

# Selecting a JD Externship

## Introduction

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An externship is an opportunity to learn about the practice of law outside of Pierce Law community while earning credit. Law school is designed to teach you fundamental doctrine and skills, but new lawyers often speak of a lack of connection between legal education and practice. Externships should continue skills and doctrine development while allowing you to develop professional judgment and reflect on what makes a good lawyer and a just legal system.

Much of what students need to learn to practice law is available through law classes. Doctrine and the analytical skills that are used by lawyers are the basis of all classes in the curriculum. Three years is not a lot of time to learn the fundamentals for the bar exam, develop good analytical and writing skills, and to get some degree of expertise in a given area. With the need to pack so much into a three-year period, why should a student choose an externship, especially if it is high credit?

There is a lack of opportunity in the law school curriculum to combine skills with doctrine, which covers the full territory of law, rather than the individual disciplines. Students do not write enough, and many students are not called upon to form legal judgments from which to offer advice. The need to do things well, which is important while in school, becomes magnified when someone's savings, property, health, or even life is riding on the type of work that lawyers do. Thus, the transition from law school to being a lawyer is something that many find difficult. Numerous articles detail the discomfort with practice that many new lawyers face. Externships and clinics are designed to allow students to begin to make the transition from school to practice.

**Before making a decision to do an externship, students should ask themselves what are they giving up and what do they hope to gain.** Externships do not make sense for everyone. Choosing an externship because you are tired of school or want to live somewhere else is not generally going to be a wise use of your time or money. Law school is an enormous investment in your future; so taking 1/6<sup>th</sup> of it should be a choice based on what you believe you can learn outside of the school. Externships should not be selected to learn about what the law is, but rather about how it is applied and practiced. If you want to learn a specific doctrine, law school is a good place to do it, as it is probably the most efficient way to learn the law. However, if you want to learn about applying a variety of laws, while sharpening your legal skills, an externship might be a good choice.

If choosing an externship, students should look for the opportunity to develop skills, along with expertise in the law. In particular, students should look for externships that offer at least the opportunity to hone writing and analysis skills, and advance their understanding of and ability to practice law. Some students will benefit from an externship where they are exposed to a certain type of practice, and work on a variety of skills, such as an externship with a prosecutor's office. Obviously in such an office, a student would be exposed to analysis of law and facts involving the criminal justice system. This student would additionally develop writing, investigation and oral advocacy skills. Other students are most benefited by an externship, such as a judicial externship, where there is constant opportunity to write, and exposure to a variety of different legal areas. This type of externship would not offer the degree of detailed knowledge of a specific type of practice, but would provide an optimum setting for developing analytical skills, and a broad view of practice in a given jurisdiction.

Franklin Pierce Law Center offers JD students a variety of externship options. As explained later the options include full time or part time externships. The externship can be in Concord or away from the school. There is no limit on the legal setting where a student may extern. The program is extensive and approximately 30-50% of each graduating class participates in the externship program. We have over 100 placements generally available to our students, and we allow students to seek out appropriate placements on their own.

This does not mean however there are no limitations. There are two principal limitations on externships. In order to extern, a student must explain how their purpose fits the requirements in Rule IX, and there must be a skilled and willing on site supervisor available.

Rule IX delimits the purposes for externships as follows:

*(1) In every externship the purpose is to assist the student in becoming, under responsible supervision, a professional practitioner, by:*

*(a) Reflecting about the practice of law, about the kind of legal practitioner the student will become, and about the transition from learning law to practicing law;*

*(b) Internalizing habits for carrying out professional responsibilities;*

*(c) Developing independent judgment; and*

*(d) Honing writing, research and other "MacCrate" professional skills.*

*(e) Developing Professional Values consistent with the professional values discussed in the "MacCrate" report.*

(2) *In a particular externship the purpose is to provide the student opportunities for:*

- (a) *De-mystifying the practice of law through exploring
  - i. *The circumstances of legal practice, and*
  - ii. *The student's own reactions to practice experience;**
- (b) *Learning how to do certain specific types of legal work.*
- (c) *Combining legal training with training and experience in another discipline or calling;*
- (d) *Increasing proficiency that extends curricular coverage in a particular area beyond the scope of coverage available in the law center.*

In construing this rule, it is the responsibility of the Externship Director to determine whether the plan for the externship includes sufficient breadth and depth for the credits sought. Remember while an externship feels like a job, it is the Law Center's responsibility to award credit only for a student's legal development. In setting up an externship, it is important to think not only of what you will do, but what it is that you expect you will be learning during the semester, and why it is better learned at the externship placement than in class. For a full time externship, you will be doing the work of approximately 4 classes, so you and we should expect you to do and learn a lot.

## supervision

A Word about

### supervision

It should go without saying that an externship without supervision is not likely to be a good learning experience. Nonetheless, sometimes students are interested in projects where no experienced lawyer is available to supervise, or where the supervisor is looking for assistance but expresses that they really have no time to assist a student.

No matter how well you have done in school, or on summer jobs, an educational experience is not going to happen if you are working on legal matters on your own. Just knowing the law is not enough to effectively practice. New lawyers need to develop judgment. Doing work without any or inadequate supervision is not likely to lead to growth.

Lawyers may or may not be good supervisors even if they are experienced in the requisite field. A good supervisor must make a personal commitment to spend time working with

a student. It also requires having the ability to teach in some fashion. In other words, a good supervisor helps you recognize what you know and how you can improve. A good supervisor will try to make sure that you have work which is appropriate for the time you are required to dedicate, your ability and your learning goals.

Since lawyers in practice are generally busy, they anticipate that they will get some valuable work done by externs. Nonetheless, being an effective supervisor requires that one recognize that in return for the work done by students, there must be a time investment. People who are not well organized, or are over their heads, or just don't like communicating on a regular basis are not effective. Likewise people who expect that law students will produce perfect work, and who expect total confidence from students often have difficulty working with students. Some lawyers are natural teachers, while others are lone wolfs.

It is difficult to determine whether someone will be an effective supervisor the first time that someone externs. Yet there are some warning signs that a supervisor will not be effective. These include:

1. Expressions of need for a lot of help, and/or desire that a student be "independent."
2. Lack of willingness to help the student plan for the semester. In other words if someone is too busy to talk to you about what you will do, it is not likely they will talk to you about your work.
3. Someone who expresses that they do not work well with other people. While not universally true, solo practitioners, especially in small offices, are not always good at task sharing or communicating about legal work.

There are also signals that someone will be good. Signs that someone is more likely to be a good supervisor include;

1. Expressions of desire to teach. Many of the supervisors in our program participate because they enjoy the contact with law students.
2. Willingness to plan. Supervisors know what they do at work, and generally have an idea of what type of legal tasks they expect a student will perform. A supervisor should have some idea what a student will do and be willing to share it with said student.
3. A structured externship program. Many law offices have a structured program where they regularly take students from a variety of schools. More often than not, these placements choose lawyers to supervise who like

working with students and the office has a plan for how to use the students.

Rule IX provides that field supervisors must be qualified. To be qualified a field supervisor shall:

- i. Have such professional experience prior to the beginning of the externship as necessary to carry out the field supervisor's responsibilities. Generally a field supervisor will be presumed to have the requisite experience if they have had five years of relevant legal practice.
- ii. Be certified as a field supervisor based on:
  - (a) Prior experience and demonstrated skill and capability, and
  - (b) Familiarity with the Field Supervisors Handbook (FISH). ( We will provide this.)
  - (c) Evidence a willingness and ability to provide regular supervision to the extern.

Externship sites where students return on a regular basis generally provide good supervision. That is why we continue to send students. For new externships, it is important to provide information on the qualifications of the supervisor. In other words, you need to submit a resume, vita, Martindale Hubbell biography or something of that nature with your application. Additionally we will want to know why you think the supervisor will be good. Answering the above questions will help in making this assessment. In most cases, we will also contact the proposed supervisor before the approval of an externship. Having a new supervisor fill in the "Employer form" is encouraged. The form will provide the student and the Externship Director with information useful in determining whether the externship is appropriate. The form is available on the web at <http://www.piercelaw.edu/externships/employinfo.htm> .

# About Skills Development

## About Skills Development

Externships are about learning about practice, legal decision-making and skills development. An externship will make you use and develop the skills you learned in law school with the law you know and it will help you develop knowledge of how lawyers make decisions and what they do to assist their clients. Practice demands the ability to integrate various legal doctrines with analysis and advice. Finding an externship where you start this process of developing professional judgment should be a primary goal in choosing an externship.

Students should continue the development of legal skills while on an externship. Any good externship will offer the opportunity to work on legal analysis, research and writing. These are fundamental skills and are critical to success in this profession. Working on these skills for a semester with a skilled supervisor will help even the best student improve.

In addition to legal research, writing and analysis, lawyers utilize a variety of skills in practice. The ABA appointed a committee to study what lawyers need to learn. Not surprisingly the MacCrate report identified professional skills lawyers routinely use and values common to legal professionals. American Bar Association Section on Legal Education and Admissions to the Bar, Legal Education and Professional Development - An Educational Continuum, Report of the Task Force on Law Schools and the Profession: Narrowing the Gap (1992)[hereinafter, "MacCrate Report" ].The MacCrate report identifies the following as essential lawyering skills. In other words, regardless of the type of law practiced, lawyers need to do these things well.

Excerpts of the report are available at  
<http://www.abanet.org/legaled/publications/onlinepubs/maccrate.html>

The MacCrate skills list provides:

### **Fundamental Lawyering Skills**

Skill § 1: *Problem Solving*

In order to develop and evaluate strategies for solving a problem or accomplishing an objective, a lawyer should be familiar with the skills and concepts involved in:

- 1.1 Identifying and Diagnosing the Problem
- 1.2 Generating Alternative Solutions and Strategies
- 1.3 Developing A Plan of Action
- 1.4 Implementing the Plan
- 1.5 Keeping the Planning Process Open to New Information and New Ideas

Skill § 2: *Legal Analysis and Reasoning*

In order to analyze and apply legal rules and principles, a lawyer should be familiar with the skills and concepts involved in:

- 2.1 Identifying and Formulating Legal Issues
- 2.2 Formulating Relevant Legal Theories
- 2.3 Elaborating Legal Theory
- 2.4 Evaluating Legal Theory
- 2.5 Criticizing and Synthesizing Legal Argumentation

Skill § 3: *Legal Research*

In order to identify legal issues and to research them thoroughly and efficiently, a lawyer should have:

- 3.1 Knowledge of the Nature of Legal Rules and Institutions
- 3.2 Knowledge of the Ability to Use the Most Fundamental Tools of Legal Research
- 3.3 Understanding of the Process of Devising and Implementing a Coherent and Effective Research Design

Skill § 4: *Factual Investigation*

In order to plan, direct, and (where applicable) participate in factual investigation, a lawyer should be familiar with the skills and concepts involved in:

- 4.1 Determining the Need for Factual Investigation
- 4.2 Planning a Factual Investigation
- 4.3 Implementing the Investigative Strategy
- 4.4 Memorializing and Organizing Information in an Accessible Form
- 4.5 Evaluating the Information That Has Been Gathered

Skill § 5: *Communication*

In order to communicate effectively, whether orally or in writing, a lawyer should be familiar with the skills and concepts involved in:

- 5.1 Assessing the Perspective of the Recipient of the Communication
- 5.2 Using Effective Methods of Communication

Skill § 6: *Counseling*

In order to counsel clients about decisions or courses of action, a lawyer should be familiar with the skills and concepts involved in:

- 6.1 Establishing a Counsel Relationship That Respects the Nature and Bounds of a Lawyer's Role
- 6.2 Gathering Information Relevant to the Decision to Be Made
- 6.3 Analyzing the Decision to Be Made
- 6.4 Counseling the Client About the Decision to Be Made
- 6.5 Ascertaining and Implementing the Client's Decision

Skill § 7: *Negotiation*

In order to negotiate in either a dispute-resolution or transactional context, a lawyer should be familiar with the skills and concepts involved in:

- 7.1 Preparing for Negotiation
- 7.2 Conducting a Negotiation Session
- 7.3 Counseling the Client About the Terms Obtained From the Other Side in the Negotiation and Implementing the Client's Decision

Skill § 8: *Litigation and Alternative Dispute-Resolution Procedures*

In order to employ – or to advise a client about – the options of litigation and alternative dispute resolution, a lawyer should understand the potential functions and consequences of these processes and should have a working knowledge of the fundamentals of:

- 8.1 Litigation at the Trial-Court Level
- 8.2 Litigation at the Appellate Level
- 8.3 Advocacy in Administrative and Executive Forums
- 8.4 Proceedings in Other Dispute-Resolution Forums

Skill § 9: *Organization and Management of Legal Work*

In order to practice effectively, a lawyer should be familiar with the skills and concepts required for efficient management, including:

- 9.1 Formulating Goals and Principles for Effective Practice Management
- 9.2 Developing Systems and Procedures to Ensure that Time, Effort, and Resources Are Allocated Efficiently
- 9.3 Developing Systems and Procedures to Ensure that Work is Performed and Completed at the Appropriate Time
- 9.4 Developing Systems and Procedures for Effectively Working with Other People
- 9.5 Developing Systems and Procedures for Efficiently Administering a Law Office

Skill § 10: *Recognizing and Resolving Ethical Dilemmas*

In order to represent a client consistently with Applicable ethical standards, a lawyer should be familiar with:

- 10.1 The Nature and Sources of Ethical Standards
- 10.2 The Means by Which Ethical Standards are Enforced
- 10.3 The Process for Recognizing and Resolving Ethical Dilemmas

Statistics show that up to 50% of new lawyers practice in an area other than what they planned to do when in school. It should be obvious that whatever you study will not be sufficient for practice over a lifetime as the law, and the business of law, will change. How does one retool in this trade, or practice in an area not studied at all? The answer is surprisingly simple. Most of what you need to know is basic to law. The MacCrate

report lists those skills necessary for success in practicing law. In any good externship, a student will develop in many of these areas, irrespective of the underlying subject area of the practice.

## Planning for and choosing an externship

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Planning for an externship should start early. The types of opportunity available and appropriateness will differ based on a student's background and achievement. Certain externships will be open only to students with a certain GPA and course background. Summer experience, including jobs, classes, clinics and volunteer opportunities will also influence what externship opportunities are available. While it may seem like volunteer placements would welcome any and all, the reality is that the opportunities are generally competitive and the more sought after opportunities are difficult to get without an appropriate background and GPA.

It is also important to Pierce Law that students perform competently upon placement. Thus externships, which would require a student to perform beyond the capacity they have shown in school, will not be approved. While it is unusual to deny an externship on this basis, students who have not shown the capacity to do decent legal work, or who have not selected classes relevant to the type of practice at a particular externship, will have trouble performing competently. We want the employers to see how well our students can do, and generally students perform beyond expectations. Being in placements where they perform well is important to students' development. Positive feedback from supervisors early in one's career is very important to developing the self-confidence necessary to work in a profession where there is so much ambiguity and responsibility.

Planning is also important to insure that you get the classes you want while in school. Since a full time externship generally means that a student will take at most one course during their externship semester, careful planning is critical. If you think you want to do an externship you should make a plan about what classes you need and when you can take them. Obviously a choice to do an externship is a choice to skip some classes. For some students this is a great choice as there is a substantial degree of learning in this program, but for those who do not plan, there is often a need to skip an important class.

Planning which semester to go on externship is also important. Externships are available during the 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> semester of law school. Which semester the student chooses depends on a variety of circumstances including class selection. In weighing which semester makes the most sense, it is important to remember that externships can be valuable when looking for employment post graduation. Externships in the 6<sup>th</sup> semester are obviously not as useful for securing a job before you have graduated. For students

who know what they will do post graduation, externships in the 6<sup>th</sup> semester may offer an opportunity to try a different type of law, or legal setting.

We can help you with your planning. All students who are considering externing must meet with Professor Musinsky for help with this process. At the meeting she will discuss what you have taken, and how well you have done at law school. She may ask for a copy of your transcript. She will ask about your aspirations for your career, and your learning goals for an externship. You should bring an updated resume to this meeting. At this meeting Professor Musinsky will offer suggestions from a list of possible placements that are available to our students. She is also interested in hearing ideas you may have for securing an opportunity at a place we have not regularly sent students.

A list of placements is available in Career Services. Not all listed placements are “available.” It is provided to help you start thinking about options available. Professor Musinsky is familiar with these placements and knows what each student did for work, how well they were supervised, and the general level of satisfaction experienced by previous externs.

Students need to apply for externships in a timely fashion. For most of the externships, you will apply directly to the field supervisor. Generally like applying for a job, you need to send something in timely so that there is an opportunity for interviews. Some placements will want writing samples, references, and grades. For certain Federal positions, such as the Justice Department, there is a need to pass a security clearance. This clearance normally takes 8 weeks, so students need to apply with Justice and the US Attorney’s office at least 3 months before they hope to begin an externship. There are some externships where a resume collection will be done through Career Services. Students will be notified about these opportunities and deadlines through e-mail.

Career Services can also help students looking for externships. There are times they are aware of new possibilities, and they have knowledge about our graduates and who might be willing and suitable to work with an extern. Materials for drafting cover letters and resumes are available through Career Services. They will provide suggestions on your resume and cover letters and are often available for mock interviews. Speaking with Career Services **does not** replace speaking with Professor Musinsky about the desired externship.

Once you have secured an externship, you need to fill out the externship “application.” Professor Musinsky must approve all externships, and the application is required for this process. The application, amongst other things, requires you to explain how you will meet the requirements of Rule IX. In other words, you need to explain your purpose for choosing a specific externship. You also need to provide information about the field supervisor, and the nature of the placement. If there are any questions about the appropriateness of the placement or supervisor for the credit sought, Professor Musinsky may ask for more information before making a decision.

Generally when we meet for counseling, Professor Musinsky will tell you if she has any concerns about a possible placement. If new opportunities become available after we meet, it is best to discuss them before applying. It is embarrassing and a waste of time to apply for and be accepted to a position, that is not appropriate for the credit sought.

Once an application for a specific externship has been approved, Professor Musinsky will not approve a different externship unless there are compelling and unavoidable circumstances. While it is possible a better opportunity will become available after you have made a commitment to a placement, it creates problems for the school and the program when students back out of commitments they have made.

## **EXTERNSHIP CHECKLIST**

- 1. Assess what you want to do and if it is realistic based on past performance.**
- 2. Plan your class schedule.**
- 3. Meet with the Externship Director for counseling by the beginning of the semester before the semester that you plan to extern. Keep her updated about new possibilities. Talk to Career Services and Faculty about potential opportunities.**
- 4. Take and pass Professional Responsibility.**
- 5. Apply for positions. Generally you should be seeking the externship at least one semester before you plan to start. Discuss any applications with the Externship Director.**
- 6. If accepted for a position where you want to extern, complete the Externship Application.**
- 7. If approved, you must register for the course.**
- 8. Unless you are externing with a Judge who regularly supervises our students, you must complete a three-way agreement.**
- 9. If this is a new placement, it is recommended that the employer fill in the “Employer form.”**

# Selecting a specific externship. Which one is right for you?

## Selecting a specific externship. Which one is right for you?

Many students hope that they will have a specialized practice upon graduation from law school. Indeed in the world of legal work of the 21<sup>st</sup> century, the legal generalist is perhaps an oxymoron. Entry-level legal jobs often expect new lawyers to come to work prepared to add value to a legal team on day 1. Any externship which provides training in the aforementioned skills, especially in writing and analysis helps get a new lawyer ready to add value. A specific externship focused on a specialized field of practice or the legal needs of a type of industry may provide even better training. In this type of externship a student should be able to work on skills development in the context of a specific type of practice. Such training helps develop generally transferable skills and expertise in a given type of practice.

In selecting an externship, it is important to evaluate whether you will be working fundamentally on the skills of research, writing and analysis, or will have the opportunity to work on other fundamental skills. In making this assessment it is important to do a self appraisal of what skills you have developed and what skills you will need on your entry level job following law school. For many students, judicial externships, which offer the opportunity to work primarily on research, writing and analysis skills, will be the best opportunity. For others, the need to get a better understanding of how all of the above skills are utilized in practice will make placement with a law office a better choice.

It is important in choosing an externship to consider vocational issues. While this is not the only reason to do an externship and cannot be the only factor in selection, it is important to consider whether and how a specific externship will enhance your employability at the end of school. Externships rarely lead directly to a job, but often provide the training and connections necessary to get one. As noted above, knowing how to do something well is important to many employers. Equally important are developing good work skills and having references that are familiar with your work. In thinking about vocational considerations, it is useful to assess what you have done in school, in other employment, both legal and non-legal and where you eventually want to live. Externships are a very good opportunity for students to make useful connections, but only for students who are ready to work hard and do well.

Externships are available in three sizes. In making a decision about what makes sense for you, it is best to assess how different a full-time placement will be from a part-time experience. Especially if the placement is local, it is important to consider how much more you expect to learn if you are full-time.

There are some questions that you can ask yourself in determining whether a specific externship makes sense for your legal education. In answering these questions for various opportunities, you can determine whether a specific opportunity makes sense for your education. Answering these questions for various opportunities can help you decide what is best for you. Generally if you cannot answer these questions, you do not have enough information to make a good decision about whether a particular externship is good for you. This is especially true for new externship opportunities where the school does not have direct experience with the placements.

- a. What skills do I want to improve or develop? (Look at the MacCrate Skills to help you in making this assessment.)
- b. What type of law do I want to practice?
- c. Where geographically do I want to practice?
- d. How varied is the legal work that I will get to do during the externship?
- e. How much supervision can I realistically expect to receive?
- f. Will this opportunity make me a better lawyer over the course of my career?
- g. Will this opportunity help me figure out long-term career directions?
- h. Will this opportunity help me better understand the justice system?
- i. Will this opportunity help me better prepare for entry level work in the type of law I wish to practice?
- j. Will this opportunity provide me with transferable legal skills?
- k. Will this opportunity help improve my legal research, analysis and writing skills?

Answering these questions will help you assess what opportunities make the most sense for you.

# the three-way agreement

The 3 way agreement is required for all externships other than with certain Judges. There are a variety of reasons that the agreement is required. In part it is to ensure that the externship supervisors take seriously their commitment to work with students for a 14 week period. It is also to ensure that all parties to the agreement understand what their role is. Most of these requirements are laid out in the standard language used in the school's agreement. On the rare occasion where an employer has objected to the standard language, we have been able to come up with language that satisfies all parties.

The section that is not standard however requires students and their supervisors to plan for the semester. This is required to ensure that both students and supervisors think carefully about a plan for the semester. In order to complete the section on goals and objectives, students must have some understanding of what they want to learn and what they will do. Goals describe what the student wants to learn during the semester. The objectives are the tasks that a student will undertake in order to achieve their goals.

There is no "guide" to developing this section. It should be individual and based on what a student expects to learn at the placement. Generally each agreement should have some reference to skill development, and a type of practice. For example, a student might want to learn about consumer practice. In such practice, they might want to develop their research skills. They should plan to take advantage of opportunities to write. The student might want to learn about interviewing and counseling clients, especially those in financial distress. They might want to learn about developing and responding to discovery. They might want to get an understanding of how plaintiff's lawyers decide which cases to accept. They might want to learn how fee agreements are arranged. Such students might want to develop an expertise in the Federal Truth and Lending statute and develop knowledge about how the federal statute relates to state remedies. If the practice is general, this student may be able to get some exposure to several other areas. Writing down the areas that one hopes to be exposed it is likely to create some variety for the experience.

Developing the goals and objectives can also help get a student ready for an externship. In developing the goals and objectives, students often find that there are areas of law they can study, or skills they can work on in order to get ready. For example, if you have accepted an externship with an agency, it is useful to read the governing statute, and get a familiarity with the role of the unit you are assigned to. For example, if you are working with the ITC in the 337 division, it makes sense to know what they are authorized to do. If you find that you are having trouble drafting the agreement, it is usually a sign that you don't have enough information about the place you are going, and need to do some research.

There is not a magic number of goals or objectives that each contract should contain. If the agreement as drafted does not contain a reasonable amount of goals and objectives for

the position and credit requested, it will not be approved. Likewise, if the agreement does not show that the student understands the nature of the practice, or it is sloppy or poorly written. In these situations, suggestions for redrafting will be offered, but ultimately it is the obligation of the student to produce a workable agreement. Obviously some externships will offer more depth and some will offer more variety. Students should take advantage of the opportunity to write down as much as possible about what they expect to do and learn. We find that most of the externship supervisors take these learning contracts seriously and will try to ensure that students are exposed to all that was promised. Having a detailed plan makes it more likely that the semester will satisfy learning expectations. In the unusual event, that the externship supervisor does not give a student appropriate assignments, the agreement is a useful tool for the field supervisor.

There are a variety of reasons that employers agree to participate in this program. Some lawyers are natural teachers and agree to serve as externship supervisors solely to help train new lawyers. Some agree to supervise as a way to get to know a student's work if they are considering hiring the student. However, most agree to supervise students in hopes that they will get a good return on their time. In other words, they expect that they will get work done in return for the time they spend individually with the student. The three way agreement is a reminder though the course of the semester to the supervisor that this is an educational experience. Having a well developed set of goals and objectives is useful in those rare circumstances when a supervisor gives a student repetitive work with little or no feed-back.

In those rare situations where a supervisor is not willing to spend any time working on developing the agreement, it is usually a sign that the supervisor will not have the time or desire to spend supervising during the semester. If you can not get enough information about what you will be doing to draft the agreement, it is generally best to look elsewhere.

There are often question about signature requirements for on these agreements. Since 3 parties need to sign it, it is best for all three parties to approve it before it is signed. It can be embarrassing if one party refuses signature after the others have signed it. To avoid this problem, it is a good practice to run the agreement by all parties before getting any signatures. Despite the advent of electronic signatures, the school requires the contract with original signatures.

# Summary

1. Planning for an externship should start early. Your grades and achievements will effect what placements are available and appropriate.
2. Planning should start early so that you do not miss critical courses.
3. If you are interested in an externship you should make an appointment with Professor Musinsky at the latest at the beginning of the semester before you intend to extern.
4. If accepted for an externship you want, you need to fill in the externship application thoroughly.
5. If the externship is with a new employer, you need to provide information about the organization and the supervisor. Getting the employer to complete the employer form is helpful but not the only way to supply this information
6. For most externships you must complete a three way agreement. The exception to this requirement is Courts where we have regular placements. If in doubt about whether this is required, you should ask.
7. Even if you have completed the above, if you do not satisfy the requirements for an externship in the semester in which you intended to take it, you are not enrolled. For example, if you have not successfully completed Professional Responsibility, you cannot enroll in an externship. If you fall into academic difficulty, an externship which may have been approved in theory cannot be allowed unless agreed to by the Academic Standing Committee. Full time externships are not favored for students in academic trouble.
8. Enroll with the Registrar for the appropriate amount of credits. If you are approved, I will forward your name to the Registrar.

**REMEMBER TO READ RULE IX**