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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.

Externships are governed by the ABA Accreditation Standards. We developed this manual to assist faculty, students, and site supervisors 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-profit or non-governmental organization, an inter-governmental organization, a court, a private corporation, or a 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 externship site supervisors 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.

Patricia Gould
Director, Externship Programs
Center for Experiential Learning
Boston College Law School
617-552-4427
patricia.gould@bc.edu
# Academic Calendar

## FALL 2019

| AUGUST   | Aug 26 Mon | Classes Begin |
| SEPTEMBER | Sept 2 Mon | No Classes (Labor Day) |
|          | Sept 4 Wed | Drop/Add Period Ends; Pass/Fail, Variable Credit, Audit Forms Due |
|          | Sept 30 - Oct Mon | Rosh Hashanah - Classes Held |
| OCTOBER  | Oct 1 Tue | Independent Study Forms Due |
|          | Oct 9 Wed | Yom Kippur - Classes Held |
|          | Oct 14 - 15 Mon | No Classes (Fall Break) |
| NOVEMBER | Nov 15 1L Registration for Spring 2020 |
|          | Nov 18 3L Registration for Spring 2020 |
|          | Nov 19 2L Registration for Spring 2020 |
|          | Nov 27 - 29 Wed - Fri | No Classes (Thanksgiving Recess) |
| DECEMBER | Dec 2 Mon | Classes End |
|          | Dec 3 - 4 Tue - | Reading Days |
|          | Dec 5 - 17 Thu - Tue | Exams |
|          | Dec 19 Thu | Conflicts and Make-up Day for Exams |
| JANUARY  | Jan 2 Thu | Faculty Deadline - Reporting grades for classes 20 or fewer |
|          | Jan 9 Thu | Faculty Deadline - Reporting grades for classes more than 20 |

## SPRING 2020

| JANUARY  | Jan 13 Mon | All Classes Begin |
|          | Jan 20 Mon | No Classes (Martin Luther King, Jr. Day) |
|          | Jan 22 Wed | Drop/Add Period Ends; Pass/Fail, Variable Credit, Audit Forms Due |
|          | Jan 22 Wed | * Administrative Monday |
| FEBRUARY | Feb 3 Mon | Independent Study Forms Due |
| MARCH    | Mar 2 - 6 Mon - Fri | No Classes (Spring Recess) |
| APRIL    | Apr 9 - 13 Thu - | No Classes (Easter Recess) |
|          | Apr 20 ÑMon | No Classes (Patriots' Day) |
|          | Apr 21 Tue | ** Administrative Monday |
|          | TBD | 2L Class of 2020 Registration for Fall 2021 |
|          | TBD | 1L Class of 2021 Registration for Fall 2022 |
|          | Apr 24 Fri | Classes End |
|          | Apr 27 - 28 Mon - | Reading Days |
|          | Apr 29 - May Wed - | Exams |
| MAY      | May 12 ÑTue | Conflicts and Make-up Day for Exams |
|          | May 15 Fri | Faculty Deadline - Reporting grades for graduating students (by |
|          | May 18 Mon | University Commencement (Official Graduation Date) |
|          | May 22 Fri | Law School Commencement |
|          | May 26 Tue | Faculty Deadline - Reporting grades for classes 20 or fewer |
| JUNE     | Jun 1 Mon | Faculty Deadline - Reporting grades for classes more than 20 |

* Wednesday classes are cancelled and Monday classes substituted

** Tuesday classes are cancelled and Monday classes substituted
Seminar Faculty Role and Responsibilities

A. Externship seminars are for 1-3 credits. They may be graded or pass/fail depending on the individual faculty member’s 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 memoranda) helps promote students’ learning from their externships.
   b. A copy of each 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. Faculty 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. Faculty are encouraged to incorporate into their classes a discussion 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, faculty should ensure that students obtain the relevant ethical rules for their respective placements, including the Rules of Professional Conduct for the specific jurisdiction and any additional ethical protocols operative at the placement. These requirements include protection of confidential information and investigation of potential conflicts of interest. (See Appendix C for a conflicts screening form.) Students should be instructed to discuss any potential conflicts with their placement supervisor, including any prior knowledge or legal work that they may have regarding an opposing party.
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 non-governmental organization, an inter-governmental organization, a private corporation, a court, or a law firm.
   a. Site Supervisors:
      Must be a licensed attorney who has agreed to supervise the student and agreed to the Memorandum of Understanding. In exceptional circumstances and with permission from the Associate Dean of Experiential Learning, the supervisor may be someone other than a licensed attorney, but must be otherwise qualified based on their years of experience and previous supervision of law students.
   b. Communication between the seminar faculty member and site supervisor:
      i. The seminar faculty member should communicate regularly with the site supervisor to assure the quality of the students’ educational experience at the placement sites.
         1. Faculty or the Externship Director must make a site visit to each new placement, typically mid-way through the semester.
         2. Faculty or the Externship Director should make a site visit to repeat placements at least every two years. On the alternate years, regular communication should include phone calls, video conferencing calls, and emails between the faculty member and/or Externship Director and the site supervisor.
      ii. There are mid-term and end-of-semester student evaluations. The site supervisor may conduct the mid-term assessment orally or in writing. The final evaluation must be written, shared with the extern, and submitted to the Externship Director. BCLS provides an evaluation form for the final evaluation. (See Appendix I)
      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 or there are extraordinary circumstances warranting an exception. 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, unless there are extraordinary circumstances. Students may be reimbursed for out-of-pocket expenses related to the externship placement. These may include items such as an airline ticket to a distant placement or a bus/subway pass.

ii. Certain 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-Keeping:
   a. The ABA requires that the law school track student hours at their placements.
   b. Students must enter their hours each week in SAGE.

E. Student hours/credit:
   a. Students are responsible for reporting the hours they worked at their respective extern placements. The Externship Director will monitor the time recording system. (See Appendix K for a Time Tracking Chart)
   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 or 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, the student 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 second week of classes. (See Appendix B for the MOU)
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 counsels students on placements with specific focus on how an externship may help students meet their individual academic and career goals.
   c. The director manages the externship placement postings, including outreach and publicity to students.
   d. 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.
   e. When appropriate, the director will assist faculty with site visits.
   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 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.

   Generally, students are limited to a single externship at a particular placement. In some circumstances, a second externship at the same placement may be approved upon a showing that the experience in the second semester will involve significant development of the student’s knowledge, experience and skills beyond what the student achieved during the first semester. Similarly, a student participating in a judicial externship may receive credit for a second judicial externship if it will be served with a different court system (state rather than federal or vice versa) or at a different level (appellate rather than trial or vice versa). In some
circumstances, a second externship semester in the same judicial chambers or court may be approved upon a showing that the experience in the second semester will involve significant additional development of the student’s knowledge, experience, and skills beyond what the student achieved during the first semester.

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.

B. In-class credits: BCLS requires the completion of 85 credit hours to graduate. 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. Please note, however, that clinic hours are counted as in-class credits. You must verify your number of in-class credits 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 Employer

It is BCLS policy that a student cannot receive academic credit and financial compensation for the same work. Students may receive reimbursement for certain out-of-pocket expenses related to the placement if the placement agrees to offer such. Placements may not bill for the student’s work unless there are extraordinary circumstances warranting an exception. Exceptions must be approved in advance by the Externship Director. 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. Extern Placement Posting and Time Reporting in SAGE

Students must enter their externship placement in SAGE. Select Experimental Learning from the left navigation menu.

1. Click the [+ New Experience] button in the top right corner.
2. Enter all required information while keeping the following in mind:
   1. Employer - Type part of the employer’s name and pause briefly. After doing so, SAGE will recommend an employer match from the system. If there is no match, please submit a new employer by typing the full employer name.
   2. Experiential Learning Type - Select "Externship"
   3. City - As with "Employer" above, type part of the city name and wait for a suggestion from SAGE.
4. **Contact** - If an account for your supervisor exists in SAGE, select it from the dropdown menu. Otherwise, select [+] New Contact] and enter complete information.

3. Click the [Save] button.

4. Under the [Details] tab, review the information you submitted. If it is correct, click the [Submit for Approval] button at the top right. If you want to make a change if you want to make a change, click the [Action] > [Edit] button.

Students are also responsible to report their hours every week. From the Experiential Learning module, select the employer name associated with your externship.

1. Select the [Hour Log] subtab.

2. Click the [Add Hours] button.
   *If you worked two days (W, F) in a given week, then you should use the [Add Hours] button twice (i.e. once for each of the two days) for that week.*

3. Important: Do not click the [Submit for Approval] button until your externship is complete at the end of the semester.

4. Once your externship is complete and you have submitted all of your hours, click the [Submit for Approval] button.

E. **Professional Responsibility**

As an extern, a student is a part of the legal team at the placement, and as such must comply with the professional responsibilities of that placement and of the jurisdiction where it is 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. Student duties include maintaining workplace confidences in the seminar discussions and journals and avoiding conflicts of interests in the seminar and at the placement.

While the externship orientation sessions and corresponding externship seminar will address confidentiality issues, students should raise any questions or concerns that they might have with their seminar faculty or direct supervisor. Many placements that host externship students have additional standards beyond the prevailing ethical Rules of Professional Conduct.

At the beginning of the semester, students 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. Students should discuss any potential conflicts with their supervisor, including any prior knowledge or legal work that they may have provided on behalf of an opposing party.

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. Students should always advise clients and others that they are a law student and should confirm with their placement supervisor what title to use (typically “Legal Intern”).

G. Accommodations
Students with a documented disability seeking reasonable accommodations in an externship or related seminar should contact BCLS’s Dean of Students.

H. Student Attorney Certification
Some placements provide an opportunity for students to be certified under the state’s student practice rule, typically at placements where court appearances are required. In Massachusetts, see Supreme Judicial Court Rule 3:03. 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.

Under SJC Rule 3:03, certain second and third year law students may be certified to appear in the designated Massachusetts courts on behalf of indigent clients in civil matters. Students must have completed, or be concurrently enrolled in a course for credit in Evidence or Trial Practice. Under SJC Rule 3:03, third-year students in an externship placement may be certified to appear in designated Massachusetts courts in criminal matters on behalf of the Commonwealth of Massachusetts or on behalf of indigent clients. Students must have completed, or be concurrently enrolled in, a course for credit in Evidence or Trial practice.

To obtain a 3.03 certification, complete the form posted on the SJC website. The link is: https://www.mass.gov/guides/student-practitioners#-forms- 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. The process of requesting certification may take up to 3 weeks.

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.

J. Judicial Externships
School policy is that if an offer is extended from a judge, the student must accept it. This is frequently referred to as “the judge rule” which is followed by most, if not all, law schools, and does not apply to other types of employers. Some judges extend externship offers without even interviewing the applicant, or at the conclusion of the interview. Therefore, it is best practice to only apply for a judicial externship if you plan to accept. If you accept another offer before you are contacted by a judge, you should formally and immediately withdraw your application if you decide to pursue another opportunity.

In the final week of the externship, the student is required to complete and end-of-semester evaluation of the placement. (See Appendix J)

K. End of Semester Evaluation
In the final week of the externship, the student is required to complete an end-of-semester evaluation of the placement. (See Appendix J)
## Time and Credit Hours at Placements

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

<table>
<thead>
<tr>
<th>Externship</th>
<th>Term(s) Available</th>
<th>Externship Credits</th>
<th>Hours per Week/12 weeks</th>
<th>Hours per Term</th>
<th>Seminar Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Law</td>
<td>Fall and Spring</td>
<td>2 credits</td>
<td>8 hours/week</td>
<td>96 hours/term</td>
<td>1 credit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 credits</td>
<td>12 hours/week</td>
<td>144 hours/term</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4 credits</td>
<td>16 hours/week</td>
<td>192 hours/term</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5 credits</td>
<td>20 hours/week</td>
<td>240 hours/term</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>6 credits</td>
<td>24 hours/week</td>
<td>288 hours/term</td>
<td></td>
</tr>
<tr>
<td>Judicial Process Appeals</td>
<td>Fall and Spring</td>
<td>4 or 5 credits</td>
<td>16 or 20 hours/week</td>
<td>192 or 240 hours/term</td>
<td>1 credit</td>
</tr>
<tr>
<td>Judicial Process Trials</td>
<td>Spring</td>
<td>4 or 5 credits</td>
<td>16 or 20 hours/week</td>
<td>192 or 240 hours/term</td>
<td>1 credit</td>
</tr>
<tr>
<td>Judge in Community Courts</td>
<td>Fall</td>
<td>2 credits</td>
<td>8 hours/week</td>
<td>96 hours/term</td>
<td>2 credits</td>
</tr>
<tr>
<td>Massachusetts Department of Revenue</td>
<td>Spring</td>
<td>5 credits</td>
<td>20 hours/week</td>
<td>240 hours/term</td>
<td>2 credits</td>
</tr>
<tr>
<td>Massachusetts Attorney General</td>
<td>Year-long for maximum of 10 students</td>
<td>10 credits (5 credits each semester)</td>
<td>20 hours/week</td>
<td>240 hours/term 480 hours/year</td>
<td>4 credits (2 credits each semester)</td>
</tr>
</tbody>
</table>
Externship Descriptions
Tethered Externships: Doctrinal course with accompanying externship seminar and part-time placement. The following tethered externships are periodically offered.

<table>
<thead>
<tr>
<th>Externship</th>
<th>Term(s) Available</th>
<th>Externship Credits</th>
<th>Hours per week/12 weeks</th>
<th>Hours per term</th>
<th>Seminar and Course Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mediation</td>
<td>Spring</td>
<td>1 credit</td>
<td>8 hours/ 6 weeks</td>
<td>48 hours/ term</td>
<td>Seminar- 1 credit; Mediation course - 3 credits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 credit</td>
<td>16 hours/ 6 weeks</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business and Health Law</td>
<td>Spring</td>
<td>4 credits</td>
<td>16 hours/week</td>
<td>192 hours/ term</td>
<td>Seminar- 1 credit; Business and Health Law course - 3 credits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6 credits</td>
<td>24 hours/week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Immigration</td>
<td>Fall</td>
<td>2 credits</td>
<td>8 hours/week</td>
<td></td>
<td>Seminar - 1 credit Immigration course – 3 credits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 credits</td>
<td>12 hours/week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intellectual Property Law</td>
<td>Spring</td>
<td>4 credits</td>
<td>16 hours/week</td>
<td>192 hours/ term</td>
<td>Seminar- 1 credit; Intellectual Property Law course - 3 credits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6 credits</td>
<td>24 hours/week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sports Law</td>
<td>Spring</td>
<td>4 credits</td>
<td>16 hours/week</td>
<td>192 hours/ term</td>
<td>Seminar- 1 credit; Sports Law course - 3 credits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6 credits</td>
<td>24 hours/week</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Externship</th>
<th>Term(s) Available</th>
<th>Clinical Externship Credits</th>
<th>Hours per week/12 weeks</th>
<th>Hours per term</th>
<th>Seminar Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIP- Boston and US Placements</td>
<td>Fall, Spring</td>
<td>8 credits or 10 credits</td>
<td>32 hours/ week</td>
<td>384 hours/term</td>
<td>2 credits</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>40 hours/week</td>
<td>480 hours/term</td>
<td>2 credits</td>
</tr>
<tr>
<td>SIP- BC in DC</td>
<td>Spring</td>
<td>10 credits</td>
<td>40 hours/week</td>
<td>480 hours/term</td>
<td>2 credits</td>
</tr>
<tr>
<td>SIP-Dublin</td>
<td>Spring</td>
<td>10 credits</td>
<td>40 hours/week</td>
<td>480 hours/term</td>
<td>3 credits</td>
</tr>
</tbody>
</table>
**Externship Offerings – Academic Year 2019-20**

**Year-Long**
Massachusetts Attorney General Externship

**Fall 2019 Semester**
Semester in Practice:
- Semester in Practice - Diverse Placements

Specialized Externships:
- Administrative Law Externship - Federal, State and Local government placements
- Judicial Process - Appellate Courts
- Judge in Community Courts

Tethered Externships:
- Immigration

Individual Faculty Supervised Externships (IFSEs)

**Spring 2020 Semester**
Semester in Practice:
- Semester in Practice - BC in DC
- Semester in Practice - Dublin
- Semester in Practice - Diverse placements

Specialized Externships:
- Administrative Law Externship- Federal, State and Local government placements
- Judicial Process - Appellate Courts
- Judicial Process - Trial Courts
- Massachusetts Department of Revenue

Individual Faculty Supervised Externships (IFSEs)
Boston College Law School - Externship Program

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. Students are strongly encouraged to complete three semesters of study before doing a SIP.

SIP students traditionally extern at their placement for 35-40 hours/week for 12 weeks. Students typically receive 10 externship credits. The 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 credits. Class is limited to 15 students. A maximum of 4 students can remotely participate (via Zoom) in the seminar in any given semester.

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 a student’s 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 2.9 or lower need permission of the Externship Director and Associate Dean of Experiential Learning prior to enrollment.

How to find a placement: When deciding whether to enroll in a SIP, it is important to consider how a SIP experience fits within any given student’s educational goals. Students start the process with a mandatory meeting with the Externship Director, Patricia Gould (patricia.gould@bc.edu). Students are responsible for finding their own placements, with assistance from the Externship Director.

SAGE: Placements with government agencies, non-governmental organizations, judges, 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 can be accessed by selecting the OCI-Job Listings tab on the left-hand side menu and then under “Type of Job,” select Fall/Spring Externship (for course credit). Under “Job Status” select Approved and Application Closed. In addition, federal government externship opportunities are listed in the University of Arizona - 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 before course registration. For overseas placements, the relevant faculty member will work with students to ensure placements well before the start of the semester.
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 specific legal assignments, legal work product, and 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 depending on the individual faculty member’s preference.

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 and/or Externship Director. The opportunities are posted 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. Students may pursue an externship with an employer who is not listed on SAGE, but must consult with the Externship Director before doing so.

SAGE: Placements with government agencies, non-governmental organizations, judges, private firms and corporations are posted on SAGE throughout the year. Federal government externship 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 by the course registration date.

Specialized Externship Program Offerings:
Administrative Law Externship: Fall and Spring
Judge in Community Courts: Fall
Judicial Process - Appellate Courts: Fall and Spring
Judicial Process - Trial Courts: Spring
Massachusetts Attorney General: Year-long
Massachusetts Department of Revenue: Spring
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).

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 – based on faculty availability):
Health and Business Externship - Spring
Immigration - Fall
Intellectual Property/ Patent Law - Spring
Mediation - Spring
Sports Law - Spring

Individual Faculty Supervised Externship (IFSE)

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 D)
Appendices
A: ABA Standards Chapter 3
Program of Legal Education
Standards 301-315
American Bar Association Standards
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.

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, as defined in Standard 304.

(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 304(a) and 304(b)] 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 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. EXPERIENTIAL COURSES: SIMULATION COURSES, LAW CLINICS, AND FIELD PLACEMENTS

(a) Experiential courses satisfying Standard 303(a) are simulation courses, law clinics, and field placements that must be primarily experiential in nature and must:
(1) integrate doctrine, theory, skills, and legal ethics, and engage students in performance of one or more of the professional skills identified in Standard 302;

(2) develop the concepts underlying the professional skills being taught;

(3) provide multiple opportunities for performance;

(4) provide opportunities for student performance, self-evaluation, and feedback from a faculty member, or, for a field placement, a site supervisor;

(5) provide a classroom instructional component; or, for a field placement, a classroom instructional component, regularly scheduled tutorials, or other means of ongoing, contemporaneous, faculty-guided reflection; and

(6) provide direct supervision of the student’s performance by the faculty member; or, for a field placement, provide direct supervision of the student’s performance by a faculty member or a site supervisor.

(b) A simulation course provides substantial experience not involving an actual client, that 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.

(c) A law clinic provides substantial lawyering experience that involves advising or representing one or more actual clients or serving as a third-party neutral.

(d) 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) 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;

(ii) 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;

(iii) evaluation of each student’s educational achievement by a faculty member; and

(iv) 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(d)(i).

(e) 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.

(f) 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
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.

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.

(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 304.

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
the learning outcomes for the course are consistent with Standard 302.

(e) A law school may grant a student up to one-third of the credit hours required for the J.D. degree for distance education courses qualifying under this Standard. A law school may grant up to 10 of those credits during the first one-third of a student’s program of legal education.

(f) 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**

Methods to verify student identity as required in Standard 306(f) 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 study outside the United States that meets the requirements of the Criteria adopted by the Council.

(b) A law school may grant credit for field placements outside the United States that meet the requirements of Standard 304.

(c) A law school may grant up to two-thirds of the credits required for the J.D. degree for study outside the United States provided the credits are obtained in a program sponsored by an ABA-approved law school. Programs sponsored by an ABA-approved law school include programs held in accordance with the Criteria for Approval of Foreign Summer and Intersession Programs Established by ABA-Approved Law Schools; programs held in accordance with the Criteria for Approval of Foreign Semester and Year-Long Study Abroad Programs Established by ABA-Approved Law Schools; and field placements outside the United States.

(d) A law school may grant up to a maximum of one-third of the credits required for the J.D. degree for any combination of 1) student participation in study outside the United States under the Criteria for Accepting Credit for Student Study at a Foreign Institution and 2) credit for courses completed at a law school outside the United States in accordance with Standard 505(c).

(e) Credit hours granted pursuant to subsections (b), (c) and (d) shall not in combination exceed two-thirds of the total credits required for the J.D. degree.

(f) A student participating in study outside the United States must have successfully completed sufficient prerequisites or must contemporaneously receive sufficient training to assure the quality of the student educational experience.
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.

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.

(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 coursework 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.

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.

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: Memorandum of Understanding
Thank you for participating in our Externship Program. This memorandum sets forth the minimum expectations expected of the site supervisor(s), law student extern, and externship director for this semester.

UNDERSTANDING OF ALL PARTICIPANTS

- The Externship Program is designed to provide learning opportunities in settings outside the law school. The student extern will be the primary beneficiary of the externship.

- The student extern will engage in substantial lawyering experiences reasonably similar to those of lawyers advising and representing clients or engaging in other lawyering tasks, under the direct supervision of supervising attorneys.

- The student extern will be offered multiple opportunities for performance, feedback from supervisors, and self-evaluation.

SITE SUPERVISOR RESPONSIBILITIES

As a site supervisor, I agree to the following:

- Orientation: I will ensure that the extern receives an orientation, including a discussion of office procedures and confidentiality, and an overview of the work and expectations of the extern.

- Supervision: I have the authority, ability, and resources to ensure that the extern has a supervising attorney who will actively direct, monitor, and mentor him or her throughout the semester.

- Communication: I will inform the extern of the system for assigning work projects and inform any other assigning attorneys of the need to provide the extern with clear deadlines and guidance in managing the workload.

- Skills Development: The extern will be engaged in a substantial lawyering experience that includes multiple opportunities for performance, feedback, and self-evaluation.
Boston College Law School - Externship Program

- Assignments: The extern will be assigned work that is similar to that of a law clerk or entry-level staff attorney, including exposure to a broad range of lawyering skills. Assignments may include, but are not limited to, drafting transactional documents and pleadings, researching and writing memoranda, interviewing clients and witnesses, attending negotiations or mediations, and observing or participating in meetings, depositions, or court proceedings. Administrative work will be kept to a minimum.

- Feedback: The extern will be provided specific, individualized, and timely feedback on his or her work.

- Observation: The extern will have opportunities to observe court proceedings, client/staff/strategy meetings, and other appropriate professional activities.

- Opportunities for Reflection: The extern will have the opportunity to meet with his or her supervisor, other attorneys and staff to discuss the extern’s observations, experiences, and other issues relevant to the profession.

- Supervisor Accessibility: The extern and supervising attorney will meet at least weekly. In addition to any standing meetings, the supervising attorney will be available to meet with the extern as needed to provide support and feedback on assignments.

- Forms: I will complete the school’s mid-semester oral and final written evaluation requirements.

- Logistics: I will verify that the extern has a designated workspace and access to the tools (e.g., telephone, computer, and library) and support reasonably necessary to complete assignments.

- Legal Compliance: My workplace is responsible for ensuring that our labor and employment practices are in compliance with all applicable state, local, and federal laws, including Federal Labor Standards Act, related to the externship. I understand that the extern is receiving academic credit for the placement; the externship is unpaid; and the placement may not bill for the extern’s time.

STUDENT EXTERN RESPONSIBILITIES
As an extern, I agree to the following:

- Professionalism: I agree to follow directions, seek clarification and advice in a timely fashion, and comport myself with professionalism and integrity.

- Development Goals: I will create goals for the semester regarding how I plan to professionally develop and will submit these to the Externship Director before the externship commences.

- Opportunities for Reflection: I will share and reflect on the observations, experiences, ethical issues and other matters that arise during my externship. In so doing, I will be mindful of my confidentiality and other ethical obligations.
Boston College Law School - Externship Program

- Work Site and Time Keeping: I understand that I am expected to conduct the majority of my work on-site, not remotely. Any remote work must be kept to a minimum and agreed to by my site supervisor. I will track and submit my hours on a weekly basis on the form provided by the law school.

EXTERNSHIP PROGRAM RESPONSIBILITIES
The Extern Program Director agrees to the following:

- Site Evaluation: Remain in regular contact, including site visits as needed, with the externship site and the extern to ensure the quality of the educational experience.

- Training and Availability: Be available as a resource should any concerns or issues arise.

SIGNATURES
We reviewed this document and agree to act in accordance with these expectations.

SITE SUPERVISOR
Signature of Supervising Attorney: ______________________________________________________
Phone Number: ________________________ Email Address: __________________________________
Date: _________________________________

STUDENT EXTERN
Signature of Student Extern: ____________________________________________________________
Phone: ________________________________ Email Address: _________________________________
Date: __________________________________

EXTERN PROGRAM DIRECTOR
Signature Extern Program Director: _______________________________________________________
Phone: ________________________________ Email Address: _________________________________
Date: _________________________________
C: Student Conflict of Interest Form
BOSTON COLLEGE EXTERNSHIP PROGRAMS

CONFLICT OF INTEREST FORM

NAME: _______________________________ DATE: ____________________________

EXTERNSHIP PLACEMENT:

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.

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?

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

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.*
D: Independent Faculty Supervised Externships (IFSEs)
Standards for Individual Faculty-Supervised Externship (IFSE) Placements

Effective October 31, 2013 and Revised Fall, 2019

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 one credit 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, and/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 through the placement activity and by a separate course-required final reflection paper. The faculty member may require less written work if the student's placement practice provides for other, equivalent lawyering activity.
7. **Placements**: The placement where the student will earn the fieldwork credits must satisfy the following requirements:
   
i. 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;

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

   iii. 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 Experiential Learning;

   iv. The placement must provide the student with adequate space and facilities to perform the legal activity contemplated; and

   v. 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 journal entries and other reflective writings 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.
E: Journal Guidelines
JOURNAL GUIDELINES

During externship placements, students are required to submit periodic journal entries regarding their activities. The journal has several functions.

1. It requires students to take time to reflect on what they have been doing. This is not an insignificant exercise. Students are busy at their placements, and it is easy to assume that just because you are busy that you are learning. In most cases this is true, but writing in a journal forces students to acknowledge the learning that is taking place.

2. The journal provides the student and the seminar faculty with data for discussion. By reading student journals, the faculty can identify common themes or real differences among the students’ experiences. Since a student can only have one placement per semester, hearing about other placements provides valuable information as to the range of opportunities available in the legal profession. By reading the journal entries, faculty can insure that the rich variety of experiences that students are having is accurately reflected in class discussions.

3. A weekly journal also gives students a record of their development as an attorney. It is an interesting and instructive exercise for students to look back at the end of a placement to see whether their initial hopes, fears, plans and goals were realized, and if not, why not. Without a record of thoughts and experiences, students will likely have at best a sketchy recollection of their growth over the course of the placement.

4. The journal also provides helpful information should problems arise in any placements. The act of writing helps students clarify ideas, identify the source or cause of any possible problems and conflicts, and reflect on what is both positive and negative about their experiences.

The adage about experience being the best teacher is familiar to all of us. Experiential programs strive to enhance learning from experience by helping develop a systematic way to reflect on and analyze experience, as well as critically examine one’s performance, reactions and feelings. The journal is a major component of this learning process.

Occasionally, the journal will be a “guided” writing exercise in that seminar faculty will give students a topic. The first paragraph will typically be a description of the work you are doing, appropriately sanitized. The journal should be more than an account of tasks performed. It should record what a student is thinking and feeling about the externship experience. For example:

- What questions or insights about lawyers and lawyering occur to you while working at your placement?
- What, if anything, is challenging about either the assignments or the setting in which you are working? What are you worrying about?

Note: These guidelines are adapted from similar memos prepared by colleagues at Boston College Law School’s Semester-in-Practice programs.
• What criticism or praise do you have for the legal system, your supervisor or yourself as a result of the work you are doing?
• What is exciting about the work you are doing? What seems routine/mundane?

Journals might also include students’ thoughts and feelings about the following:
• Getting comfortable in a new work environment;
• The role of supervision and mentoring at your placement;
• The stress of having responsibility for making decisions;
• The stress of living with constant deadlines;
• How to balance professional and personal lives;
• The impact of interpersonal relationships in your work setting on your work;
• Authority relationships in the legal system and legal profession;
• How to give guidance to clients while respecting client autonomy;
• The place of honesty in relations with the court, clients, and other attorneys;
• Manipulative behavior by lawyers and clients;
• How it feels to produce a work product or make decisions when there is too little time, no right answer and, often, insufficient data;
• The effects of a partisan role on your perception, interpretation and analysis of data;
• The tension between partisanship and the need for dispassion in evaluating facts and cases.

Journals will be evaluated in terms of a student’s thoughtfulness and what it reflects about pushing oneself to use the experience to learn.

**NOTE:**

*No confidential client or workplace information should be included in journals. When in doubt, students should consult with their supervisor or seminar faculty.*

*Students should make a note in their journal entry if they include anything that they do not want shared with the class.*
F: Faculty Site Visit

Questions for Site Supervisor
FACULTY SITE VISIT – QUESTIONS FOR SITE SUPERVISOR

Name of Student: ______________________________________________________________
Field Placement: _______________________________________________________________
Supervisor: __________________________________________________________________________

Feel free to use this format or create your own.

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 Tricia Gould, Director of Externship Programs patricia.gould@bc.edu.
G: Faculty Site Visit
Questions for Student Extern
FACULTY SITE VISIT - QUESTIONS FOR EXTERN

Student name: ________________________________________________________________

Field Placement: __________________________________________________________________

Feel free to use this format or create your own. 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 this site visit.

Please return this form or your comments to Tricia Gould, Director of Externship Programs

patricia.gould@bc.edu
H: Mid-Term

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

Dear ________:

I am delighted that placements for the fall semester are underway. As outlined in the Memorandum of Understanding, I look forward to having a meeting with you and your student extern sometime around mid-semester. I shall be back in contact later this month to see what fits your schedule during the weeks of ________ and ________.

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.

Best regards,

Patricia Gould MSW, J.D.
Director, Externship Programs
Boston College Law School
885 Centre St.
Newton, MA 02459
patricia.gould@bc.edu
617-552-4427
BOSTON COLLEGE LAW SCHOOL
FALL 2019
Mid-Semester Student Placement Evaluation

Student 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?

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?

Thank you!

Please submit on _______ as your journal entry for that week.
I: End of Semester
Supervisor’s Evaluation
of the Student
BOSTON COLLEGE LAW SCHOOL
Externship Program
End of Semester Supervisor’s Student Evaluation

Student: ________________________________________________________________

Placement: ___________________________________________________________________________

Dates of Placement: ____________ to _______________       Full Time _____  Part Time _____

Site Supervisor: ________________________________________________________________

Telephone Number: ________________________ Email: ____________________________________

Review Date: ______________________________

Please describe the nature of the work the student performed under your supervision including the area(s) of substantive and/or procedural law.
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Please evaluate the student’s performance during the externship 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 __________ Work Ethic __________

B. Research, Analysis, Written and Oral Communication
   • Issue Spotting ______
   • Basic research procedure ______
   • Identification and use of appropriate authority _____
   • Analysis and application of law to facts ______
   • Clarity and style in written work _____
   • Clarity and style in oral communication _____
   • Efficiency ______
   • Thoroughness _____
   • Ability to receive and incorporate feedback _____
C. Oral Advocacy _____
D. Problem Solving/Strategy _____
E. Attitude ______
F. Work Ethic _____
G. Initiative ______
H. Dependability ______
I. Professionalism _____
J. Ability to work with colleagues, clients, other professionals ______

Please provide any additional comments you want to share regarding the student’s performance:
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

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

Have you discussed your evaluation with the student?  □ Yes  □ No

May we share your written evaluation with the student?  □ Yes  □ No

Please return by ___________ to Tricia Gould, Externship Director, patricia.gould@bc.edu
Boston College Law School
Center for Experiential Learning
885 Centre Street
Newton, MA 02459
617-552-4427
J: End of Semester
Student’s Evaluation of the Fieldwork Placement
Student’s Name (optional): ______________________________________________________________

Placement: __________________________________________________________________________

Dates of Placement: ____________ to _______________       Full Time _____  Part Time _____

Site Supervisor: _______________________________________________________________________

Your responses to the following questions are confidential and will not be shared with anyone without your permission.

1. Describe your role in the major assignments you were given (e.g., Conference call on deal negotiations/Observer; Contract revisions/Drafted first edits; Legal memo/Drafted and presented).

2. Did these assignments meet your goals and expectations? Please explain.

3. Please indicate on a scale from 1-5 which of the following skills you were able to develop (with 1 indicating the least amount and 5 indicating the greatest amount of time/opportunity you had to work on the specific skill area):

   _____ Client Intake
   _____ Client Counseling
   _____ Legal Research
   _____ Public Policy Research
   _____ Write Memoranda Summarizing Research
   _____ Drafting Court Rulings & Opinions
   _____ Drafting Motions and Court Documents
   _____ Drafting Transactional Documents
   _____ Observing & Assisting with Depositions
   _____ Observing & Assisting with Mediation
   _____ Observing & Assisting with Negotiations
   _____ Assisting with Investigations
   _____ Preparing Witnesses
   _____ Speaking in Court
   _____ Other (please specify) ___________________________________________________________
4. Did you have regular meetings to discuss your work with your supervisor(s)? Did you receive adequate direction and feedback regarding your assignments? Please explain.

5. Were your working conditions satisfactory (availability of office space, computer, administrative support, etc.)? Do you have any concerns about the office environment?

6. In what ways, if any, do you think this placement experience could be improved?

7. Is there anything that you wish you would have known or done before starting this placement that would be helpful to students considering this externship? (e.g., courses to take, planning a work schedule, number of hours/days per week, commuting issues, etc.)

8. Please add any additional comments regarding this placement.

I do ___ do not ___ give permission for this placement evaluation to be shared with other students and Externship Program faculty

Please submit to Tricia Gould, Externship Director, by ________
Patricia.Gould@bc.edu

Thank you!
K: Time Tracking Chart
## Externship Program
### Time Tracking Chart

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