

The University of Mississippi

Robert C. Khayat Law Center

EXTERNSHIP PROGRAM



MANUAL and FIELD PLACEMENT SUPERVISOR HANDBOOK

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Dear Externship Supervisor and Mentor:

At the University of Mississippi School of Law, we strive to produce competent, ethical and professional lawyers. While part of our students' education encompasses classroom theoretical work, our overall mission could not be fulfilled without the students also observing and participating in the actual practice of law. This exposure to the practice of law would not be possible without attorneys and judges taking the time to work with, supervise and, indeed, mentor our students. For this, we are truly grateful.

While your mentorship of our students helps us form and educate the next generation of attorneys, we also hope your interaction with the students provides you some personal and professional satisfaction. In this regard, please know that students who participate in our program invariably tell me that their externship experience was the most valuable educational component of their law school career.

Our for-credit externship program strives to provide students the opportunity to enhance their theoretical legal knowledge gained from traditional law school courses with the hands on learning that comes from an experiential learning opportunity. In furtherance of this, our externship program operates under American Bar Association Standards governing off-site learning placements. The parameters and requirements of the program are designed to meet and exceed those Standards.

This Manual is designed to serve as a means to introduce the structure of our program and provide a means of assisting on-site supervisors to be truly great mentors. Additionally, considering the symbiotic relationship between the experience our students have at their placements, and the studies they undertake as part of their contemporaneous seminar class, the Manual also includes copies and explanations of the forms and evaluations the students will be bringing you throughout their placement, as well as a discussion of the various assignments and forms the students complete as part of the course.

In addition to this Manual, there is also a short training and introductory video discussing the program and highlighting some of the crucial aspects of mentorship available on our clinical web page. Please take the time to view this video prior to your student beginning his or her externship.

This all said, I am very mindful of the fact that without your dedication and the supervision and mentorship you provide our students, this clinical program could not exist. For this, and for all you do for our students, we thank you.

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PROGRAM OBJECTIVES

The University of Mississippi School of Law Externship Program is designed to provide a supervised opportunity for students to learn from the actual practice of law. By combining the practical with the academic, the students develop substantive legal skills and an understanding of the ethical and professional responsibilities that comes with the privilege and responsibility of practicing law. In addition to learning the how-to aspect of the legal profession, our externs are also encouraged to put the practical knowledge they gain into a broader legal and social context, challenging, modifying and expanding their existing knowledge in the process. In short, the educational goals of the externship program are to:

- Expand and improve the students' legal skills through exposure to and participation in activities such as investigation, interviewing, counseling, case evaluation and strategy, motions and trial practice, applied legal research and writing, judicial memoranda and opinion drafting, and oral and written legal advocacy;
- Enhance the students' understanding of the legal principles and theories they have been exposed to in the classroom as they see those principles applied in real-life situations;
- Expose the students to and enhance their understanding of the ethical and professional duties and obligations of an attorney to his or her client, the court, the profession and society as a whole;
- Instill fundamental values of the legal profession, including effective representation, the fair and equal administration of justice, and a commitment to public service;
- Encourage the students to reflect upon and learn from their experiences by providing structured means to do so; and
- Provide an opportunity to develop professional contacts and mentoring relationships.

GENERAL EXTERNSHIP PROGRAM INFORMATION

INTRODUCTION

The law school community greatly appreciates the time, effort, and mentoring practicing attorneys and judges provide our student externs. A successful externship program would not be possible without attorneys, judges and staff opening their doors to our law students. We are especially grateful to those who serve as on-site supervisors for our students. We recognize that in doing so, you assume additional duties and responsibilities. As such, we truly appreciate your willingness to act in this role of a mentor and supervisor for our students as they endeavor to transition from the classroom to the practice of law.

As the students are able to participate in a real-life practical experience through the externship program, while also earning academic credit, the program has to conform to certain standards. This manual is intended to provide a description of the parameters of the program. It outlines the various requirements a student extern is expected to meet, the role of the on-site supervisor in relation to the students whom they mentor and supervise, as well as the responsibilities of the law school in administering the program.

OVERVIEW OF EXTERNSHIP PROGRAM

The University of Mississippi School of Law Externship Program is an experientially based for-credit clinical course offered to second and third year law students. While second year students may enroll, the students are encouraged to enroll during their third year of law school. This traditionally means the summer after their second year or during the fall or spring semesters of their third year. Preference is given to third year students. Students

participating in the program earn academic credit while interning at selected government, judicial, public service and non-profit entities. Students are not placed as for-credit externs with for-profit law firms or organizations.

The program consists of two interrelated components: (1) the placement of students in a mentorship and supervised law practice environment, and (2) a related seminar where students meet in an academic class setting throughout the semester or summer term of their placement. In the fall and spring semesters, the students attend the seminar class live, or if placed away from Oxford, MS, join via the internet based gotommeeting program; in the summer term, the class is webinar based and all students attend live via gotomeeting.com.

As part of the seminar requirements, but also related to and complementing their placement experiences, the students document their time in a weekly time log, write contemporaneous reflective journal entries, author assigned topic essays, complete evaluation forms, and in case of high-credit (seven or more) placements, read a text related to their placement and author summaries of such text. These, and some additional student requirements are discussed in more depth below. In terms of the on-site supervisor's relation to these documents, we ask that the supervisor review and approve the weekly time logs, discusses the student's Placement Plan with the student, and completes two evaluation forms, all discussed below.

These forms aside, the overall goal of a student's externship placement, and of the externship program as a whole, is for the student to have a thoroughly enjoyable educational

leaning experience. We truly appreciate the time and effort made by the professionals supervising and mentoring our students, and, although crucial to the program, seek to make the administrative requirements as non-onerous as possible.

APPLICATION AND SELECTION PROCESS

In order to participate, a student submits an application to the director of the externship program identifying their placement preferences. Students may identify a certain field of law, a specific office selection, or a range of fields and possible offices they would like to intern with. The director meets with the students and then makes placement assignments depending upon student choice and available placement spots in qualified offices. Prior to a student being assigned to an office, the director ensures the particular office is both willing and able to properly supervise and mentor a for-credit extern. This process is done through a personal visit to the placement or through phone conversations. The overall criteria for a placement selection is the ability of the placement office to provide meaningful substantial lawyering work for the student to engage in, the ability and willingness to supervise and mentor such student, and the desire to participate in the educational and professional development of the student extern.

All these categories come together in the fundamental recognition that there is a genuine difference between a mere clerkship and a for-credit educationally focused externship placement. While the below described requirements and guidelines are designed to ensure the educational quality of all our for-credit externship placements, the essence of any

educational experience is the ability and willingness of the placement office to provide true mentorship to the students.

The final say whether a student is placed with a particular office lies with the office itself. As such, once an office has been selected as a good match for a particular student's interests, the director contacts the office to inquire about placing such student there as a for-credit extern. Typically the director will forward the student's resume and a cover letter addressed to the appropriate person at the office. Again, typically the next step in the process will be a face-to-face meeting or interview with the student and the office. Once a selection and assignment has been made and approved by all, the director will coordinate with the student and the law school registrar to formally enroll the student in the selected number of academic credit hours. These credit hours, as further explained below, equate to a certain required number of on-site hours a student has to complete at his or her placement.

TYPES OF PLACEMENTS AND APPROVED PLACEMENT LIST

Students can be placed in governmental, judicial, public service and not-for-profit organizations. We do not place students in for-profit offices. Through the years we have developed a list of approved placements. This list consists of offices and judicial chambers where students have had successful and educational mentorship placements in the past. This list can be found on the University of Mississippi Law School clinical website. We recognize that there exist a myriad of other appropriate placement offices where our students may wish to be placed, and which in turn would both accept and provide exceptional supervision and mentorship to our students. As such, when a student identifies a

potential new placement, or when an office or judicial chambers approaches us about mentoring law students as part of our externship program, we work with the student and the potential placement to ascertain and ensure it will be a good fit.

Part of what we look for in this process is the type of office, size of office, full-time or part-time public service work, whether the office has an established externship program, whether the office already has an existing externship program or has successfully supervised and mentored for-credit students from other law schools in the past, and whether the office is willing to invest the time and effort it takes to truly mentor a for-credit law school student.

This process is a mutual one in that a new office has to approve our program to the same extent that we make a determination that the office is a good fit for our program. Depending on the type of office, this process will involve a visit by the program director - generally if there is no previously established law school externship program at such office or if the office has not previously had for-credit law student externs, and / or telephone conversation(s) between the externship coordinator at the placement office and the program director.

We also ask that potential new placement offices complete the *New Externship Placement Information and Application* available on our clinical web. This short on-line form is designed to easily provide information to our possible new placement offices and to provide us with information about such offices and their suitability to accept for-credit law students. We believe such an open exchange of information between the office and program at the outset

is helpful and beneficial to all parties. All in all, the process for approving a new placement office typically takes about four to eight weeks.

MEMORANDUM OF UNDERSTANDING

The ABA Standards mandate, and we believe it is a good practice, for the law school, the placement office and the student to enter into a written *Memorandum of Understanding (MOU)* discussing and outlining the goals of the placement and the respective responsibilities and expectations of the parties involved. As such, we enter into a new and separate MOU for each of our students, regardless of whether it is a new placement office or one where students have been placed on a regular basis in the past. An example of the MOU we currently use can be found in the Appendix of this booklet. We do tailor each MOU to the individual type of the office and the expected work the students will be doing at their particular placement. For placements that accept and mentor our students on a regular basis, there typically is minimal revisions in succeeding MOUs. However, for a new placement, the collaborative process of tailoring the language of the MOU to such office and the expected substantial lawyering tasks the student is expected to perform during his or her externship placement, is a very beneficial one ensuring all parties have a full understanding of the parameters of the upcoming externship placement.

Our Memorandum of Understanding is divided into four sections: (1) A description of the goals of the program and how they are anticipated to be met through a student's particular placement; (2) A description of the respective roles of the student, placement office, and the law school; (3) A note of appreciation on behalf of and by the law school to the placement

office; and (4) A signature page for the student, designated office person, and the director of the program. The MOU describes the parameters of the program as well as delineates the expectations and responsibilities of the student, the placement office, and the law school. Again, as noted above, each MOU is tailored to the specific student extern and his or her placement office in terms of describing the student's expected work and experience.

ON-SITE SUPERVISOR

Each placement office is asked to designate one attorney to be the on-site supervisor for the student extern. When more than one student is assigned to a single office, the same attorney typically acts as the overall on-site supervisor for all students. The students, however, may, and ideally should, work with different attorneys and staff during their placement. It is the responsibility of the on-site supervisor to ensure that the externs have worthwhile professional and educational experiences at that particular placement.

Depending on the size and organization of the placement office, the on-site attorney supervisor with whom the student works may also serve as that office's contact person with the law school externship director. In judicial placements, the students typically work with the judge, but may at times also be directly supervised by a judicial clerk, who then also serves as the contact person with the law school. In larger offices, many times one person is designated by the office to serve as the overall director of that office's externship program. Generally that person then serves as the contact person with the law school. In light of the students participating in a for-credit law school academic program, the bulk of the work they are engaged in as externs must involve substantial lawyering tasks.

SUBSTANTIAL LAWYERING TASKS

The ABA mandates, and we ask, that our law students placed as for-credit externs engage in substantial lawyering tasks. We recognize that such tasks will by necessity vary with each placement, and that the legal profession is broad and varied, but also that one of the benefits that comes from being a lawyer is that the legal training underlying the legal profession can be, and often is, used in related professions.

That said, however, as a whole it is envisioned that law students assigned as for-credit externs will engage and participate in lawyering tasks that are substantially similar to the experience of a lawyer advising or representing a client or engaging in other lawyering tasks, or a judge performing judicial functions. For most of our traditional placements, this is not an issue. However, for some offices which may engage in advocacy, policy or other similar work, we ask that our students' assigned tasks are geared towards substantial lawyering tasks. Similarly, recognizing that many professionals with law degrees use and draw upon their legal education in furtherance of tasks that may not be considered traditional legal tasks, we interpret substantial lawyering broadly. An example of this could be a homeless advocacy organization that both engages in public outreach as well as legal assistance. Our students in such a placement, could and would benefit, from working on all aspects of such work. They could thus, for example, both work on and with typical lawyering tasks such as interviewing clients, preparing motions, or appearing in court, as well as engaging in policy, drafting and presenting educational material and other advocacy work associated with the placement office's overall mission.

As a whole, we have found the substantial lawyering base line not to be an issue, and when it does arise as a potential issue, we discuss such with possible placements prior to a student's placement. This all said, because our students are law students, and earning law school academic credit as part of their externship placements, we ask that their assigned tasks, as much as possible, be geared towards substantial lawyering tasks and that they are ultimately supervised by attorneys or professionals with a legal education and law degree.

MENTORING ROLE

A mentoring environment is crucial to a successful externship placement. It is incumbent upon the on-site supervisor to assume the role of a mentor, and to advise, train and guide the students, and to ensure that all who work with the students assume a similar mentoring role. At a minimum, mentoring means that the students are provided an adequate amount of meaningful work and experiences, and that such work and experiences are directly monitored and regularly evaluated and critiqued.

GUIDANCE AND CRITIQUE

Guidance, supervision, feedback and constructive critique are integral parts of a mentoring relationship. An ongoing process of constructive critique throughout the placement is crucial in ensuring that a student's experience is an educationally beneficial one. All attorneys with whom a student works should provide advice and constructive critique to the student. While this crucial part of the mentoring process is continuous throughout the time of the student's placement, the on-site supervisor is asked to specifically conduct one mid-placement meeting and one exit-interview with each student. This requirement is designed to provide a

minimum of two formal opportunities for evaluation and critique and should ideally be done in conjunction with the completion of the appropriate mid-placement evaluation and the final evaluation forms of the student's work and performance. These evaluation forms are discussed further below and can be found in the Appendix.

INITIAL STUDENT-SUPERVISOR MEETING

Students come to their placements with an anticipation and eagerness unequalled in their budding legal careers. For most of them, this is their first legal experience with the "real world." While not always apparent, the students' eagerness and desire to do well is matched only by their apprehension of disappointing their supervisors. A structured initial meeting with the on-site supervisor goes a long way in easing the students' transition from student to student-attorney, and towards ensuring a great and mutually beneficial placement.

PLACEMENT PLAN

Prior to arriving at the placement office, each student will have prepared a placement plan outlining what he or she hopes to gain from the externship. The student is asked to identify anticipated goals and objectives for his or her placement and to share, discuss, and revise this plan with the on-site supervisor during the initial meeting. This process will enable the on-site supervisor to better plan and fashion the student's work assignments, and if needed, adjust the student's expectations. The student completes the *Placement Plan* on a Google Document, which is shared amongst the student, the on-site supervisor, and Professor Sinha. This enables the student to complete the plan, the supervisor to review and go over the plan with the student, and once finalized, for the student to sign, the supervisor to initial, all in an easy to

use and accessible digital format. One of the assignments of the seminar class is for the student to review and discuss his or her placement plan midway through the semester. The goal with this exercise is that if changes need to be enacted in order for the student to maximize his or her educational potential at a placement, such changes can be identified and implemented at such point in time. The student again reviews the placement plan at the end of his or her externship in order to ascertain whether the goals and objectives were accomplished.

CONFIDENTIALITY

Prior to beginning an externship placement, the students are required to read the applicable jurisdiction's Rules of Professional Conduct. They are specifically reminded of the importance of Rule 1.6 *Confidentiality of Information*. The students also discuss and examine the intersection of confidentiality and discretion as it relates to social media in the accompanying seminar class. In this context all students, regardless of placement, read the United States Courts' Committee on Codes Ethics Advisory Opinion No. 112 – *Use of Electronic Social Media by Judges and Judicial Employees*. In short, we take the legal profession's devotion to confidentiality seriously and impart such to our student externs. The students are asked to address this issue with their on-site supervisor both in general and in relation to the students' journal requirement during their initial meeting. The students are instructed not to reveal privileged information in their journal entries by the director of the program. However, the on-site supervisor is also asked to review this area with the student at the outset of the placement.

MID-SEMESTER REVIEW MEETING AND MID-PLACEMENT EVALUATION

The on-site supervisor is asked to meet individually with each extern towards the midpoint of the student's placement in order to ascertain how the externship is progressing. Concerns should be addressed then, rather than at the end of the student's placement. This is also an opportunity for providing a formalized critique and evaluation of the student. In this regard, the program utilizes a *Mid-Placement Evaluation* form. This evaluation form is on line. The extern will provide his or her supervisor a link through which the evaluation form can be accessed and completed on line. We ask that the supervisor complete the form and use it as a jumping off point to enhance the mid-placement evaluation meeting with the student. Students appreciate and benefit tremendously from any and all constructive critique they receive in such an individualized and dedicated meeting.

EXIT INTERVIEW AND WRITTEN EVALUATION

The on-site supervisor is also asked to conduct an exit interview with the extern at the end of the placement to review the student's overall performance. Again, the extern will forward a link through which his or her supervisor can access and complete the *Final Student Evaluation* form. The form is designed to provide a structured benchmark and guide for the exit interview. Regardless, the goal is to provide an honest and forthright critique of the student's performance. While accolades are welcomed by all, students prefer and benefit from constructive critique which will enable them to become better lawyers.

FIELD PLACEMENT ISSUES

The vast majority of placements provide educational mentor experiences that can only be described as superb. Nevertheless, a review of student evaluations of past placements, enables one to identify common concerns. Some are listed here as a means to aid on-site supervisors, and the program as a whole, to learn from past experiences and improve for the future.

FEEDBACK

The most common concern students express is a lack of feedback from the attorneys with whom they work. Constructive critique of a task, whether it be a completed research project, witness interview, trial outline, or performance in a court proceeding, is essential for the students to learn from their experiences. Most students shy away from asking for such critique. It is incumbent upon the attorney with whom the student has been working, or the overall on-site supervisor, to take the initiative in providing such feedback. It cannot be sufficiently emphasized how much the students benefit from and appreciate such feedback.

MISSED OPPORTUNITIES

Another concern often noted by students is them not knowing in advance what events are coming up on the calendar. This concern can easily be alleviated if the students are informed about the master calendar, and simply kept abreast of the various events that attorneys are preparing for and will be attending. Similarly, when possible, seek to include the students in all possible in-office meetings and out-of-office events related to issues the students have worked or are working on.

DOWN TIME

Most offices have sufficient work to ensure continuous worthwhile assignments. Nevertheless, at times students may experience down time when they do not have sufficient assigned tasks to perform. While the students are instructed to be assertive (yet diplomatic) in seeking out assignments, every effort should be made to ensure that a student has meaningful work and reflective observational opportunities throughout his or her placement.

NON-SUBSTANTIVE WORK

A lack of substantive work should not be filled with repetitious tasks designed to merely occupy a student's time. While everybody in a legal office may at times perform tasks that might be termed administrative, the continuous assignment of non-substantive tasks to a student is contrary to the educational goal and spirit of the program. An educationally beneficial placement relies upon the on-site supervisors to achieve the appropriate balance in this regard. Students may not work on personal, private or political matters while assigned as for-credit externs.

SUPERVISING ATTORNEY

At times, a student may end up working with an attorney who, although he or she initially agrees to work with the student, either lacks the time or enthusiasm that is needed to provide a meaningful educational benefit to the student. At this stage of their careers, students often are too concerned about "rocking the boat," that they would rather incur a lost educational opportunity, than say something that may be interpreted as complaining. It falls upon the on-site supervisor to address any concerns of this nature. Normally, regular meetings with the

students are sufficient to discern and address such problems. Professor Sinha also, as needed will discuss solutions to such a situation, generally first with the student, and then with the on-site supervisor.

WORKPLACE ENVIRONMENT

To the extent possible, externs should be fully integrated into the workplace environment. This includes providing the students with a dedicated desk, cubicle, or other suitable workspace.

The more the students are made a part of the general office environment, the more they will be treated as colleagues during their stay in the office. Making the students part of the work environment ideally extends beyond the mere physical location of their work area to including them into the culture of the office. Ideally, and as appropriate, seek to invite students to general office meetings, out of the office meetings with other attorneys, opposing counsels and judges, as well as office lunches. Students often comment that they learn as much from lunches and other informal occurrences, as they do from formal work assignments.

SUGGESTIONS FOR SUPERVISION

All attorneys with whom students work have individual ways of ensuring interesting and educationally worthwhile experiences for the students. In fact, working with and observing the style of different attorneys and judges is one of the many benefits a student gets by participating in the program. With this in mind, some general suggestions for successful supervision of students include:

Office Management. Involve the students in the processes of calendar control, filing systems, assignment and division of cases within the office, in a way that will provide them with an understanding of the workings of a legal office.

Interviewing and Counseling. Engage the students in interviews with witnesses and other lay people involved in pending cases. Suggest techniques for interviewing and provide critique of their interviewing experiences.

Negotiation. Involve the students as observers and, if applicable, as participants in the negotiation process. Alert them to the various, practical and legal factors which influence tactics and decisions in this process. Assist them to recognize the different issues that may influence negotiations.

Litigation Process. If applicable, familiarize the students with the applied procedural process in cases from investigation through verdict or resolution. Instruction, observation, and immediate critique is crucial with respect to hearings and trials. Students' initial insecurity often focus on form and technique. Once they have some confidence in their skills, the critique may turn to more substantive orientation. The importance of preparation should always be emphasized, as well as the selection of witnesses, identification and sequencing of exhibits, and prediction of evidence disputes. Teach them the use of trial notebooks, checklists and other mechanics that the supervising attorney finds helpful. Try to involve them in court hearings, pre-trial hearings, grand jury (if applicable to the particular placement), and trials. Many of our

third year students will qualify to be sworn-in as limited practice student-attorneys.

When this is the case, one of the goals of the program is for that student to reach and overcome the threshold moment in his or her professional life of standing up in court, announcing his or her name “on behalf of so and so...,” and proceed to speak in court; a small step for a seasoned attorney, a giant leap for a law student and budding neophyte attorney. Get the students on their feet quickly, and as much as possible.

Research and Writing. Allow the students to assist in researching legal issues and in drafting pleadings, motions, briefs, proposed orders and memoranda as appropriate. Critique their work for form and content. Our students placed in offices and judicial chambers without fail comment on how they leave their placements better writers than when they started. This often comes from the opportunity to work on, draft, and receive critique of, real-world research and writing assignments and opportunities.

Ethics and Professional Responsibility. Instilling in the student-attorney an appreciation of ethics and professionalism is of utmost importance. Take every opportunity to discuss ethical and professional issues with the students as they may arise throughout the placement. Seek to emphasize the real life application of the Rules of Professional Conduct or Judicial Canons, as well as any other applicable ethical and or professional rules. The concern and interest of the supervising attorney as to this subject will be noticed and absorbed by the student.

SEMINAR COMPONENT

While the students are assigned to a placement office as for-credit externs, they also attend a law school seminar class where all externs meet together with the director of the program on a bi-weekly schedule. These meetings are typically held every other Wednesday afternoon. Students placed in offices within driving distance of Oxford, MS, attend the seminar class in person; students placed away from Oxford attend the seminar meetings via an internet meeting program such as gotomeeting.com. An extern may thus ask for use of a room with internet connectivity or leave to be out of the office on Wednesday afternoons in order to participate in the required seminar class. In the summer term, the seminar takes the form of webinar presentations, thus permitting students doing externship placements at different schedules and in differing locations to attend via the internet. Although the summer seminar class is webinar based, all summer students attend the class live, albeit via the internet. The dates and times for the summer webinar class differs. Regardless of the precise day and time of the summer webinar class, your student will coordinate his or her work schedule with you in order to be able to join the class live.

ACADEMIC ADMINISTRATION

The program is administered and supervised by a faculty member who works under the program policy guidance of a faculty committee. The director is responsible for evaluating and selecting appropriate placement offices, placing externs with such offices, maintaining contact and visitation with externs and their on-site supervisors, and reviewing the externs' weekly time logs, journals, essays and evaluations. The director also teaches the seminar class. It is also the director's responsibility to coordinate the resolution of any concerns or problems that may

arise during a student's placement. The director also maintains regular contact with the various placements, and ensures the on-site supervisors are provided sufficient information and training in their multi-faceted roles as attorneys, mentors and educators.

ON-SITE VISITS

In addition to regular contact with the on-site supervisors of the various placement offices, and as part of our endeavor to continuously improve the program, evaluate placements, and to thank and seek input from the professionals who work with our students, the director of the externship program seeks to visit all placements on a regular and periodic basis. These visits are opportunities for the placement supervising attorneys and the director of the program to confer about the current placement, make needed adjustments in order to ensure that a positive and educational learning opportunity exists for the student extern, and seek to institute any changes that may be needed in order to ensure a long and mutually beneficial relationship between the placement office and the law school. Some of the areas that are touched upon during these on-site visits are listed in the on-site visit form used for guidance during such visits. A copy of this form can be found in the Appendix. Last, but not least, the law school also truly wishes to demonstrate its appreciation to the offices that accept our students and the attorneys who mentor them through such on-site visits.

SUMMER TERM

Students placed as externs during the summer term operate under the same guidelines as during the school year with some necessary adjustments. Many students take the opportunity to do an externship in their hometown, or a specially selected office across the country, during

the summer session. The program parameters and requirements remain the same for students doing an externship placement in the summer term, with the exception that while all summer students begin their placements at the same time (coordinated with the beginning of the first summer academic term), summer externs may continue at their placements past the end of the academic summer term. In other words, some students doing a smaller amount of summer externship credit hours may finish their placement in six weeks, while other students doing a higher number of summer externship credit hours may continue their placements beyond the initial six weeks. Regardless, all summer students begin their placements at the same time, and do a minimum of six weeks at their respective placement offices or chambers. Similarly, and as discussed above, summer students attend the summer externship webinar based seminar class live once per week weekly during the first six weeks of their summer placement. All other requirements remain the same for the summer term as for the semester terms.

SWEARING-IN CEREMONY

The law school holds a swearing-in ceremony each fall and spring semester wherein clinical students who qualify pursuant to the Mississippi (state court) and or the Northern District of Mississippi (federal court) are sworn in as limited practice student-attorneys. Once a student has been sworn in, the student is authorized to engage in the limited practice of law in any court in the state. Nevertheless, students who will practice in state or federal courts beyond Oxford should also seek to be sworn-in by a judge in such jurisdiction. Students who are placed outside of Mississippi may be allowed to practice in such jurisdiction depending upon that particular state's or district's rules. The director of the program will assist placement offices

with any required law school documentation needed in order to ensure a student, if applicable, can be sworn-in as a limited practice student-attorney.

STUDENT RESPONSIBILITIES

Just as an attorney supervising an extern assumes the dual role of attorney and educator, a student participating in the externship program assumes the dual role of student-attorney. In this capacity, the student has certain duties inuring towards his or her role as an extern, and certain duties inuring towards his or her role as a student. Each extern is expected to recognize and honor the time, commitment and mentoring provided by the placement through an overall professional and dedicated demeanor. This includes:

- Professionalism
- Punctuality
- Confidentiality
- Adherence to office policy
- Appropriate dress and speech, and
- An overall treatment of the placement for what it is - a unique opportunity for a student to work in a professional environment with dedicated attorneys and judges.

ACADEMIC GOOD STANDING

In order for a student to participate in the externship program, he or she must be formally enrolled in the law school and be in academic good standing.

STUDENT REQUIREMENTS AND FORMS

As noted above, the for-credit externship program consists of both the placement office experience and the academic component. As such, your student, in addition to the work done at the office or chambers, will also bring you certain forms and documents to complete throughout his or her placement. Again, these forms are designed to bridge the divide between the student's placement experience, the academic component, and administration of the program. These forms and requirements are listed and discussed below.

CREDIT HOURS AND ON-SITE HOURS

Students may earn between three and twelve academic credit hours for participating in the Externship Program, with three to six credit hours being the norm. As long as the student externs the total required number of on-site hours corresponding to his her or selected number of academic credit hours , the student is not compelled to work the same number of hours each week. The specific daily or weekly schedule of a student is left to the student and his or her placement office to agree upon. The below table reflects the number of credit hours and the corresponding number of on-site hours:

Credit hours	On-site hours
3	135
4	180
5	225
6	270
7	315
8	360
9	405
10	450

11	495
12	540

The normal externship range is between three and six academic credit hours. Seven or more credit hours, although permissible, are the exception and require the additional component of a contemporaneous text to be read by the student. (See below for discussion of this additional high-credit placement requirement.) A student is permitted to do several externship placements. However, the total number of externship academic hours a student can earn is twelve. In order for a student to do an additional externship placement, he or she must have demonstrated professionalism in all respect in his or her initial or previous placement. For a student to be placed in a second or successive placement in the same office, there must be a demonstrated additional educational component associated with doing such a placement. Absent such, a second or subsequent placement will not be approved.

EXTERNSHIP INFORMATION FORM

Students are asked to complete an information form providing general contact information for them, their office and their on-site supervisor at the beginning of their placement. The *Extern Information* form is part of the student's Google Document shared with his or her on-site supervisor and Professor Sinha, permitting an on-line completion, edit and review of such form. There is one form to be used in the fall and spring semesters, and one to be used in the summer. The summer form, in addition to the information described above, also asks the student to designate submission dates for his or her reflective journal entries, directed journal topic entries, and the three evaluation forms based upon the student's start and end dates. This is because although all summer students begin their summer placements the same week,

the completion dates of summer externship placements differ. Copies of both forms appear in the Appendix.

PLACEMENT PLAN

At the outset of a placement, students are required to prepare a *Placement Plan* outlining what they hope to gain from their placements. This plan is shared, using the student's individual Google Document, with the on-site supervisor during the initial meeting between the student and the on-site supervisor. After the initial meeting, the student reviews the revised plan with the director of the program. The student reviews his or her plan at the middle of the placement and again at the end of the placement. A copy of the Placement Plan can be found in the Appendix.

WEEKLY TIME LOG

Students are required to maintain a record documenting their daily activities on a weekly time log. Using the on-line Google Document, the students complete their weekly time logs and ask their supervisor to review and initial. The student's signature indicates the student's verification that the indicated hours are correct, and the on-site supervisor's initials indicates he or she has reviewed such logs and that they substantially comport to the hours the student worked at the placement. An example of a weekly log appears in the Appendix. Again, the weekly time logs are part of the Google Document the student shares with his or her on-site supervisor, and which is accessible via the internet by the student, the supervisor and Professor Sinha.

CONTEMPORANEOUS REFLECTIVE JOURNAL

In addition to keeping a daily log, students also keep a reflective journal of their activities. The goal of the reflective journal requirement is to enhance the overall educational experience of the externs by encouraging a broader reflection upon their experiences. The students are expected to maintain these journals on a daily and contemporaneous manner. The journal entries are provided to the director of the program on a set and designated schedule. The director reads each student's journal entries and engages in a dialogue with the student by providing comments based upon the journal entries as appropriate. Absent a specific request from the on-site supervisor, the journals are confidential and are shared only between the student and director of the program. This confidentiality is intended to encourage true and honest reflection by the students in their journals. The students submit their reflective journal entries via the University of Mississippi academic on-line Blackboard system. The Journal Form that appears in the Appendix is included to describe the general reflective journal format – the actual journal entries are submitted by the students directly using the Blackboard system.

DIRECTED JOURNAL TOPICS (ESSAYS)

The students also author four Directed Journal Topics throughout their placements. This is part of the seminar class requirements. They submit such to the academic supervisor for his review using the University of Mississippi Blackboard system. These essays, as are all seminar requirements, and the externship course as a whole, are graded on a pass-fail basis. The four Directed Journal Topics may differ in their precise scope each semester. However, the general topics are:

1. Ethics. Here the students are asked to address ethics and professionalism in general, and discuss what rules and or issues are specifically applicable to their placement office;
2. Placement Plan Review. Here the students are asked to review their initial Placement Plan and discuss whether they are meeting and or achieving their initial goals associated with their externship placement. This essay is due at the mid-point of their placement so that if adjustments are warranted, such can be made by the student in order for him or her to maximize his or her remaining placement experience;
3. Bias. Here the students are asked to discuss bias and how such may exist in the legal system in general as well as whether they have observed any instances of systemic bias through their real-world experience; and
4. Self-Assessment. This essay is due at the end of the externship. The students are asked to author a critical assessment of how they did and what if anything they would like to change going forward.

Prior to authoring these essays, the particular topic will be the focus of a seminar class discussion, and the students will have read different texts and readings pertaining to such topic.

HIGH-CREDIT EXTERNSHIP

If a student selects to do a seven or more academic credit hour externship, and such is approved by the director of the program, a text will be assigned for the student to read during his or her placement. The student authors chapter or section summaries of the book and

submit such to the director, again using the University of Mississippi Blackboard system. This text or book is selected by the director, together with the student, and often in consultation with the placement on-site supervisor. The reading selected is generally not a strict how-to-text, but rather a book that places the student's expected experience in a larger social context. It is also, ideally, a reading that the student will find engaging and a pleasure to read.

EVALUATION FORMS

The students are responsible for forwarding the on-line link whereby their supervisor can access and complete the Mid-Placement and Final Student Evaluation forms. As noted above, the Mid-Placement evaluation is designed to provide the student feedback in the middle of his or her externship placement, the hope being that any necessary adjustments can be made at such time in order for the student to maximize the educational learning potential from his or her placement opportunity; the Final Student Evaluation is designed as a place for the on-site supervisor to provide a fuller and more complete review and evaluation of the student's performance, including suggestions for areas of improvement. In addition, at the end of the placement, each student is required to complete an evaluation of his or her experience and of the program as a whole. This evaluation seeks feedback with regard to the office where the student was placed as well as of the program in general. In contrast with the supervisor evaluations of the students, evaluations that are designed to be shared with the students in furtherance of their growth as professionals, the student evaluations are confidential in that only the director sees and reviews these forms. This is in order to encourage full and frank comments by the students. However, information obtained from the student evaluations is shared in general terms with the respective on-site supervisors in order to address any

systemic concerns and to improve specific placements as needed. Examples of these three evaluation forms appear in the Appendix. Note that the evaluation forms are updated each year. The samples in the Appendix may thus not be precise copies of the one your student will provide you.

GRADE

The externship course (Law 654) is graded on a pass / fail basis. The final course grade is determined by the director in consultation with the on-site supervisor. The final evaluation completed by the on-site supervisor has a specific question and place wherein the supervisor indicates whether he or she recommends a passing grade for the work done by his or her student extern. In addition, the director also grades all of the above mentioned academic requirements on a pass / fail basis. All requirements have to be professionally, timely and competently completed and submitted, and the placement externship successfully completed (as indicated by the supervisor's concurrence) in order for a passing grade to be assigned. The Program Director is the final arbiter with regard to a student's final overall course grade.

APPENDIX

- Extern Information Form (semester and summer)
- Weekly Time Log
- Placement Plan
- Journal Form
- Mid, Final and Student Evaluation Forms
- Site Visit Form
- Sample Memorandum of Understanding

Extern Information Form – Fall and Spring Semesters

University of Mississippi School of Law Externship Program

EXTERN INFORMATION FORM

[Insert your name here]

STUDENT NAME, EMAIL, PHONE AND MAILING ADDRESS

PLACEMENT OFFICE WITH ADDRESS AND PHONE

ON-SITE SUPERVISOR NAME, EMAIL, PHONE AND MAILING ADDRESS

CREDIT HOURS
Sought for externship

ON-SITE HOURS
Required for completion

SCHOOL YEAR
Current school year

LIMITED PRACTICE
Yes / No / Comments

START DATE

END DATE

COMMENTS

Extern Information Form – Summer term

University of Mississippi School of Law Externship Program

Summer [year]

EXTERN INFORMATION FORM

[Insert your name here]

[Insert name of your placement here]

STUDENT: NAME, EMAIL, PHONE AND MAILING ADDRESS

PLACEMENT OFFICE, ADDRESS AND PHONE

ON-SITE SUPERVISOR(S): NAME, EMAIL, PHONE AND MAILING ADDRESS

CREDIT HOURS
Sought for externship

ON-SITE HOURS
Required for completion

SCHOOL YEAR
Current school year

LIMITED PRACTICE
Yes / No / Comments

START DATE

END DATE

COMMENTS

Extern Information Form – Summer term (page 2)

University of Mississippi School of Law Externship Program	Summer [year]
---	----------------------

Course Requirements Worksheet and Schedule	
Your start date	Your end date
Extern Information Form	Date submitted
Placement Plan	Date you will submit
Weekly Time Logs	Submit weekly
Reflective Journal Entries	Submit bi- weekly
Directed Journal Topics	Date you will submit
DJT #1. Submit at ¼ of placement.	
DJT #2. Submit at ½ of placement.	
DJT #3. Submit at ¾ of placement.	
DJT #4. Submit at completion of placement.	
Evaluation Form	Anticipated date of completion
Mid-Placement Evaluation (Your send on-line link to supervisor.)	
Final Evaluation (You send on-line link to supervisor.)	
Student Evaluation	
Seven credits or more text. Write title below.	Submit weekly or regular text reading summaries

WEEKLY TIME LOG

University of Mississippi School of Law Extern Daily Time Log

[Student name]

[Placement office]

[Week #]

DAY & DATE	TIME	GENERAL DESCRIPTION OF ACTIVITY	HOURS	TOTAL
MONDAY Date				
TUESDAY Date				
WEDNESDAY Date				
THURSDAY Date				
FRIDAY Date				
TOTAL HOURS THIS WEEK				
TOTAL HOURS FROM PREVIOUS WEEKS				
TOTAL CUMULATIVE HOURS				

Student signature	Supervisor initials

PLACEMENT PLAN

University of Mississippi School of Law Externship Program

Placement Plan and Goals

[Insert your name here]

In the below space, please describe your goals and hopes for your externship placement. What are the things you hope to do, accomplish, learn about, be exposed to? Once you have thought this through and articulated such below, go over your goals with your supervisor. Once done, please return the signed form to Professor Sinha.

Student signature

Supervisor initials

JOURNAL FORM

University of Mississippi School of Law Extern Journal

Student Name Week One

A reflective journal is part of the requirements for your externship placement. This is different from your daily time log wherein you briefly record your activities and corresponding times. Your journal is where you reflect upon your overall experience for the week in question. What did you work on? What did you find interesting, surprising, good or bad? Are there things you would change, improve upon, both in terms of your performance as well as the system as a whole? You should ideally write in your journal on a daily basis, or if not, then at a minimum one longer entry for the entire week. Your journal is confidential in that only I read your entries. Submit your journal entries using the Journal feature of our Blackboard class site.

SUPERVISOR MID-PLACEMENT EVALUATION FORM

Supervisor Mid Placement Evaluation of Student Extern

Dear Supervising Attorney,

Thank you for supervising and mentoring our student extern. Students benefit tremendously from feedback and constructive critique. Please use this form to provide such in general, and above all to suggest any changes or improvements the student could undertake in order to maximize his or her performance and learning opportunity for the remainder of his or her externship placement. Please share any such constructive critique and suggestions with your student. Once you submit the evaluation, I get a copy and will also go over such with our student extern. Again, and as always, thank you for supervising and mentoring our student.

Hans P. Sinha, Clinical Professor and Director Externship Program
University of Mississippi School of Law
P. O. Box 1848, University, MS 38677-1848
(662) 915-6884
hsinha@olemiss.edu

1. Your name, office, and location.

2. Name of student.

3. Date evaluation completed.

4. Total on-site hours completed by student.

5. Is the student successfully completing assignments?

☐ Yes

☐ No

Please provide any pertinent comments.

6. Is the student adhering to general office standards?

☐ Yes

☐ No

Please provide any pertinent comments.

7. Is the student adhering to ethical and professional standards?

☐ Yes

☐ No

Please provide any pertinent comments.

8. What if anything would you suggest the student change, improve upon or do differently going forward?

9. Do you anticipate the student successfully completing his or her externship placement?

10. Please provide any general comments or suggestions.

SUPERVISOR FINAL EVALUATION FORM

Supervisor Evaluation of University of Mississippi Extern

Dear Supervising Attorney,

Thank you for mentoring our student extern.

The opportunity for our students to observe and participate in the actual practice of law, whether in a government, public service or judicial setting, is a tremendous benefit for them, and a crucial component of a comprehensive and well-rounded legal education.

I realize that supervising and mentoring a student takes time away from an otherwise busy schedule. For this, as well as for the administrative duties associated with a for-credit placement, such as reviewing your student's time logs and placement plan, and completing the mid-evaluation form, and more, I thank you.

The final form I am asking you complete is end of the externship evaluation of your student. Students crave and benefit tremendously from general feedback as well as specific suggestions how they can improve. Please share your comments with your student. Once you submit the evaluation, I get a copy and will also go over it with our student-extern.

Again, thank you for supervising and mentoring our student extern.

Hans P. Sinha

Clinical Professor and Director Externship Program

University of Mississippi School of Law

P. O. Box 1848, University, MS 38677-1848

(662) 915-6884

hsinha@olemiss.edu

1. Your name and office.

2. Your email address and or phone (best way to contact you).

3. Name of student you supervised.

4. Credit hours sought by student. (Leave blank of unknown.)

5. Required on-site hours of student. (Leave blank if unknown.)

6. Total number of on-site hours completed by student.

7. Did the student successfully complete the above stated hours?

☐ Yes

☐ No

Comments:

8. Did the student adhere to general office standards?

☐ Yes

☐ No

Comments:

9. Did the student successfully complete assignments?

☐ Yes

☐ No

Comments:

10. Did the student seek out guidance when needed?

☐ Yes

☐ No

Comments:

11. Did the student adhere to ethical and professional standards?

☐ Yes

☐ No

Comments:

12. Student's ability to do research (1 being poor, 5 being excellent)

	1	2	3	4	5
General research ability:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comprehensiveness of research:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to engage independently:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

13. Student's ability to write (1 being poor, 5 being excellent)

	1	2	3	4	5
General writing ability:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Objective written work:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Persuasive written work:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

14. Student's legal analysis (1 being poor, 5 being excellent)

	1	2	3	4	5
General analytical ability:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comprehensiveness of analysis:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to distinguish between significant and minor factors and evidence:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

15. Student's comfort level in court, interaction with attorneys, clients, witnesses, etc. (1 being poor, 5 being excellent)

	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

16. Student's professionalism (1 being poor, 5 being excellent)

	1	2	3	4	5
Professionalism in interactions with attorneys, staff, clients and others:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Punctuality:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Awareness of ethical standards:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

17. Student's willingness to listen and learn from criticism (1 being poor, 5 being excellent)

	1	2	3	4	5
Willingness to listen:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Willingness to learn from criticism:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

18. What would you term the student's greatest strengths?

19. What would you suggest the student seek to improve upon?

20. Is there one area or category where the student made a significant improvement during his or her externship placement? If so, please list and explain below.

21. Please add any general comments pertaining to the student's performance.

* 22. Do you recommend granting academic credit and a passing grade for this student?

☐ Yes

☐ No

Comments:

23. Would you accept another University of Mississippi School of Law student in the future?

☐ Yes

☐ No

☐ Comments:

24. Please provide any suggestions you may have as to how we could improve our externship program.

STUDENT EXTERN EVALUATION FORM

Student Extern Evaluation

Dear Student Extern:

Please complete this evaluation form pertaining to your experience as a participant in our externship program. I seek your input in order to ascertain your overall experience and to identify possible changes to the program. I also rely upon your evaluation and comments to determine whether students should be assigned to your placement office in the future. As such, I thank you beforehand for your honest comments and evaluation. Please note that I do not share your individual evaluation or comments with your placement or supervisor. I only use them in-house as I seek to improve the program.

**Hans P. Sinha, Clinical Professor and Director Externship Program
University of Mississippi School of Law
P. O. Box 1848
University, MS 38677-1848
hsinha@olemiss.edu (662) 915-6884**

1. Your name.

2. Your office and location. (If you externed in more than one office, complete one evaluation form for each office.)

3. Name of Supervisor.

4. Name of Immediate/Alternate Supervisor.

5. Number of academic credit hours sought?

6. Required on-site hours completed?

7. Overall, were you satisfied with your experience this semester?

☐ Yes

☐ No

Comments:

8. Was there sufficient substantive work for you during your placement?

☐ Yes

☐ No

Comments:

9. Were you adequately supervised?

☐ Yes

☐ No

Comments:

10. Were the physical facilities adequate?

☐ Yes

☐ No

Comments:

11. Did you get the placement of your choice?

☐ Yes

☐ No

Comments:

12. Would you recommend this placement to future students?

☐ Yes

☐ No

☐ Comments:

13. Did your academic courses prepare you for your placement?

☐ Yes

☐ No

Comments:

14. Do you believe this placement will aid you in your legal career?

☐ Yes

☐ No

☐ Comments:

15. What were the most positive aspects of your placement?

16. What were the most negative aspects of your placement?

17. With the benefit of hindsight, is there anything you would do differently to prepare for or while at your placement?

18. In terms of your learning and educational externship goals this semester, did you meet such? Please explain.

19. Is there any one thing, category or area where you noticed a marked improvement in your performance this summer? In other words, is there one thing, (or if plural, several things or areas) you can point to with satisfaction as having improved upon, learned or accomplished this semester as a result of your externship placement? If so, please explain below.

20. Please provide any general comments regarding your placement.

21. Do you have any constructive comments or suggestions with regard to the seminar class component?

22. Do you have any constructive comments or suggestions with regard to the Extern Information Form?

23. Do you have any constructive comments or suggestions with regard to the Placement Plan?

24. Do you have any constructive comments or suggestions with regard to the Weekly Time Logs?

25. Do you have any constructive comments or suggestions with regard to the Reflective Journal requirements?

26. Do you have any constructive comments or suggestions with regard to the Directed Journal Topic assignments?

27. Do you have any constructive comments or suggestions with regard to the evaluation forms?

28. Do you have any constructive comments or suggestions with regard to the end of placement thank you letter?

29. Do you have any suggestions how we can improve our externship program?

30. Do you have any additional comments:

SITE VISIT FORM

University of Mississippi School of Law Externship Program

Site visit – [Placement & date]	
Placement Information	
1. Office Information	
2. On site supervisor	
Students	
3. Current externs	
4. Future (assigned) students	
5. Ideal # of externs	
Office	
6. Office space	
7. Student computer, etc.	
General	
8. Year – 2L and or 3L	
9. Student schedules	
10. Swearing in	
11. Pre-requisites, classes	
12. Extern selection	
13. Extern requirements	
14. Law school support	
Suggestions	
15. Things do differently	
16. Suggestions to improve	
Comments	

SAMPLE MEMORANDUM OF UNDERSTANDING



Externship Program Memorandum of Understanding

This Memorandum of Understanding is entered into between the University of Mississippi School of Law Externship Program, *[name of placement office]*, and *[name of student]* (student). The memorandum provides a written understanding pertaining to the *[semester and year]* placement of *[student]* as a legal extern with *[name of placement office]*. This memorandum consists of four parts:

- I. A description of the general goals of the externship program and how such goals are anticipated to be met through this placement;
- II. A description of the respective roles of the law school externship faculty and the placement office in (a) supervising the student, (b) assuring the educational experience of the student experience, and (c) providing clearly articulated methods for evaluating the student's academic performance;
- III. A note of appreciation and thanks from the law school to the field placement office; and
- IV. A signature page.

I

An integral part of the University of Mississippi School of Law educational curriculum includes opportunities for law students to gain experiential knowledge of the practice of law through externship placements with government offices and not-for-profit public service organizations.

The overall goal of such externship placements is for students to: (a) gain substantial lawyering experience and have multiple opportunities for performance, and (b) receive consistent feedback and be provided multiple opportunities for reflection and self-evaluation.

While the substantial lawyering experience will differ depending upon the nature of the work of each placement office, the opportunities for feedback, reflection and self-evaluation is built into the general parameters of the program and remain consistent for each student regardless of placement.

For students placed with *[name of placement office]*, the opportunities for substantial lawyering experience and performance is anticipated to include:

- *[Note that this section of the MOU, as well as the below sections identifying the types of legal areas the student extern is expected to work on and with, is tailored to each student's expected work and externship experience with his or her externship placement office. The below thus consists of examples for one specific office.]*

- *Observe and work with experienced attorneys as they investigate, assess, negotiate, settle and try civil matters in various areas, including but not limited to Family, Consumer, Elder, Bankruptcy and Tax law.*
- *Undertake legal research on issues that come up through the course of the handling of such matters;*
- *Draft, edit and write substantive legal documents such as motions, responses, memoranda of law and appellate briefs;*
- *Work on litigation matters such as client intake, contact, interview and preparation, document gathering, discovery process and deadline monitoring;*
- *Assist in preparation, formulation and presentation of consumer and attorney outreach projects.*

All of the above opportunities may not occur for each extern during each placement. Depending on the nature of existing caseload, a student's practical experience may be focused more towards one aspect and less towards another. However, the above opportunities are what a student placed with [name of placement office] traditionally experiences.

Through such practical opportunities, and combined with the topics covered in the contemporaneous externship seminar course, the students have the opportunity to integrate through application in real-world situations, legal doctrine, theory and skills learned in doctrinal and simulation law school courses.

In particular, students placed with [name of placement office] have the opportunity to integrate and apply *Administrative, Bankruptcy, Civil Procedure, Elder, Family, Property, and ethical concepts studied in their law school doctrinal courses, as well as apply trial advocacy skills*. In doing so, students improve their competency in fundamental legal skills such as legal research, analysis and reasoning, problem solving, as well as written and oral communication.

[Name of student] is seeking to earn [number of credit hours] academic credit hours. This translates to [name of student] spending a minimum of [number of on-site hours] on-site hours at [his or her] placement. As such, [name of student] will have multiple experiential educational performance opportunities during [his or her] placement.

Each task and each performance undertaken by an extern presents opportunities for feedback and constructive critique from the attorney with whom the student has been working. Such feedback can at times be immediate and quick, and at other times subsequent and more thorough. In light of the importance of feedback in the experiential learning process, the on-site supervisor also completes and reviews with each student two formal evaluation forms, one at the mid-point of the placement and one at the end of the placement (final evaluation form).

Additionally, through contemporaneous journal entries and four required directed journal topics, the externs are engaged in a continuous process of self-evaluation and experiential growth. The reflective journal entries and the four directed topics are submitted to Professor Sinha, who reads and provides comments to such student submissions as appropriate. The four directed journal topics are: (1) ethics, (2) placement plan review, (3) bias, and (4) self-assessment.

II

Ensuring the overall educational quality of an extern's experience is a combined effort on the part of the office site supervisor and the law school externship director. In general, the placement site supervisor ensures that externs have meaningful and educational tasks, while the externship director teaches the accompanying seminar class and acts as the overall academic supervisor of the program.

In particular, for [name of placement office], where students work with many different attorneys and staff, the site supervisor ensures that each extern has an opportunity to partake in lawyering tasks, have multiple opportunities for performance, and receive appropriate feedback, all as described above. The externship director acts as the placement office's contact with the law school, helps address any issues that may arise during a student's placement, and ensures and provides the additional educational layer to a student's field placement experience through the externship seminar class.

Students participating in the externship placement program are graded on a pass / fail basis. The assessment of a student's final grade is based upon the student's overall performance while at their placement office, and upon their work in the externship seminar class.

The final evaluation form mentioned above provides a formal basis for the site supervisor to provide written commentary assessing an extern's strengths and weaknesses, as well as a place to formally indicate a pass or fail grade for each extern's overall field placement performance.

The externship director assesses the extern's field placement performance and growth through face-to-face seminar class meetings, reading the extern's weekly reflective journal entries, and a formal mid-placement meeting.

The externship director also assesses the extern's overall seminar class performance. This assessment includes the level of professionalism in completing the five written class requirements, (extern information form, placement plan, weekly time log, weekly reflective journal entries, four directed journal topics), as well as demonstrated class preparation and participation. These requirements are graded on pass fail grade scale. The syllabus for the [term and year] externship course provides the goals, readings, topics and additional requirements for such class. *[Note that this MOU sample is for the fall and spring semesters. There are slight variations in this section for summer MOUs.]*

A student's overall pass / fail grade for the externship course is based on a combined passing grade for the field placement and the seminar class.

III

The mentorship, supervision and practical training provided to students at their externship placements is an integral part of teaching and forming future members of the Bar. The law school is very much aware of the fact that accepting students in such a mentoring role entails additional work and time on the part of the site supervisor and the attorneys and staff of the placement office. For this the law school is grateful and expresses its sincere thanks.

IV

On behalf of the School of Law:

Hans P. Sinha
Clinical Professor
Director Externship Program
University of Mississippi School of Law
P.O. Box 1848
University, MS 38677-1848
(662) 915-6884
hsinha@olemiss.edu

Date

On behalf of [name of placement office]:

[Name of person signing on behalf of the placement office,
address, contact information and date]

Student extern:

[Name of student]
Student
University of Mississippi School of Law
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