal interns; (2) issues of ethics and confidentiality; (3) the role of the lawyer in private practice; (4) the role of the lawyer in public practice; and (5) professionalism. Students will be required to produce reflective journals/memoranda and make one oral presentation to the seminar concerning a project or issue arising in the placement.

Grades: The fieldwork is graded on a pass/fail basis; the seminar could be either graded or pass/fail.

How to find a placement: You should consider how an externship experience fits within your educational goals when discerning whether to enroll in a specialized externship. We recommend that you meet with the seminar faculty or externship director. You must apply directly to the placements (the opportunities are listed on SAGE) the semester prior to the placement. Some specialized externship programs match students with a placement; the externship director will advise students of these opportunities.

SAGE: Placements with government agencies, non- governmental organizations, private firms and corporations are posted on SAGE throughout the year. Federal Government externships opportunities are listed in the University of AZ- Government Honors and Internship Handbook, <http://arizonahandbooks.com> (contact Career Services for the password).

Timing: Opportunities are posted throughout the year, with many placements posting opportunities a month before registration (for the Fall Semester in March, for the Spring Semester in October). A placement must be finalized and all required written approvals obtained by course registration.

Specialized Externship Program Offerings:

Administrative Law Externship: Fall and Spring

Innocence Project Externship: Fall and Spring

Judge in Community Courts: Fall

Judicial Process- Appeals: Fall and Spring

Judicial Process- Trials: Spring

MA Attorney General : Year-long

MA Department of Revenue: Spring

Prosecution: Spring

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Tethered Externship Programs

The basics: Tethered Externship Programs integrate the theory and practice of law. Students enrolled in tethered externships take a doctrinal course, extern part-time at subject related placements, and also enroll in a reflective seminar (taught by the doctrinal faculty).

The seminar course: The reflective seminar complements the doctrinal course with a cohort of 4-6 students who are enrolled in related externship placements.

Grades/ credits: The doctrinal course will be graded. The fieldwork credits are pass/fail and the reflective seminar is 1 credit, graded or pass/fail. The total credits for a tethered externship program will be between 8-10 credits consisting of the doctrinal course- 3 credits, externship placement- 4-6 credits, and reflective seminar- 1 credit.

How to find a placement: Placements will be posted on SAGE the semester prior to the program. Students are responsible for applying to the placements. For Federal Government externships, refer to the University of AZ- Government Honors and Internship Handbook, available at <http://arizonahandbooks.com> (contact Career Services for the password).

Timing: Opportunities are generally posted a month before registration (March for the Fall semester and October for the Spring semester). Placements must be finalized by course registration.

Tethered Externship Program Offerings (tentative):

Mediation- Spring
Health and Business Externship- Spring
Intellectual Property/ Patent Law- Spring
Sports Law- Spring

Independent Faculty Supervised Externship (IFSE) – (See Appendix E):

An IFSE may be taken by a student when an externship placement does not have a corresponding seminar or the student has already taken a particular seminar. Students are limited to one IFSE.

Students are responsible for finding and securing their own placements. Students are also responsible for securing a faculty member to supervise the externship. Faculty should be familiar with the Standards for IFSEs; see Appendix E.

Appendices

**A: ABA Standards, Chapter 3: Program of Legal
Education - Standards 301-315**

CHAPTER 3

Program of Legal Education

Standard 301. OBJECTIVES OF PROGRAM OF LEGAL EDUCATION

- (a) A law school shall maintain a rigorous program of legal education that prepares its students, upon graduation, for admission to the bar and for effective, ethical, and responsible participation as members of the legal profession.
- (b) A law school shall establish and publish learning outcomes designed to achieve these objectives.

Standard 302. LEARNING OUTCOMES

A law school shall establish learning outcomes that shall, at a minimum, include competency in the following:

- (a) Knowledge and understanding of substantive and procedural law;
- (b) Legal analysis and reasoning, legal research, problem-solving, and written and oral communication in the legal context;
- (c) Exercise of proper professional and ethical responsibilities to clients and the legal system;
and
- (d) Other professional skills needed for competent and ethical participation as a member of the legal profession.

Interpretation 302-1

For the purposes of Standard 302(d), other professional skills are determined by the law school and may include skills such as, interviewing, counseling, negotiation, fact development and analysis, trial practice, document drafting, conflict resolution, organization and management of legal work, collaboration, cultural competency, and self-evaluation.

Interpretation 302-2

A law school may also identify any additional learning outcomes pertinent to its program of legal education.

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Standard 303. CURRICULUM

(a) A law school shall offer a curriculum that requires each student to satisfactorily complete at least the following:

- (1)** one course of at least two credit hours in professional responsibility that includes substantial instruction in rules of professional conduct, and the values and responsibilities of the legal profession and its members;
- (2)** one writing experience in the first year and at least one additional writing experience after the first year, both of which are faculty supervised; and
- (3)** one or more experiential course(s) totaling at least six credit hours. An experiential course must be a simulation course, a law clinic, or a field placement. To satisfy this requirement, a course must be primarily experiential in nature and must:
 - (i)** integrate doctrine, theory, skills, and legal ethics, and engage students in performance of one or more of the professional skills identified in Standard 302;
 - (ii)** develop the concepts underlying the professional skills being taught;
 - (iii)** provide multiple opportunities for performance; and
 - (iv)** provide opportunities for self-evaluation.

(b) A law school shall provide substantial opportunities to students for:

- (1)** law clinics or field placement(s); and
- (2)** student participation in pro bono legal services, including law-related public service activities.

Interpretation 303-1

A law school may not permit a student to use a course to satisfy more than one requirement under this Standard. For example, a course that includes a writing experience used to satisfy the upper-class writing requirement [see 303(a)(2)] cannot be counted as one of the experiential courses required in Standard 303(a)(3). This does not preclude a law school from offering a course that may count either as an upper-class writing requirement [see 303(a)(2)] or as a simulation course [see 303(a)(3) and 304(a)] provided the course meets all of the requirements of both types of courses and the law school permits a student to use the course to satisfy only one requirement under this Standard.

Interpretation 303-2

Factors to be considered in evaluating the rigor of a writing experience include the number and nature of writing projects assigned to students, the form and extent of individualized assessment of a student's written products, and the number of drafts that a student must produce for any writing experience.

Interpretation 303-3

Rule 6.1 of the ABA Model Rules of Professional Conduct encourages lawyers to provide pro bono legal services primarily to persons of limited means or to organizations that serve such persons. In addition, lawyers are encouraged to provide pro bono law-related public service. In meeting the requirement of Standard 303(b)(2), law schools are encouraged to promote opportunities for law student pro bono service

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that incorporate the priorities established in Model Rule 6.1. In addition, law schools are encouraged to promote opportunities for law students to provide over their law school career at least 50 hours of pro bono service that complies with Standard 303(b)(2). Pro bono and public service opportunities need not be structured to accomplish any of the outcomes required by Standard 302. Standard 303(b)(2) does not preclude the inclusion of credit-granting activities within a law school's overall program of law-related pro bono opportunities so long as law-related non-credit bearing initiatives are also part of that program.

Interpretation 303-4

Law-related public service activities include (i) helping groups or organizations seeking to secure or protect civil rights, civil liberties, or public rights; (ii) helping charitable, religious, civic, community, governmental, and educational organizations not able to afford legal representation; (iii) participating in activities providing information about justice, the law or the legal system to those who might not otherwise have such information; and (iv) engaging in activities to enhance the capacity of the law and legal institutions to do justice.

Standard 304. SIMULATION COURSES, LAW CLINICS, AND FIELD PLACEMENTS

(a) A simulation course provides substantial experience not involving an actual client, that **(1)** is reasonably similar to the experience of a lawyer advising or representing a client or engaging in other lawyering tasks in a set of facts and circumstances devised or adopted by a faculty member, and **(2)** includes the following:

- (i)** direct supervision of the student's performance by the faculty member;
- (ii)** opportunities for performance, feedback from a faculty member, and self-evaluation; and
- (iii)** a classroom instructional component.

(b) A law clinic provides substantial lawyering experience that **(1)** involves advising or representing one or more actual clients or serving as a third-party neutral, and **(2)** includes the following:

- (i)** direct supervision of the student's performance by a faculty member;
- (ii)** opportunities for performance, feedback from a faculty member, and self-evaluation; and
- (iii)** a classroom instructional component.

(c) A field placement course provides substantial lawyering experience that **(1)** 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 licensed attorney or an individual otherwise qualified to supervise, and (2) includes the following:

- (i)** direct supervision of the student's performance by a faculty member or site supervisor;
- (ii)** opportunities for performance, feedback from either a faculty member or a site supervisor, and self-evaluation;

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- (iii) a written understanding among the student, faculty member, and a person in authority at the field placement that describes both (A) the substantial lawyering experience and opportunities for performance, feedback and self-evaluation; and (B) the respective roles of faculty and any site supervisor in supervising the student and in assuring the educational quality of the experience for the student, including a clearly articulated method of evaluating the student's academic performance;
 - (iv) a method 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. When appropriate, a school may use faculty members from other law schools to supervise or assist in the supervision or review of a field placement program;
 - (v) a classroom instructional component, regularly scheduled tutorials, or other means of ongoing, contemporaneous, faculty-guided reflection; and
 - (vi) evaluation of each student's educational achievement by a faculty member.; and
 - (vii) sufficient control of the student experience to ensure that the requirements of the Standard are met. The law school must maintain records to document the steps taken to ensure compliance with the Standard, which shall include, but is not necessarily limited to, the written understandings described in Standard 304(c)(iii).
- (d) Credit granted for such a simulation, law clinic, or field placement course shall be commensurate with the time and effort required and the anticipated quality of the educational experience of the student.
- (e) Each student in such a simulation, law clinic, or field placement course shall have successfully completed sufficient prerequisites or shall receive sufficient contemporaneous training to assure the quality of the student educational experience.

Interpretation 304-1

To qualify as an experiential course under Standard 303, a simulation, law clinic, or field placement must also comply with the requirements set out in Standard 303(a)(3).

Standard 305. OTHER ACADEMIC STUDY

- (a) A law school may grant credit toward the J.D. degree for courses that involve student participation in studies or activities in a format that does not involve attendance at regularly scheduled class sessions, including, but not limited to, moot court, law review, and directed research.
- (b) Credit granted for such a course shall be commensurate with the time and effort required and the anticipated quality of the educational experience of the student.

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(c) Each student's educational achievement in such a course shall be evaluated by a faculty member.

Interpretation 305-1

To qualify as a writing experience under Standard 303, other academic study must also comply with the requirement set out in Standard 303(a)(2). To qualify as an experiential course under Standard 303, other academic study must also comply with the requirements set out in Standard 303(a)(3).

Standard 306. DISTANCE EDUCATION

(a) A distance education course is one in which students are separated from the faculty member or each other for more than one-third of the instruction and the instruction involves the use of technology to support regular and substantive interaction among students and between the students and the faculty member, either synchronously or asynchronously.

(b) Credit for a distance education course shall be awarded only if the academic content, the method of course delivery, and the method of evaluating student performance are approved as part of the school's regular curriculum approval process.

(c) A law school shall have the technological capacity, staff, information resources, and facilities necessary to assure the educational quality of distance education.

(d) A law school may award credit for distance education and may count that credit toward the 64 credit hours of regularly scheduled classroom sessions or direct faculty instruction required by Standard 311(b) if:

- (1) there is opportunity for regular and substantive interaction between faculty member and student and among students;**
- (2) there is regular monitoring of student effort by the faculty member and opportunity for communication about that effort; and**
- (3) the learning outcomes for the course are consistent with Standard 302.**

(e) A law school shall not grant a student more than a total of 15 credit hours toward the J.D. degree for courses qualifying under this Standard.

(f) A law school shall not enroll a student in courses qualifying for credit under this Standard until that student has completed instruction equivalent to 28 credit hours toward the J.D. degree.

(g) A law school shall establish an effective process for verifying the identity of students taking distance education courses and that also protects student privacy. If any additional student charges are associated with verification of student identity, students must be notified at the time of registration or enrollment.

Interpretation 306-1

Technology used to support a distance education course may include, for example:

- (a) The Internet;*

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- (b) *One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;*
- (c) *Audio and video conferencing; or*
- (d) *Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (a) through (c).*

Interpretation 306-2

Methods to verify student identity as required in Standard 306(g) include, but are not limited to (i) a secure login and pass code, (ii) proctored examinations, and (iii) other technologies and practices that are effective in verifying student identity. As part of the verification process, a law school shall verify that the student who registers for a class is the same student that participates and takes any examinations for the class.

Standard 307. STUDIES, ACTIVITIES, AND FIELD PLACEMENTS OUTSIDE THE UNITED STATES

(a) A law school may grant credit for **(1) studies or activities outside the United States that are approved in accordance with the Rules of Procedure and Criteria as adopted by the Council and (2) field placements outside the United States that meet the requirements of Standard 304 and are not held in conjunction with studies or activities that are approved in accordance with the Rules of Procedure and Criteria as adopted by the Council.**

(b) **The total credits for student participation in such studies or activities may not exceed one-third of the credits required for the J.D. degree.**

Interpretation 307-1

The three Criteria adopted by the Council are the Criteria for Approval of Foreign Summer and Intersession Programs Established by ABA-Approved Law Schools, the Criteria for Approval of Foreign Semester and Year-Long Study Abroad Programs Established by ABA-Approved Law Schools, and the Criteria for Accepting Credit for Student Study at a Foreign Institution.

Interpretation 307-2

For purposes of Standard 307, a brief visit to a country outside the United States that is part of a course offered and based primarily at the law school and approved through the school's regular curriculum approval process is not considered to be studies outside the United States.

Standard 308. ACADEMIC STANDARDS

(a) A law school shall adopt, publish, and adhere to sound academic standards, including those for regular class attendance, good standing, academic integrity, graduation, and dismissal.

(b) A law school shall adopt, publish, and adhere to written due process policies with regard to taking any action that adversely affects the good standing or graduation of a student.

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Standard 309. ACADEMIC ADVISING AND SUPPORT

- (a) A law school shall provide academic advising for students that communicates effectively the school's academic standards and graduation requirements, and that provides guidance on course selection.
- (b) A law school shall provide academic support designed to afford students a reasonable opportunity to complete the program of legal education, graduate, and become members of the legal profession.

Standard 310. DETERMINATION OF CREDIT HOURS FOR COURSEWORK

- (a) A law school shall adopt, publish, and adhere to written policies and procedures for determining the credit hours that it awards for coursework.
- (b) A "credit hour" is an amount of work that reasonably approximates:
 - (1) not less than one hour of classroom or direct faculty instruction and two hours of out-of-class student work per week for fifteen weeks, or the equivalent amount of work over a different amount of time; or
 - (2) at least an equivalent amount of work as required in subparagraph (1) of this definition for other academic activities as established by the institution, including simulation, field placement, clinical, co-curricular, and other academic work leading to the award of credit hours.

Interpretation 310-1

For purposes of this Standard, fifty minutes suffices for one hour of classroom or direct faculty instruction. An "hour" for out-of-class student work is sixty minutes. The fifteen-week period may include one week for a final examination.

Interpretation 310-2

A school may award credit hours for coursework that extends over any period of time, if the coursework entails no less than the minimum total amounts of classroom or direct faculty instruction and of out-of-class student work specified in Standard 310(b).

Standard 311. ACADEMIC PROGRAM AND ACADEMIC CALENDAR

- (a) A law school shall require, as a condition for graduation, successful completion of a course of study of not fewer than 83 credit hours. At least 64 of these credit hours shall be in courses that require attendance in regularly scheduled classroom sessions or direct faculty instruction.
- (b) A law school shall require that the course of study for the J.D. degree be completed no earlier than 24 months and, except in extraordinary circumstances, no later than 84 months after a student has commenced law study at the law school or a law school from which the school has accepted transfer credit.

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(c) A law school shall not permit a student to be enrolled at any time in coursework that exceeds 20 percent of the total credit hours required by that school for graduation.

(d) Credit for a J.D. degree shall only be given for course work taken after the student has matriculated in a law school's J.D. program of study, except for credit that may be granted pursuant to Standard 505. A law school may not grant credit toward the J.D. degree for work taken in a pre-admission program.

Interpretation 311-1

- (a) *In calculating the 64 credit hours of regularly scheduled classroom sessions or direct faculty instruction for the purpose of Standard 311(a), the credit hours may include:*
- (1) *Credit hours earned by attendance in regularly scheduled classroom sessions or direct faculty instruction;*
 - (2) *Credit hours earned by participation in a simulation course or law clinic in compliance with Standard 304;*
 - (3) *Credit hours earned through distance education in compliance with Standard 306; and*
 - (4) *Credit hours earned by participation in law-related studies or activities in a country outside the United States in compliance with Standard 307.*
- (b) *In calculating the 64 credit hours of regularly scheduled classroom sessions or direct faculty instruction for the purpose of Standard 311(a), the credit hours shall not include any other coursework, including, but not limited to:*
- (1) *Credit hours earned through field placements in compliance with Standard 304 and other study outside of the classroom in compliance with Standard 305;*
 - (2) *Credit hours earned in another department, school, or college of the university with which the law school is affiliated, or at another institution of higher learning;*
 - (3) *Credit hours earned for participation in co-curricular activities such as law review, moot court, and trial competition; and*
 - (4) *Credit hours earned by participation in studies or activities in a country outside the United States in compliance with Standard 307 for studies or activities that are not law-related.*

Interpretation 311-2

Whenever a student is permitted on the basis of extraordinary circumstances to exceed the 84-month program limitation in Standard 311(b), the law school shall place in the student's file a statement signed by an appropriate law school official explaining the extraordinary circumstances leading the law school to permit an exception to this limitation. Such extraordinary circumstances, for example, might include an interruption of a student's legal education because of an illness, family exigency, or military service.

Interpretation 311-3

If a law school grants credit for prior law study at a law school outside the United States as permitted under Standard 505(c), only the time commensurate with the amount of credit given counts toward the length of study requirements of Standard 311(b). For example, if a student has studied for three years at a law school outside the United States and is granted one year of credit toward the J.D. degree, the amount of time that counts toward the 84 month requirement is one year. The student has 72 months in which to complete law school in the United States.

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Standard 312. REASONABLY COMPARABLE OPPORTUNITIES

A law school providing more than one enrollment or scheduling option shall ensure that all students have reasonably comparable opportunities for access to the law school's program of legal education, courses taught by full-time faculty, student services, co-curricular programs, and other educational benefits. Identical opportunities are not required.

Standard 313. DEGREE PROGRAMS IN ADDITION TO J.D.

A law school may not offer a degree program other than its J.D. degree program unless:

- (a) the law school is fully approved;**
- (b) the Council has granted acquiescence in the program; and**
- (c) the degree program will not interfere with the ability of the law school to operate in compliance with the Standards and to carry out its program of legal education.**

Interpretation 313-1

Acquiescence in a degree program other than the J.D. degree is not an approval of the program itself and, therefore, a school may not announce that the program is approved by the Council.

Standard 314. ASSESSMENT OF STUDENT LEARNING

A law school shall utilize both formative and summative assessment methods in its curriculum to measure and improve student learning and provide meaningful feedback to students.

Interpretation 314-1

Formative assessment methods are measurements at different points during a particular course or at different points over the span of a student's education that provide meaningful feedback to improve student learning. Summative assessment methods are measurements at the culmination of a particular course or at the culmination of any part of a student's legal education that measure the degree of student learning.

Interpretation 314-2

A law school need not apply multiple assessment methods in any particular course. Assessment methods are likely to be different from school to school. Law schools are not required by Standard 314 to use any particular assessment method.

Standard 315. EVALUATION OF PROGRAM OF LEGAL EDUCATION, LEARNING OUTCOMES, AND ASSESSMENT METHODS

The dean and the faculty of a law school shall conduct ongoing evaluation of the law school's program of legal education, learning outcomes, and assessment methods; and shall use the results of this evaluation to determine the degree of student attainment of competency in the learning outcomes and to make appropriate changes to improve the curriculum.

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Interpretation 315-1

Examples of methods that may be used to measure the degree to which students have attained competency in the school's student learning outcomes include review of the records the law school maintains to measure individual student achievement pursuant to Standard 314; evaluation of student learning portfolios; student evaluation of the sufficiency of their education; student performance in capstone courses or other courses that appropriately assess a variety of skills and knowledge; bar exam passage rates; placement rates; surveys of attorneys, judges, and alumni; and assessment of student performance by judges, attorneys, or law professors from other schools. The methods used to measure the degree of student achievement of learning outcomes are likely to differ from school to school and law schools are not required by this standard to use any particular methods.

B: Externship Expectations Memorandum - Given to all students and supervisors

Boston College Law School- Externship Program

BC LAW: Placement Expectations Memorandum

TO: Placement Supervisors
FROM: Alexis Anderson
Associate Clinical Professor/Acting Director of Externships
Alexis.anderson@bc.edu; 617-552-0255
DATE: 2018 Externships
RE: Expectations for the Semester

Thank you for your support of the Boston College Law School's Externship Program. This memorandum sets out expectations for the semester.

SUPERVISOR RESPONSIBILITY

- The Boston College Externship program goal is to provide opportunities for students to integrate classroom knowledge with legal practice and to engage in reflective lawyering.
- At the start of the Externship, students will have prepared a short memorandum of the lawyering and professional goals that they hope to achieve during their tenure at your placement. We ask that you meet with the student to discuss the student's goals and externship expectations. Suggested activities for the student may include, as appropriate, research, legal analysis, legal drafting, written and oral communication, advocacy, fact investigation, and observing or participating in conferences and meetings.
- Please set a regular weekly meeting time with your extern at the start of the term.
- Please provide students with direct feedback about task performance. When students have worked with other attorneys at the placement, please ensure that they share their feedback directly with the extern.
- Students benefit most from observation when it is preceded by an explanation of the supervisor's strategies and goals and is followed by a chance to discuss what happened and why. Therefore it is most helpful if you prepare and debrief students about lawyering they observe.
- In addition to providing ongoing project feedback, we ask that you meet with the student midway through the semester to provide feedback on the student's performance to date, and offer suggestions for growth as a lawyer. At the conclusion of the placement, please submit a brief written evaluation of the student's performance. We will provide templates for those evaluations.

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- Because students are receiving academic credit for the placement, a placement may not bill for the student's time.
- We leave to you the assessment of the application of the Fair Labor Standards Act to this externship. We are structuring the program so that, from our academic perspective, this placement is primarily for the benefit of the student.
- If consistent with the needs of your office, students are permitted to take the regularly scheduled school vacation days during the semester, which the student will communicate to you. Students are expected to make arrangements with you to discuss any days they will be absent and to assure that work obligations are met. Some students may be involved in national teams and may ask to adjust their schedule to participate in the competitions. We ask that you be understanding about such requests and accommodate them, with the understanding that all such requests need to be discussed and agreed in advance and that arrangements be made to make up any resulting missed time.

STUDENT EXTERN RESPONSIBILITY

- Our students are expected to conduct themselves professionally as members of the placement's legal team and to comply at all times with the relevant Rules of Professional Conduct under your guidance, including obligations of confidentiality and avoiding conflicts of interest.
- Students are responsible for assuring clear and ongoing communication with their supervisors and the law school.
- Students are responsible for monitoring their own growth and development as a lawyer. This will occur primarily through their seminar participation and discussion with on-site supervisors and law school faculty. Students must also keep a record of their time spent at the placement through an on-line time-keeping form obtained through the Externship Program.
- Students are responsible for reading and becoming familiar with Boston College Law School's Externship Manual.

Many thanks for your participation in the Externship Program. We appreciate in advance your interest in the professional development of our students. We look forward to working with you.

**C: Externship Memorandum of Understanding - Required
from all students**

Boston College Law School- Externship Program

BC LAW: EXTERNSHIP- Memorandum of Understanding

Externships may be undertaken by second and third year students with the approval of the law school's Externship Director.

Students should:

- Read the Expectations Memorandum;
- Provide a copy of the Expectations Memorandum to the supervising attorney;
- Prepare this one-page form in consultation with the supervising attorney; and
- Email this completed form to Alexis Anderson (alexis.anderson@bc.edu) by **the first week of classes** for final approval. You will then be registered for the appropriate credits as well for the accompanying seminar.

Student information:

Name: _____

Class of: _____

Eagle I.D. # _____

Semester for Externship: Fall/ Spring _____

Site information:

Name and Address of

Organization: _____

Name of Immediate Supervisor: _____

Supervisor's Title:

Office Phone: _____

E-mail address: _____

Schedule information:

Students must work for a total of 12 weeks (does not include fall/spring break):

Student start date: ___ / ___ / ___ Student end date: ___ / ___ / ___

Weekly schedule:

Brief description of student's interest in this placement:

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Student Signature _____ Date

Site Supervisor Signature _____ Date

Externship Faculty/ Director Approval _____ Date

Student Extern's Name: _____

**D: Externship Placement Agreement - Optional form
providing general liability coverage to students, if signed
by the placement**

Boston College Law School- Externship Program

BC LAW: Agreement for Law School Externship Placements **(to be prepared by BC LAW and Placement)**

This agreement is made as of _____, 2018 between Trustees of Boston College, acting through the Boston College Law School (“BC Law”) and _____ (“Externship Placement”).

The parties agree that a program of supervised education (the “Externship”) shall be conducted for students enrolled in BC Law (the “Students”) at the Externship Placement to advance student training and education, and to do so under the following terms and conditions:

Responsibilities of BC Law

- A. BC Law will inform Students that they are required to act in accordance with Externship Placement policies and procedures and rules and regulations that govern professional conduct.
- B. BC Law will withdraw Students from Externship if, after consultation with the Externship Director, Externship Placement supervisor, and other appropriate Externship placement staff, BC Law determines such action to be warranted.
- C. BC Law will provide Students with an academic semester-long externship seminar designed to integrate coursework and practice. The BC Law externship seminar faculty will act as liaison to the Externship Placement to communicate and collaborate with the designated Externship Placement supervisor to advance Students’ learning goals, and will have regular communication with the designated Externship Placement supervisor during the semester to assess Students’ progress.
- D. BC Law will ensure that Students remain enrolled at BC Law and insured under a policy of professional liability with minimum coverage of \$1,000,000 per occurrence \$3,000,000 in the aggregate as long as Students are enrolled. Professional liability insurance provided by BC Law will remain in place until Commencement. BC Law will not cancel such insurance without thirty days prior written notice to Externship Placement.
- E. BC Law will provide Externship Placement with a copy of the BC Law Externship Manual, as well as the forms necessary to document each Student’s progress in the learning experience including, but not limited to the Expectations Memorandum, and Student Evaluation forms.

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Responsibilities of the Externship Placement

- A. Externship Placement will inform Students of its externship training curriculum, policies, procedures, rules, and regulations governing professional conduct and confidentiality.
- B. Externship Placement will provide Students with training and supervision according to its training goals and objectives and the BC Law Expectation Memorandum.
- C. Externship Placement's designated supervisor will complete all of the forms necessary to document Students' progress towards learning goals in collaboration with Students and BC Law externship faculty including, but not limited to the Expectation Memorandum, , and Student Evaluation forms.
- D. Externship Placement will retain ultimate responsibility for decisions regarding client management, in accordance with established professional standards, regardless of Students' involvement in the case.
- E. Externship Placement reserves the right to remove Students from the Externship if the Externship Placement Director or his/her designee reasonably determines that: (1) the performance, achievement, progress, adjustment, or health of Students is detrimental to the Externship Placement or the Externship; or (2) the behavior of Students fails to conform to the applicable policies, rules, and regulations, of Externship Placement. Externship Placement will endeavor to consult with BC Law prior to removing Students. However, Externship Placement reserves the right to summarily suspend or dismiss Students if Externship Placement reasonably concludes that this action is immediately necessary to protect the best interests of Students, Externship Placement staff, Externship Placement clients, or the Externship Placement community.
- F. Externship Placement acknowledges that, in its activities under this Agreement, it may request student records, that would otherwise be protected under the Family Educational Rights and Privacy Act ("FERPA") to the extent that they are considered authorized school personnel. BC Law will only disclose student records in a manner consistent with State and Federal Law concerning the confidentiality of student educational records. Externship Placement shall protect the confidentiality of these records in accordance with FERPA and accordingly, agrees that it shall not disclose any of these records to any third party (other than BC Law) without the prior written consent of the Student as required by FERPA. Externship Placement shall also take

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any action reasonably requested by BC LAW to adhere to its obligations under FERPA.

Mutual Responsibilities

- A. BC Law and Externship Placement shall mutually agree to the assignment and scheduling of specific Students to Externship Placement.
- B. BC Law and Externship Placement will each appoint a designated supervisor to coordinate the externship experience.
- C. BC Law and Externship Placement will keep the other informed of relevant changes in curriculum, program, and staff which may affect the Externship.
- D. BC Law and Externship Placement will in the performance of this Agreement comply with all applicable laws, rules, regulations, and policies affecting agreements of this nature.
- E. BC Law and Externship Placement will not discriminate against Students in violation of any applicable Federal, State or Municipal laws on the basis of sex, race, religion, national origin, disability or veteran status, or other protected classification.
- F. BC Law and Externship Placement Indemnification. (a) Each party (“The Indemnifying Party”) shall defend, indemnify, and hold harmless the other, and its officers, employees, directors, trustees, and Students (“the “Indemnified Party”) from and against any claim (and any reasonable related costs and expenses, including attorney’s fees) arising out of any negligence or misconduct on the part of the Indemnifying Party acting under this agreement. The Indemnified party shall give prompt notice to the Indemnifying Party in writing of any claim. The Indemnifying Party shall have full authority and discretion to litigate, settle or compromise any claim, provided that the Indemnifying Party shall consult with the Indemnified Party before entering into any such settlement or compromise.
- G. BC Law and Externship Placement mutually acknowledge the following conditions apply to the relationships between BC Law, Externship Placement, and Students.
 1. Independent Entities. This Agreement shall not be construed to create a general partnership, joint venture or any other organizational combination of the parties, nor shall it authorize either party to act as an agent for, or bind the other party in any manner. BC Law and Externship Placement shall be and remain independent entities with respect to the performance of their respective duties and obligations hereunder.
 2. Students. The parties acknowledge that Students of BC Law are fulfilling specific requirements for their educational externship experience as part of a degree and therefore, Students of BC Law are not to be considered employees of either BC Law or Externship Placement, regardless of the nature or extent of the acts performed by them,

E: Independent Faculty Supervised Externships (IFSEs)

Boston College Law School- Externship Program

Standards for Individual Faculty-Supervised Externship (IFSE)

Placements Effective October 31, 2013 (revised Fall, 2018)

1. Scope: These standards govern arrangements by which an individual faculty member supervises one or more students engaged in an externship placement other than through the Law School's established Semester in Practice courses or other externship courses with a formal seminar component. The arrangements described in these Standards shall be available to students or faculty members during the academic year only, and not in the summer.
2. Course Name: Any such credit-bearing placement will be recognized by Academic Services by reference to a course to be named "Supervised Practicum," the terms of which course will be determined according to these Standards.
3. Faculty Supervision: A full-time Boston College Law School faculty member must supervise the placement and comply with the requirements of this policy as described below. No adjunct professor may offer a course governed by these Standards except with the written permission of the Associate Dean of Faculty.
4. Credits: By agreement of the student and faculty member, the credits earned by the student may not exceed six (6) per academic year. The number of credits shall correspond to the hours per week which the student will spend on the placement and its accompanying reflection, using a factor of a minimum of 1:4; that is, one credit for every four hours of work per week (averaged over the course of the semester if appropriate under the circumstances).
5. Grades: The Supervised Practicum shall be graded on a pass/fail basis only.
6. Written Product:
 - (a) The student must produce substantial reflection writing each semester, in the form of periodic (e.g., weekly or biweekly) journals, an end-of-semester reflection paper, or some other vehicle through which the student will describe and assess the learning experience from the placement.
 - (b) At the faculty member's election, the student may be required to produce a research or substantive law paper related to the experience at the placement. If the faculty member wishes to assign a grade for any such paper, that writing assignment must be arranged as a separate Independent Study course, applying the Law School's usual Independent Study guidelines (see Academic Policies and Procedures Handbook, Part II.C).
 - (c) Ordinarily, the student should produce written work product either through the placement activity or by a separate course-required paper amounting to 15 pages per credit received. The faculty member may require less written work if the student's placement practice provides for other, equivalent lawyering activity.

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7. Placements: The placement where the student will earn the fieldwork credits must satisfy the following requirements:
- (a) The placement must be an organization, agency, entity or firm engaged in activity which either a) qualifies as the practice of law; or b) involves the application of legal principles and legal skills to problems and tasks;

 - (b) The work performed by the student while at the placement must satisfy the above description, and must provide predominately for legal work that is not simply observational;

 - (c) The student's work must be supervised by a lawyer licensed to practice law or by a judge, except with the approval of the Associate Dean for Faculty;

 - (d) The placement must provide the student with adequate space and facilities to perform the legal activity contemplated; and

 - (e) The placement may not compensate the student except, should the placement wish, to reimburse expenses.
8. Faculty Oversight: The faculty member must meet regularly, and no less often than biweekly, with the student to review the student's legal work (subject to appropriate confidentiality protections), progress, learning, and understanding of ethical issues arising in the practice setting. The faculty member must also review any written product produced by the student. For any course for which the student will receive four credits or more, the faculty member must also visit the placement in person at least once per semester. Regardless of the number of credits which the student will receive for the course, the faculty member should, if at all possible, visit the placement at least once each semester. In addition to any in-person visit to the placement, the faculty member should speak by telephone periodically during the semester with the individual at the placement responsible for supervising and overseeing the student's work assignments.

F: Externship Seminar Syllabus Examples

Boston College Law School- Externship Program

Syllabus: Business Law and Health Care Enterprises, Externship Seminar

Course LAWS847601- 1 credit graded

Spring 2016

Professor Dean Hashimoto

Email: dean.hashimoto@bc.edu

Class location: Stuart 403 / every other Friday 12:00- 1:50

Course description and goals:

Students will analyze the lawyering process through readings, discussion, reflection, and presentations. Students will keep a journal through which they reflect on their experience and readings. I will monitor individual placements to ensure the supervising attorney is providing a significant education experience including: feedback on work product, planned work assignments, and exposure to various aspects of lawyering.

In particular, this course will examine the role of lawyers in the health law field. Guest speakers will visit the class to provide their perspectives. Students will be expected to research the background of the guests and participate in discussions.

Class Schedule:

The class will meet every other Friday from 12:00- 1:50 pm in Stuart room 403 (directly following the Business Law and Health Care Enterprises Seminar). The first class is January 15, 2016.

1. Class 1. January 15, 2016: Introduction to Course, Best Practices for Success at Your Placement (professionalism), Setting Goals and Journaling
2. Class 2. January 29, 2016: Legal Ethics, Conflicts of Interest , Confidentiality

Journal Prompt: As you reflect on your first few weeks have you had the opportunity to have conversations about ethics, conflicts of interest, or confidentiality? Have you had training on ethics or confidentiality or received any written guidance from your placement? Have any actual issues arisen? What ethical, conflicts, and confidentiality issues can you envision coming up?

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Reading:

1. Rules of Professional Ethics:
2. Ethical Issues in Externships – An Introduction, pg. 53-65
3. Ethical Issues in Externships – Confidentiality, pg. 67-77

2. Class 3. February 12, 2016: Managing Work, Supervision, Feedback, and Assignments:

Journal Prompt: Are you receiving feedback on your work verbally or in writing? How busy are you? Does this amount of work seem too much, not enough, or about right? Are there other externs at your placement? Are you receiving assignments from more than one person and if so, how is that working? Are you working individually or in teams, and what has that been like? Are you receiving one assignment at a time or multiple assignments? What is your strategy for managing the work?

Reading:

1. Learning From Supervision – Ch. 3, pg. 31-39

2. What Every Law Student Needs to Excel as an Attorney:

<http://www.nxtbook.com/nxtbooks/cypress/nationaljurist0313/#/20>

3. 26 Lawyering Effectiveness Factors:

<https://www.law.georgetown.edu/careers/career-planning/upload/Effectiveness-Skills-Inventory.pdf>

3. Class 4. February 26, 2016: Cultural Competency

Journal Prompt: How are you observing cultural competency issues as it relates to your externship? How is this reflected in the composition of the staff? Is this a topic discussed or addressed in your work or in office dynamics that you have observed? How do you anticipate that cultural competency could arise as it relates to lawyering?

Reading:

1. Bias - Ch. 6, pg. 346-359

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2. Five Habits for Cross Cultural Lawyering, Sue Bryant:

<http://www.law.cuny.edu/faculty/pedagogy/SBryant-ARTICLE-THE-FIVE-HABITS-BUILDING-CROSS-CULTURAL.pdf>

4. Class 5. March 18, 2016: Changing Legal Profession and Health Law

5. Class 6. April 1, 2016: Lawyer Satisfaction

Journal Prompt: What are you doing for fun when you are not at school or at your externship? What do you do for stress relief? What is your assessment of how the people in the office handle stress and work life balance? Are you noticing any differences based on gender or position in the office? Have you observed typical office hours? Do staff work extended hours? Does this vary depending on the person's position in the office? What does work-life balance mean to you?

Reading:

1. Externships and Career Planning – Ch. 18, pg. 419-425

2. A Law Student's Guide to Being a Happy, Healthy, and Honorable Lawyer :

<http://www.americanbar.org/content/dam/aba/migrated/lpd/mentalhealth/happy.authcheckdam.pdf>

3. The Young Attorney Balancing Act – How to Have a Career and a Life:

https://www.americanbar.org/content/newsletter/publications/law_practice_today_home/lpt-archives/march13/the-young-attorney-balancing-act.html

6. Class 7. April 15, 2016: Presentations

Boston College Law School- Externship Program

SEMESTER IN PRACTICE: LONDON/DUBLIN

COURSE SYLLABUS - FALL 2017

IN GENERAL

Semester in Practice: London/Dublin is the BCLS immersion externship program in a foreign setting, designed to provide students with exposure to the practice of law in the United Kingdom or Ireland in an experiential learning mode.

Each student spends 35-40 hours a week at her/his externship placement performing legal work under the supervision of an on-site attorney. The program's Faculty Director oversees the placements, teaches and facilitates the accompanying seminar, reviews students' reflective journals and final papers, and arranges group visits to legal and political institutions and guest speaker presentations.

The London/Dublin program supplements the educational process at Boston College Law School by exposing students firsthand to a different legal culture. It is designed to provide students with a critical insight into comparative legal institutions and culture, and introduce them to international law practice. Through seminars and work experience, Boston College students develop first-hand understandings of the similarities and differences between British, European, and American law and institutions. The classroom and externship experiences combined with living for four months in a foreign environment broaden students' legal education in a unique way.

INTENDED LEARNING OUTCOMES

The program's overall objectives are:

- to enhance students' ability, through guided reflection, to learn and improve lawyering skills from their experiences;
- to improve students' capacity to identify and appropriately manage ethics issues as they arise in practice;
- to develop, through performance of legal work, students' recognition and appreciation of differences and similarities among legal systems;
- to recognize and articulate the elements of competent practice and how knowledge, skill, and values combine in service of a client or a cause;
- to enhance students' abilities to identify the fundamental values of the legal profession and recognize the presence or absence of those values in specific practice situations;
- to develop students' capacity to articulate the role of lawyers and identify changes to the profession that are occurring in a particular setting; and
- to heighten students' ability to advocate for themselves in legal work settings.

Through the seminar component and weekly journaling, students will explore and analyze the lawyering process via readings, discussion, field trips, reflection, and presentations. The Faculty Director will closely

Boston College Law School- Externship Program

monitor each internship placement to ensure the educational benefit the student derives from the experience meets program expectations. Specifically, the Faculty Director will monitor and evaluate the quality and appropriateness of supervision, work assignments, the student's work performance, feedback to the student, and exposure to the culture, purpose, and operation of the placement setting.

SCHEDULE

Arrival: By Friday, September 1, 2017

Begin placement: Week of Monday, September 4, 2017 End of

program: Friday, December 8, 2017

PROGRAM COMPONENTS AND REQUIREMENTS

THE EXTERNSHIP

The externship is the core component of the London/Dublin Program. Though some scheduling flexibility is permitted, students are expected to be engaged in legal work at their placements an average of 35 hours per week. The ABA requires a minimum of 480 hours total for the semester to award 10 credits, not including the seminar. The Law School has distributed that over a 14-week semester. The default expectation is that students will be present at their placements from 9:00 am to 5 :00 pm, Monday-Friday, except when the program seminar meets or when other planned program events are scheduled. Students may specially arrange with their supervisors to accomplish the 35-hour weekly average via different scheduling, as long as the Faculty Director is informed and approves. The fieldwork component is graded on a pass-fail basis.

During the semester, the Faculty Director will make two site visits to each placement, the purpose of which is to meet with the student and supervisor together, to view the work environment, to discuss the types of work assignments given and planned, and to respond to any and all questions or concerns either the student or supervisor may have. The first visit will be during the second or third week of the term. The second visit will be within three weeks following the semester's midpoint.

The Faculty Director will meet individually with students at least twice during the semester outside of seminar to discuss the quality of the student's work experience, and check satisfaction with work assignments, supervision, feedback, and overall educational benefit. These meetings will be informal and will likely coincide with the Faculty Director's site visits to the placement.

Each student has been provided with a copy of the memorandum the Faculty Director gave to each placement supervisor, which details aspirations and expectations for the externship experience.

In accordance with an ABA requirement that the Law School keep track of students' hours in clinics and externships, each student must report weekly the number of hours she/he spent on externship-related work. Students are required to report this information each Friday afternoon via a Google Form, the link to which will be provided by the Faculty Director.

As the program ends, each student will be required to complete and submit to the Faculty Director a short, written evaluation of her/his fieldwork experience. At the same time, each placement supervisor will be asked to complete and submit to the Faculty Director a short, written evaluation of the student's performance and the placement's assessment of the success of the externship experience.

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THE SEMINAR

Seminar Meetings

The three-credit "Global Practice Seminar" is scheduled to meet from 3 :30 to 6:00 pm on Wednesdays from September 6 through December 6, 2017, in Room 2.05 of the Notre Dame facility in Trafalgar Square. Note that this is the default time and place of the weekly seminar. It will vary based on external scheduling factors and special events, but students will be notified in advance of schedule alterations. The purpose of the seminar is to provide time and space to explore and reflect upon students' experiences of their work, the legal systems in which their work occurs, the cultures of the organizations with which students are interning, the professional ethics and values dimensions of their and others' work, and pertinent legal or political issues worthy of discussion. The seminar component will be graded (see below).

The seminar will also include presentations by guest speakers, as well as other events such as walking tours of Legal London and the City. To the maximum extent feasible they will occur during the regular seminar time, but some are certain to be scheduled during other times of a given week. Unless agreed with me in advance, attendance at all these events is required. Students are responsible for informing placement supervisors and other relevant personnel of the scheduled event and making arrangements for a shift in work hours to accommodate the absence.

Weekly Journals

As part of the seminar, students are required to write and submit to the Faculty Director weekly reflection journals (1-2 pages, double spaced), which are due by email at 12:00 noon on the Saturday following the end of the work week. The journals should express impressions and insights derived from the week's work and/or events. They are the student's opportunity to reflect on how immersion in her/his law practice setting has impacted understanding of a lawyer's role, legal issues, comparisons between legal systems, the functioning of the workplace, and any other topics triggered by the externship experience. The Faculty Director

may occasionally suggest specific topics for journaling in a given week. Additional information about journaling will be provided in a separate memorandum.

Placement Presentations

Seminar meetings will periodically be held at externship placements. The focus of on-site seminars will be co-presentations by the student and supervisor at the placement. The substance of the presentation should include a general description of the organization, its history, purpose, structure, and the work it performs, followed by a specific example of a current case, project or matter. Presentations should be carefully planned and should exclude any and all confidential information. The student and supervisor are encouraged to invite other members of the workplace to join and participate.

Comparative Law Research Paper

Each student is required to write a research paper (10-15 pages) on a topic she/he chooses that addresses a comparative law or comparative legal systems issue. The paper will be due at the end of the semester. As examples, the focus could be on the particular substantive law that the student is exploring at her/his placement as it compares to US practice or it could contrast ethics and professionalism norms in the UK and US. The paper topic can arise out of research that the student has conducted in connection with a work assignment, but it must reflect additional conceptualization beyond work product for that assignment. **Paper topics should be selected by Friday, October 6**, in consultation with the Faculty Director. **Final papers are due by email at 5:00 pm on Friday, December 1.**

Grade Determination

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The three-credit seminar grade will be based on the following elements:

- Class Presentation 20%
- Seminar Participation 20%
- Weekly Journals (quality) 30%
- Final Research Paper 30%.

COURSE WEBSITE

A Canvas website will be established for this course. The website will contain this syllabus, a document entitled "Instructions for Journaling," and any other background readings and assignments.

CONTACT INFORMATION

Prof. Alan Minuskin

minuskin@bc.edu

Office: Room 3.06, Notre Dame London Ctr

Work: 0207 484 7828

Mobile: 0749 890 5151

Office Hours: Wednesdays, 1:30-3:30 pm

G: Journal Prompt Examples

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Selection of Reflective Journal Prompts for externship placements

1. Why did you decide to come to law school?
 - a. Has it met your expectations thus far?
 - b. What would you change about law school?
 - c. What do you hope to accomplish during the rest of your time in law school?

2. Why did you select this placement??
 - a. How did you find out about it?
 - b. What drew you to the placement?
 - c. Did you speak to attorneys who work there or students who had in/externed there before?
 - d. Has it met your expectations?
 - e. What would you change about the placement/supervision?

3. What values are most important to you
 - a. Professionally?
 - b. Personally?
 - c. If these are different, why?
 - d. Are these values reflected in your placement?

4. How have you developed since starting law school?
 - a. Professionally?
 - i. What skills have you had to work on?
 - ii. What has come “easy” to you?
 - iii. What have you learned from these experiences?
 - b. Personally?
 - i. What have you learned from these experiences?

5. After observing court
 - a. What did you notice when you walked into the courtroom?
 - b. In observing the attorneys- from the Judge to Counsel, what did you observe about their demeanor?
 - c. Was there someone whom you admired? Why?
 - d. If you had a role in the proceedings, how did you feel before you began? After? What would you do differently next time?

6. After observing a negotiation
 - a. What did you notice when you walked into the negotiation?
 - b. In observing the attorneys- what did you observe about their demeanor?
 - c. Was there someone whom you admired? Why?

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- d. If you had a role in the negotiation, how did you feel before you began? After? What would you do differently next time?
7. After observing a client meeting
 - a. What did you notice when you walked into the client meeting?
 - b. In observing the attorneys- what did you observe about their demeanor?
 - c. Was there someone whom you admired? Why?
 - d. If you had a role in the interview, how did you feel before you began? After? What would you do differently next time?
 - e. Describe how the client appeared to you, at the beginning of the meeting, at the end of the meeting.
 8. Share a successful moment in your externship
 - a. Why did you choose this experience?
 - b. What made it successful?
 - c. How has this experience defined your professional development?
 9. Share a 'do over' moment of your externship
 - a. What would you do differently?
 - b. What skills did you use to move beyond this experience?
 - c. How has this experience defined your professional development?

H: Site Visit Questionnaire - supervisor

Boston College Law School- Externship Program

FACULTY SITE VISIT QUESTIONNAIRE OF SITE SUPERVISOR

Name of Student: _____

Field Placement: _____

Feel free to use this format or create your own.

Please thank the supervisor for participating in the program. We recognize that mentoring a student, integrating them into the office and exposing them to a variety of experiences, is added work for the supervisor (and his/her agency/ organization/firm). We are grateful for the supervisor's participation.

1. What are the typical tasks and responsibilities that have been assigned to the extern?

2. How has the extern performed on these tasks and responsibilities?

3. How is the extern adjusting to the office environment?

4. Is there anything that BC Law can do to make the program better?

5. Would you be interested in hosting a BC Law student extern in the future?

Thank you for conducting this site visit. Please return this form or your comments to Alexis Anderson, Acting Director for Externships, alexis.anderson@bc.edu. Thank you!

I: Site Visit Questionnaire - student

Boston College Law School- Externship Program

FACULTY SITE VISIT QUESTIONNAIRE OF EXTERN

Student name: _____

Field Placement: _____

Feel free to use this format or create your own. All BC Law extern students are enrolled in an accompanying course and have regular opportunities to share their experiences with a class and seminar faculty. This site visit offers a one-on-one check-in between the school and the student, and placement.

- 1. What tasks and responsibilities have been assigned to the extern?** (Are a variety of well-defined tasks encouraging the learning of lawyering skills assigned, and are they challenging? Do the assignments provide the extern with insight into the legal system and profession? Is the student participating in all available activities, such as client contact, court appearances, etc.?)
- 2. What practical skills is the extern learning?** (How accomplished does the extern feel? What has the student learned that surprised him/her?)
- 3. Is the supervisor providing the extern with high-quality supervision and a supportive learning environment?** (Is the supervisor working with the extern to define learning goals? Is the extern asked for input or feedback and evaluation of his or her work? Does the supervisor schedule regular times to meet with the student? Does the supervisor provide regular, constructive feedback, and in what form(s)? Are there any problems or concerns regarding the extern's ability to take constructive criticism or supervision?)
- 4. Is the supervisor appropriate?** (Is the supervisor knowledgeable and experienced in his or her field? Does the extern have any concerns about the supervisory relationship? Is this a supervisor you would recommend in the future?)
- 5. Does the extern feel his or her goals for the externship are being met?** (Are there additional things that need to be done to ensure the goals are met?)
- 6. What training is given to the extern regarding ethics/professional responsibility?** (In addition to training, what issues of professional responsibility or ethics is the extern exposed to? Are there written policies, guidelines re: ethics and professional responsibility, and does the extern know about them?)
- 7. What is the work environment like?** (Does the extern have an adequate space to work? Is the administration organized; attorneys respectful toward staff; collegial atmosphere; ethical standards enforced; conflicts check system in place; respect toward clients, etc.)
- 8. Is this an appropriate placement for BC Law externs/would you recommend this placement?** (Is the organization/agency/attorney staff/judge respected in the legal community? Does it have a reputation for doing high-quality work? Do the attorneys have experience supervising Externs?)

Thank you for conducting the site visit. Please return your comments to Alexis Anderson, Acting Externship Director, alexis.anderson@bc.edu.

J: Student Mid-term Evaluation

Boston College Law School- Externship Program

Mid-term Student Evaluation

SAMPLE EMAIL TO ALL PLACEMENT SUPERVISORS RE SITE VISITS AND MID-TERM EVALUATIONS

February 15 2018

Dear X:

I am delighted that placements for the spring semester are underway. For your reference, attached is a copy of the roster of current placements.

As outlined in the Memorandum of Understanding, I look forward to having a meeting with you and your student sometime around mid-semester. I shall be back in contact later this month to see what fits your schedule during the weeks of March 12 and March 19.

The purpose of my visit is to assist both you and the student in taking stock midway through the externship. I am attaching to this e-mail a copy of the form the student will be asked to submit to me at mid-term.

Prior to our meeting, I would appreciate it if you meet with your student to discuss his/her work. We do not require that there be any written report at mid-term, only at the end of the student's tenure. You may want to cover the following topics during your mid-semester evaluation meeting with your student:

1. How well has the student performed specific tasks?
2. The student's reaction to the work experience, with special attention to aspects of the work that s/he has found challenging;
3. How well the student is using the placement as a learning experience?
4. Areas you and the student agree should be improved during the rest of the semester?
5. The appropriateness of assignments and discussion of assignments for the rest of the semester.

Please feel free to adapt this list to your needs: the criteria naturally will vary according to individual placements, students' learning goals, job requirements and performance expectations.

Please let me know if you have questions or ways that I can be of assistance to you and your colleagues. We so appreciate the time and energy you invest to ensure that your student has a robust learning opportunity. I look forward to meeting with you.

Alexis Anderson
Associate Clinical Professor
Boston College Law School
885 Centre St.
Newton, MA 02459

Boston College Law School- Externship Program

BOSTON COLLEGE LAW SCHOOL
SPRING, 2018
Mid-Semester Student Placement Evaluation

Name:

Placement:

1. Describe your role in the major assignments you have been given to date (e.g., “Conference call on deal negotiations: observer;” “Revisions to NDA contracts: drafted revisions;” “legal memo for CEO: drafted and presented”).

2. Have these assignments met your goals and expectations? Please explain.

3. Have you had regular meetings to discuss your work with your supervisor(s)? Have those meetings been satisfactory? Please explain.

4. Have you received from your supervisor(s) adequate and regular feedback on your work? Please explain.

5. Are your working conditions satisfactory (availability of office space, administrative support, office environment, etc.)?

6. Overall, has your placement experience to date satisfied your goals and expectations?

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7. In what ways do you think your placement experience could be improved over the second half of the program?

8. Any suggestions for changes in the program, overall, for the second half of the semester?

Thanks!

Please submit on March 2 (NOTE: DUE DATE IS FRIDAY DUE TO SPRING BREAK) as your journal entry for that week.

K: Student Final Evaluation by Placement

Boston College Law School- Externship Program

Final Student Evaluation

Student Name: _____

Field Placement: _____

Supervisor Name: _____

Telephone Number: _____ Email Address: _____

Review Date: _____ Please return to **Alexis Anderson, Acting Externship Director,**
alexis.anderson@bc.edu.

1. EVALUATION OF STUDENT: Please rate the student's performance in the following areas using the 1 to 5 scale below:

1. Unsatisfactory, work consistently fails to meet requirements.
2. Needs improvement, work is occasionally below requirements.
3. Work is usually good, within acceptable level.
4. Very good, standards usually exceeded.
5. Excellent, all work and assignments are completed well above expected standards.
6. Not applicable.

A. Attitude _____

B. Research, Analysis and Written and Oral Communication

1. Issue Spotting _____
2. Basic research procedure _____
3. Identification and use of appropriate authority _____
4. Analysis and application of law to facts _____
5. Clarity and style in written work _____
6. Clarity and style in oral communication _____
7. Efficiency _____
8. Thoroughness _____

C. Legal Judgment and Decision Making _____

D. Oral Advocacy _____

E. Problem Solving/Strategy _____

F. Professionalism _____

G. Initiative _____

H. Dependability _____

I. Ability to Cooperate and Communicate with Others/Clients _____

J. Overall Rating _____

General Comments:

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Discuss the nature of the work this student performed under your supervision.

Did the student complete the minimum required hours at the placement? Yes No

Did the student meet your goals for the externship? Yes No

Have you discussed your evaluation of the student with them? Yes No

May we share your evaluation with the student? Yes No

L: Student Conflict of Interest Form

Boston College Law School- Externship Program

EXTERNSHIP PROGRAMS– CONFLICT OF INTEREST FORM

NAME:

DATE:

The purpose of this form is to determine if there are any real or potential conflicts of interest that would jeopardize the confidentiality and loyalty required of you at your placement. Therefore, please take your time to answer these questions thoughtfully and completely. (Attach additional sheets if necessary.) You are obligated to submit any updates or changes to this form while enrolled in the Externship Program. Please return the completed form to the faculty member teaching the externship seminar during the first week of classes.

1. Have you worked or volunteered for a law firm, legal services office, corporate legal department, governmental agency, a judge, or hearing examiner before beginning your placement?

[Yes]

[No]

2. If yes, where have you worked? List **all**, starting with most recent. Give dates and locations.

3. On what types of cases did you work at each location?

4. Are you **presently** employed or volunteering at any of the offices listed in question #1 or are you planning on being employed or volunteering at any office during the semester?

[Yes]

[No]

5. If yes, where are you (or will you be) employed or volunteering?

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6. On what types of cases are you (will you be) working?

7. Please state any entities to which you have applied for future employment, including law firms, legal services offices, corporate legal departments, governmental agencies, judges, or hearing examiners. If you have had any communication beyond sending your resume (including if you have accepted employment), please list them. (You do **not** need to include potential employers to whom you have sent a resume, but heard nothing further. If you hear from them subsequently, you are required to update this form.)

8. Are there any other personal, financial, or family interests that could present conflicts of interest for you at your placement? If so, please identify them here.

9. Have you previously been enrolled in any other Boston College Law School experiential program (Externship/Clinic/Simulation Course)?

[Yes]

[No]

10. If yes, please indicate the semester(s) in which you were enrolled and the name of the class.

11. Please state any other non-legal jobs, volunteer position or Board affiliation you will hold during the upcoming academic year or summer session while enrolled in the Externship Program.

****Please Note: You have an obligation to submit any updates or changes to this Conflict of Interest Form anytime during which you are enrolled in the Externship Program.***