Externship Program

Distance Supervising Attorney Handbook

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I. PROGRAM GOALS

The Externship Program at Gonzaga has several purposes:

A. To develop students’ abilities to learn from their experiences;
B. To help students develop a sense of professional responsibility;
C. To give students greater insight into the workings of the legal system; and
D. To train students in lawyering skills.

These goals are discussed below, with a particular emphasis on the role of the supervising attorney. Whether students fulfill each of these goals depends on the quality of their relationships with their supervising attorneys. Thus, the success of our externship program depends in large part on your willingness and ability to serve as the students’ supervisor, teacher, and role model.

The extra time you spend supervising and training your externs will enhance student learning. In this way, your workload will be eased through the externs’ work product, and you will be participating in the professional development of future lawyers. It is because of your ability to educate our students that we have selected you as a supervising attorney.

A. DEVELOPING THE ABILITY TO LEARN FROM EXPERIENCE

Part of preparing to be a practicing attorney is to learn from experience and to improve one’s performance through practice. In essence, to train to be an effective learner.

You can help students achieve this goal of learning from experience in two important ways. First, by discussing the students’ goals at the beginning of the externship, including how the student intends to accomplish these goals. Second, we ask you to continue talking with the students about their performance and whether they are achieving their goals. It is also important to encourage the students to do a regular self-assessment.
B. DEVELOPING PROFESSIONAL RESPONSIBILITY

Studies show that a student’s early lawyering experiences play a primary role in their developing sense of professional responsibility, and an externship is the ideal teaching situation. For this reason, your role as mentor to the student extern is particularly significant. By serving as a role model and talking with the student about professional issues, you can greatly increase the student’s awareness of ethical behavior.

Law is a service profession, and students must be aware of their responsibility regarding matters that affect the lives of others. You can model this behavior through your attitude, and by talking with the students about this responsibility and the pressure it may bring to their work. The student will learn the expected standards for meeting deadlines, proofing written work, voicing concern about apparent injustices, communicating in a timely fashion with clients, and being prepared.

Please directly address the relevant requirements of the Rules of Professional Conduct as well as other rules and codes particular to the jurisdiction. Students need to learn that these rules are not merely the subject of an examination; rather, they are important guidelines for practice and relevant in the day-to-day work of a lawyer. To that end, please discuss client conflict and confidentiality practices, as well as your approaches to discovery and trial tactics.

Because issues of professional responsibility and ethics play a large part in the practice of law, attorneys become accustomed to encountering them as part of their daily work. Students, however, have not had experience with these issues and may be hesitant to ask questions. When an ethical problem surfaces in connection with cases in your office, we encourage you to discuss it with the students. You may need to pay attention to areas of practice that you take for granted, such as client confidentiality, issues of justice and fairness, and other topics that the students have not often encountered. It is all part of their learning process as your extern.

C. GIVING STUDENTS INSIGHTS INTO THE LEGAL SYSTEM

There are some general areas of reflection we think our students should be doing in conjunction with their externships. We will be discussing these topics in our reflective seminar classes and in our private meetings. We ask you to keep these topics in mind and discuss them with externs, especially when they are relevant to the student’s work.

- Does the legal system promote justice?

One of the focal issues for our discussions is whether the legal system promotes justice. We talk about the quality and inequality of representation the students observe and what this means to the goal of achieving “justice.” Do the attitudes of the attorneys they observe convey commitment and dedication? We also look at other participants in the system such as clients, defendants, jurors, judges, and police officers, as well as sociological issues, such as poverty, racism, sexism, drugs, and values, as we evaluate how these factors work to promote or inhibit justice.
What is the work of the lawyer?

Another focus of our seminars is the variety of work that lawyers perform. Because our students work in diverse placements they have an opportunity to learn about adversity of roles. Talk to your externs about your own experiences, what you like and dislike about the work you do, and what you do to cope with the stress of your work. It is important that students’ tasks be varied so they can experience lawyering first-hand. Invite the externs to participate at all levels of a case file they are working on. In addition, they should be encouraged to participate in meetings and observe lawyering tasks not necessarily related to their immediate project, but which present further learning opportunities.

Many students are also interested in learning how to balance their personal lives with their demanding careers. As a mentor, you can provide useful insight about the tools you use and the obstacles you face in achieving balance.

How does the legal system work?

This is a major part of the extern experience. Students need to know about actual procedural workings of the courts, law offices, administrative agencies, arbitrations, etc, and about how to perform in these settings. Please make an effort to expose your externs to as many kinds of proceedings as possible, including allowing them to observe.

D. TRAINING STUDENTS IN LAWYERING SKILLS

Challenge your externs by assigning them tasks that will require them to stretch, to learn, and to grow. It is possible that in some instances the amount and quality of a student’s work product will barely compensate for the time you spent training and supervising that student, either because the work is highly complex or because it requires a skill the student has not developed. It is in these times that your role as educator comes to the forefront.

We stress to the students that their tasks must be those of a lawyer rather than a law clerk or paralegal. This requirement comports with ABA standards. The chart below differentiates the job of a law clerk from the experience of an extern. One of the essential differences between an unpaid or paid law clerk and an extern is the award of academic credit for the learning component of an externship.

<table>
<thead>
<tr>
<th>Volunteer or Paid Law Clerk</th>
<th>Extern</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose:</strong> Produce</td>
<td>Learn</td>
</tr>
<tr>
<td><strong>Tasks:</strong> May be broad or narrow</td>
<td>Variety</td>
</tr>
<tr>
<td>Efficiency and speed</td>
<td>Deliberate consideration; Thorough understanding of</td>
</tr>
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Volunteer or Paid Law Clerk

Extern
Because our students work at externships in a wide variety of legal settings, the lawyering tasks they are exposed to cover a broad variety of skills. We understand that development of certain skills may be applicable while others may not. Generally, we hope most of the following skills will be available to each placement.

1. Research, Analysis, and Writing

   Student’s externing in trial and appellate courts and in law offices where a majority of the work is motions, appeals, and/or trial briefs, are expected to improve these skills over the course of their externships. This means that students will become more efficient in their research, have a better knowledge of the tools available and how these tools are used, as well as gain an ability to focus on and develop the critical issues in the case. We expect that their analytical skills will become more sophisticated, including an increased appreciation for the significance of facts and policy. Finally, students’ writing should become more succinct, clear, and appropriate for its intended audience.

   When you assign the students research projects, ask them to formalize their work in a written research memorandum. The traditional law school curriculum provides very few opportunities for students to practice legal writing skills. Requiring all, or most, written work to be formally prepared will benefit your externs.

   Every Gonzaga extern has completed a course in legal research and writing and has been introduced to at least one model form for writing a legal memorandum. You have a right to expect a high quality written work product from your extern, in a format of your choice. Please demand it. Although requiring excellence may be hard work and may not be time efficient, you will nearly always find your effort fairly rewarded.
In order to accomplish these goals, discuss with students not only their final products, but the approaches used to achieve them. Students must be able to explain how they approached the task, what resources they used and why, and what they would do differently when assigned a similar task. Furthermore, students need to rewrite their work until it meets the standard expected in that court or office.

It is critical that students who are doing this kind of work be given their assignments in context. That is, students should be given the entire case file, even if the specific assignment deals only with researching a particular issue in the case. It is crucial that students acquire an understanding of the way these issues fit into the larger picture of the case, and that they be given the opportunity to examine the history of the case to date. We continually stress to our students that they extern to learn how to be lawyers, not legal clerks. It is important that students develop beyond the skills they learn in the classroom; for example, they need to see how a case proceeds, and get a sense of the responsibilities of judges and lawyers.

2. Oral Advocacy

Students in externship positions that allow them to represent clients at hearings have usually chosen such a placement to improve their oral advocacy skills. This requires several things from you as a supervising attorney. First, you will need to oversee the student’s preparation for the hearing, emphasizing the importance of being prepared and demonstrating how this is done. Second, be present at the hearing, taking specific notes for feedback to the student. Third, debrief the performance with the student as soon as possible after its completion.

Good preparation, clarity of expression, flexibility, physical presence, and appearance are all aspects of good oral advocacy and are specific goals students need to achieve. In order to measure the student’s progress, it is essential that you observe them at several points during the externship. It is also important to provide the student with progressively more challenging work and continuous feedback. Students who begin their externships handling traffic tickets should progress to arguing motions and second-chairing trials if their demonstrated skills make this appropriate.

3. Case and Time Management

Students in every externship should be working on case/client and time management skills. They must learn how to prioritize their work, set time limits for accomplishing tasks, work under pressure, and work more efficiently. Part of this process is learning how to compile and maintain a case/client file, including regularly updating the file to reflect completed work, and organizing file contents to make data easily accessible. Supervising attorneys can help students achieve these goals by setting good examples, giving students deadlines for projects, giving students some assignments with short deadlines, keeping a close eye on students’ time logs, and discussing organization techniques with their externs.
4. Client Relations and Professional Demeanor

We expect students who work with clients to improve their relationship skills. They must learn to establish and maintain rapport, be responsive to client concerns, assess credibility, acquire relevant facts, and provide helpful information to clients in an empowering fashion.

Students should also be learning to work in a professional setting with support staff, colleagues, adversaries, and judges. As a supervising attorney, you should observe and give feedback in each of these areas. Discuss your approaches to these different relationships with your externs. One useful technique to model behaviors is “shadowing.” The student can sit in the attorney’s office to listen and observe the attorney as he works. A student may also shadow an attorney working outside the office.

II. THE EXTERNSHIP PROCESS

A. ORIENTATION

Schedule an orientation meeting with your extern on or before their first day of work. This meeting will set the tone of your relationship for the semester, so it is important that you plan for it and take sufficient time to cover the subjects. Listed below are some suggestions. A more detailed discussion follows this list.

ORIENTATION CHECKLIST

The following are subjects that should be covered in the orientation meeting with your extern:

1. The function of your agency, office, or organization;
2. the role of the extern in the office’s functioning;
3. the nature of the student’s work;
4. relevant office policies and chain of command;
5. schedule for weekly meetings with the student;
6. the student’s expectations for the externship;
7. the student’s work schedule;
8. layout of the office and library, and introduction to others;
9. explanation of the first assignment.
Following are some specifics to help you prepare for your orientation with the externs:

1. **The Function of your Agency, Office or Organization**

Many law students have no previous exposure to the legal profession. Although the role of your office in relation to the legal system may seem obvious to you, it probably is not obvious to your extern. An explanation of who your clients are, specific practice areas, budget information, the number of attorneys in the office, whether you are a civil servant, etc., helps orient the student to this new environment.

2. **The Student Extern’s Role in the Office**

Whether externs are expected to carry their own supervised case load or to function in a role more analogous to that of a law clerk, they still need to know their duties and responsibilities, as well as any limitations on their authority.

To develop self-confidence and a sense of responsibility, a student must know that she is contributing. Let the externs know that their work is important to your office and to the client. Students who sense that they are not serving a useful function will gain little from the experience.

If your office personnel engages in professional group functions, such as staff meetings or social gatherings, please include the externs whenever possible. This effort will be rewarded by a better relationship, which is likely to result in a better work product.

3. **The Nature of the Student’s Work**

If you know, or can anticipate, the specific cases or projects the extern will work on during the semester, discuss them at this time. This is also a good time to talk with your extern about available resources.

4. **Relevant Office Policies and Chain of Command**

When you review the nature of the student’s work, it is appropriate to discuss policies and lines of authority. Specify whether memos are to be written according to a particular format, and the type of authority preferred. The externs need to know which tasks they must submit to you for approval before being completed, and which tasks they can do on their own. The students must understand who they take assignments from. We ask that all assignments go through you as the supervising attorney, even if the students also work with other attorneys. This system prevents conflicts from developing over the extern’s work and helps the extern maintain an open line of communication with you.
Although the Externship Program has covered many of these subjects in its student orientation, you may want to discuss other relevant subjects, including: confidentiality, dress code and general appearance, use of office equipment, and any other relevant office policies. For instance, tell the student the parameters and purposes of your confidentiality procedures and require the student to dress in the same professional manner as the attorneys in your office.

5. **Schedule for Weekly Meetings with the Student**

This is the time to make your plans for meeting with your extern. We encourage you to have weekly meetings, during which you can review the student’s work and discuss other matters. Some attorneys direct the student to come see them whenever there is a question or need for feedback. The important thing is to make it clear that you intend to take the time to review his or her work and to talk about relevant matters and topics of interest; then establish a regular procedure for doing this.

One important element of a good externship experience is giving the student opportunities to observe the everyday activities of a lawyer. Any trials, hearings, depositions or meetings on either your or a colleague’s schedule that would be beneficial for the student to attend can be scheduled during your weekly meeting. Once the observation opportunity has occurred, please debrief with your extern so you can discuss how it went, and answer any questions or concerns they may have.

6. **The Student’s Expectations for the Externship**

Asking the student what she wants to learn from the externship is a good way to develop a two-way pattern of communication. Some students are happy to sit silently and have you do all the talking during this meeting; students often hesitate to say much for fear of looking uninformed.

We hope you will encourage the student to participate in this orientation meeting, so the student will think about what she hopes to learn, and how this will fit into her education goals. Consider requiring the student to set a specific goal to improve one or two practical skills or areas of substantive knowledge. The goal(s) provides a measuring device to determine their progress over the course of the semester. For example, a student might choose to focus on interviewing skills. If you observe an interview early in the semester and another one at the end, the two of you can discuss the improvement. Or a student might choose to improve his research skills. That student will keep records of time spent researching and you can compare techniques used in early research projects to those developed over the course of the semester.

You may find that you need to solicit these ideas from your extern. Some students find it a challenge to be given the opportunity for self-determination. It often helps to talk about what the students are interested in and give suggestions.
7. The Student’s Work Schedule

An essential element of the externship experience is establishing a sense of responsibility and commitment. Toward this end, students must have a regular work schedule. As a supervising attorney who must plan assignments and still get your own work done, you are entitled to know when the student will be in your office. A set schedule also gives the student an opportunity to develop a sense of commitment and to view his work as a regular part of the office’s functioning.

Please be firm about the work schedule. Let the student know that tardiness or absences are unacceptable in the professional world. If a student is tardy or absent more than once, please discuss this with the student and let us know, so that we can talk to them. In conjunction with their office schedule, please keep the workload commensurate with the student’s hourly commitment. Along with the externship, your student may also be taking classes which, due to mid-term exams and make-up classes, may pose a conflict with work. It is important that the student notify you of any scheduling needs and that there is mutual agreement about the completion schedule for work assignments.

Please treat the student extern as you would a regular employee in your office, remembering that you are playing a substantial role in his or her professional development.

8. Tour of the Office and Introduction to Others

Please take the time to show the student around your office. This tour should include a brief overview of the specific resources that may be valuable to the student, and also introductions to support staff and other attorneys.

9. Explanation of First Assignment

Your extern should receive her first assignment after the orientation. Please take the time to explain the assignment; again, students will often fail to ask you questions for fear of appearing uninformed. Give the student a specific deadline for this and all future assignments, and mark these deadlines on your calendar as a reminder to check on the student’s progress. Sections B and C below offer more detailed suggestions for assignments and feedback.

B. ASSIGNMENTS

1. Giving Guidance on Assignments

When you assign a student work, go over the assignment in detail. It may be helpful to have the student repeat back any issues that are particularly complex. Discuss the particular
resources you would use and note any unfamiliar resources. State the deadline for submission of a first draft. Then leave the student alone to find the appropriate law, procedure, form, etc. This process of working to find the answer teaches more than simply spoon-feeding them the information.

Some students hesitate to ask for further help on an assignment. Weekly meetings and early deadlines are helpful for this purpose. In addition, students should be encouraged to ask the immediate supervising attorneys, as well as others, for help when necessary. On the other hand, some students may ask too many questions. If students should be able to resolve a matter on their own, they should be encouraged to do so. Above all, make sure that deadlines are clear.

It may help you to know that we apply some pressure on the externs to think about their work as if they are the lawyer serving the client’s interest. We tell the students that their first concern must be for the client. We ask the student to think in terms of what she would do with the case if she were ultimately responsible.

2. Supervision by More Than One Attorney

Some agencies rotate students through several divisions in an effort to give them a varied learning experience. This makes it difficult for one attorney to assign all the work. Because these arrangements have caused problems in the past, we suggest that all offices rotating students, as well as offices where students will receive work from various attorneys, appoint one attorney as the overall extern supervisor. This person should keep files on the students and be aware of their status at all times. A good method is to require that all work assignments be reviewed by the supervisor.

C. FEEDBACK

We cannot overstate how important it is to give feedback to externs. Unlike information you give to the students about their assignments, available resources, strategies, and legal issues, this is an opportunity to review the effectiveness of the student’s performance, and to suggest alternatives that will enhance that performance in the future.

While we do not expect you to evaluate the extern’s work thoroughly each time she performs a task, we would like you to evaluate the student at least twice for each type of task assigned. Thus, if your extern interviews clients or witnesses, or makes court appearances, please observe and critique at least one such interview early on in the semester, then another later so that progress can be assessed. The feedback you give should be detailed in terms of both substance and process. Similarly, since most students produce a variety of written work, please review a couple examples of each type of work product, pointing out where the work is effective and where it needs to be improved.
Giving and receiving feedback can be uncomfortable. However, feedback which acknowledges effective behavior before it critiques ineffective behavior is easier to communicate and carries more impact. In any feedback session, you should endeavor to include both types of information.

The feedback process consists of two basic steps:

1. The student’s evaluation of his own performance;
2. Your evaluation of the student’s performance.

1. **Student’s Self-Evaluation**

Self-evaluation is particularly important skill for students to develop. Before you critique a student, provide opportunities to discuss the performance with you; as the student may change their impressions or forget their own immediate reactions in response to yours. Ideally, while the student self-critiques, you neither agree nor disagree. Then ask the student what changes they want to make. This question encourages the student to move through the learning process, from performing a task, to analyzing it and developing a theory for improved performance. In addition, this process reinforces a pattern of reflective thinking.

2. **Your Evaluation of the Student’s Performance**

Begin your critique with a general statement about the student’s overall performance. Sometimes it is difficult to do this and at the same time begin your critique with a positive remark. If the performance was dismal, it is very likely that the student is aware of this and your general evaluation will not surprise your extern. Follow the general evaluation with a specific critique. Vague statements such as “good job,” or “you’ll do better with practice,” are nearly valueless. Like all learners, externs need specific examples demonstrating the behavior being discussed. For example, if your student conducted an interview, illustrate how they performed by giving concrete information: “you made the client feel comfortable when you said to her, ‘I see you are concerned about this, Mrs. Jones, and I am going to do everything I can to assist you.’”

**D. ISSUES, DISCRIMINATION & HARRASSMENT**

Most externships proceed smoothly, and both students and supervising attorneys reap the benefits of the mentoring relationship. However, there are occasional surprises.

When a student believes that there are difficulties with their placement, we first ask them to discuss the situation with their supervising attorney. If you believe there to be problems with the extern, we ask that you likewise discuss it with the student first. If a situation is not rectified or resolved to everyone’s satisfaction we will intervene. However, if the student is behaving irresponsibly toward their externship, or if there are ethical issues, please contact us right away, in addition to discussing the problem with the student.
We expect all supervisors are committed to a policy against discrimination in externships based on color, race, religion, marital status, sex, national origin, age, sexual orientation, gender identity, disability and military status. We require that you create working environments where all students feels safe from harassment or discrimination. Please consult the following references for additional information:

1) Americans with Disabilities Act, 42 U.S.C. Section 12101 et seq.
2) Title VII of the Civil Rights Act, 42 U.S.C. Section 2000 et seq.
3) Title IX of the Civil Rights Act, 20 U.S.C. Section 1681 et seq.

E. SUPERVISING ATTORNEY REQUIREMENTS

1. Memorandum of Agreement

This form will be sent to you at the beginning of each semester. Please keep a copy as you may wish to refer to it from time to time to refresh your memory regarding your specific commitment. (Appendix A)

We understand that it may not always be possible to provide each element outlined in the memorandum. When we make a decision about an externship placement, we try to be as flexible as possible within parameters that will ensure the student a high quality educational experience. The factors we consider most important are the variety and type of tasks the students are exposed to and the quality of supervision and feedback they will receive. Above all, we intend the memorandum to set the tone for your role as supervising attorney.

2. Time Sheets

Please sign each sheet when the student submits them to you, prior to the student’s next class meeting or private meeting with the Externship Director. Students are asked to be specific; “Research – 4 hours” is not enough. We want to know what the student is researching and the amount of time the student is spending on each stage of their research. Please review the extern’s time logs carefully and question them about any items that require explanation. You may use these as a tool to examine and discuss the student’s progress.

3. Mid-Semester and Final Evaluations

The student is responsible for setting up and conducting a meeting with you to complete their midterm evaluation. This midterm evaluation is an opportunity for the student to assess performance thus far and create goals for the remainder of the semester. After completing the evaluation meeting, please read and sign off on the form. (See Appendix B).

The final evaluation form will be sent to you by our office. It is critical that, after completing the form, you take the time to review the evaluation with your extern. You might also ask the student for their feedback (See Appendix C).
4. Site Visit Attorney Meetings

Typically once a semester, we hold sessions for our supervising attorneys either at the law school, in your office or by telephone. The purpose of these sessions is to update you about new aspects of our program, including new forms, as well as to receive feedback from you. Your participation is essential to the well-being of our externship program. We will send you notice of meeting dates, or arrange an appointment with you.

F. STUDENT EXTERN REQUIREMENTS

Our students receive 3 to 15 units of credit for their externship field experience. These credits are pass/fail; therefore, your evaluation of their work will not affect their grade, unless it involves a breach of professional responsibility. Students also must fulfill the academic component of the course, which includes reflective assignments, meetings with externship faculty, and a reflective externship seminar. Brief descriptions of these requirements are provided in the attached syllabus.

G. WASHINGTON’S RULE NINE: ADMISSION TO LIMITED PRACTICE

Student externs representing clients are required to have a limited license to practice law in the state of Washington. The extern (legal intern) must meet the Rule Nine requirements and have a supervising attorney (See Appendix E). Externs from Gonzaga Law School will be Rule Nine qualified and are responsible for preparing an application for your review and signature. Please contact the externship office if you have any questions regarding an extern’s Rule Nine qualifications.

We appreciate your willingness to help train our students to be competent and ethical attorneys. You are providing a valuable service to the student, our law school, and the legal profession. If there is anything we can do to facilitate your efforts in achieving our goals for the Externship Program, please let us know.
Appendix A

SUPERVISING ATTORNEY’S MEMORANDUM OF AGREEMENT

I. ____________________________, agree to the following conditions for participation in the Gonzaga Law School Externship Program, while supervising ________________________.

1. To give the student a case load that is in some way a part of my work, involving both large and small matters. If possible, the student should be certified to appear in court, and, if appropriate, he/she will handle a case load under my supervision.

2. To assign student’s assignments as challenging as he/she can reasonably handle.

3. To have the student approximate working as a lawyer to the maximum extent feasible.

4. To assign most legal research tasks in conjunction with the work described in paragraphs 1-4 above.

5. To keep menial tasks, e.g., filing, library updating, indexing, etc. to less than 5% of the student’s work time.

6. To allow students, when feasible, to participate in, and not merely observe, the strategic decision-making process.

7. As much as possible, to engage in the following assignment, work, and feedback process:
   a. The student and I will discuss the matter to be assigned, including a discussion of our mutual objectives;
   b. I will advise the student of the resources, methods, and materials available for the job.
   c. When the student completes a first draft of written work, I will review the work and meet with him/her for a specific critique of the work.
   d. I will have the student redraft as many times as necessary until he/she achieves a satisfactory final product.
   e. Whenever possible throughout the externship, I will assign and observe matters requiring oral advocacy to the student.
f. While work is in progress, or after it is completed, I will discuss with the student, as appropriate:

i. Alternative methods of handling the matter;

ii. The relationship of the specific job to the larger substantive, procedural or practical issues in the case; and

iii. Noteworthy ethical or social implications of the matter.

8. To keep in mind the academic mission of the school and value the student's time and commitment to other classes. This may include being flexible during finals and not expecting the student to work more hours per week than they are signed up for in credits on a regular basis.

9. I envision the following duties for the student-extern:

10. I agree to complete both mid-term and final evaluation report on the extern’s work (forms to be provided by the law school), to return the form by the set due date, to communicate with the Externship Program regularly, especially in the event of a student issue and to familiarize myself with the material in the Supervising Attorney’s Handbook.

11. The student is registered for ____ credit hours, which equates to working ____ total hours over the semester; he or she is expected to be in the office roughly ____ hours per week.

I would prefer these forms come from Gonzaga Law School:

☐ In hard copy through the US Mail

☐ Electronically, via e-mail, to e-mail address: __________________________

Date: ______________________  Signature: __________________________

Title: ______________________

Please return completed form to:

Julie Claar – jclaar@lawschool.gonzaga.edu
Gonzaga Law School Externship Program
P.O. Box 3528
Spokane, WA 99220-3528
Phone: (509) 313-5791
Fax: (509) 313-5805
www.law.gonzaga.edu
Appendix B

EXTERN MID-TERM EVALUATION FORM
Gonzaga University School of Law
Externship Program

Mid-Term Evaluation of Student’s Externship Performance
To be filled out by Student and Supervising Judge/Attorney – please attach additional pages if necessary

Extern: ____________________________ Date: ____________________________

Agency/Office/Court: ____________________________

Supervising Attorney/Judge: ____________________________

For this assignment, please schedule a meeting with your supervisor. Before your meeting, please think about the questions addressed to “Extern” and be prepared to discuss them with your supervisor. At the meeting, please discuss your answers to the questions on this form with your supervising attorney. This form can be a starting point for the discussion, but please feel free to deviate and discuss other aspects of your externship and professional development.

While this process may be somewhat intimidating, the discussion should provide you with an honest assessment of your strengths and potential areas of improvement. Please make sure this is a discussion with your supervisor—do not just give this form to your supervisor and ask them to fill it out. Thoroughly record responses to the questions and make sure that both you and your supervisor sign off on the form.

Check the activities, which you have had the opportunity to learn or to practice thus far during your externship.

- Legal research
- Oral communication
- Writing
- Articulating legal theory
- Identification of issues
- Negotiation
- Problem solving
- Interviewing/counseling
- Fact gathering
- Time/practice management
- Observation
- Litigation processes
- Other
1. Extern - This semester, I have worked on some of the following:

2. Extern: Please discuss the assignments that you have enjoyed/learned the most from. Also, please take this opportunity to discuss what you have not done, but would like the opportunity to complete if possible.

3. Supervisor: Please discuss some of the extern’s positive attributes and what they have done well this semester.

4. Extern: Please describe any issues/struggles you have encountered on the work you have done this semester.

5. Supervisor: Please suggest some ways that the extern can address some of these issues and discuss ways for the student to continue to develop during the remainder of the semester. List these below:

Signature of Supervising Judge/Attorney & Date

Extern’s Signature & Date
Appendix C

**EXTERNAL FINAL EVALUATION FORM**

Gonzaga University School of Law
Externship Program

**Final Evaluation of Student’s Externship Performance**
To be filled out by Extern’s Supervising Judge/Attorney – please attach additional pages if necessary

Extern: __________________________________________ Date: _______________________

Agency/Office/Court: __________________________________________

Supervising Attorney/Judge: ______________________________________

Skill Evaluation Checklist – Rate the extern on the following skills using the criteria below:
1. **Poor** – fell short of expectations more often than met them
2. **Fair** – often met expectations
3. **Average** – met expectations but rarely or never exceeded them
4. **Good** – always met expectations and sometimes exceeded them
5. **Excellent** – consistently exceeded expectations

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1. Research Ability – Knows research tools and how to use them

2. Legal Analysis – Integrates legal concepts and theory with facts in a logical progression

3. Writing Skill – Drafts well-organized written assignments, cites accurately and properly

4. Proofreading – Reviews work for grammatical and stylistic errors

5. Oral Expression – Able to discuss issues clearly, communicates effectively

6. Judgment – Is mature, knows how and when to ask questions or seek additional consultation
7. **Time Management** – Ability to prioritize tasks, meets deadlines and manages time well

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- Poor
- Fair
- Average
- Good
- Excellent

8. **Work Ethic** - Takes initiative, works independently and efficiently without sacrificing quality

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9. **Professional Behavior** – Treats attorneys, court personnel, litigants, witnesses & public respectfully

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10. **Overall Performance** – Has made appropriate progress toward becoming an effective and professional lawyer

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11. Please list any suggestions you have for the student’s improvement, or any other comments you would like to pass along. Please be specific.

---

**Signature of Supervising Judge/Attorney**

[Signature]

**Printed Name**

---

Thank you for filling out this form as completely as possible. It is useful in helping us work with placement offices and supervising attorneys and judges to develop the program into the highest quality of experience for each extern.

**Your comments will be forwarded to the student, unless you indicate otherwise.**

Please return completed form to:

Julie Claar
Gonzaga Law School Externship Program
jclaar@lawschool.gonzaga.edu
P.O. Box 3528
Spokane, WA 99220-3528
Phone: (509) 313-5791
Fax: (509) 313-5805
Appendix D

Spring 2016 Externship
Distance Externship Seminar
Schedule & Syllabus

Contact Information: Professor Inga Laurent
Email: ilaurent@lawschool.gonzaga.edu
Telephone: 509.313.3747

Program Coordinator: Julie Claar – jclaar@lawschool.gonzaga.edu 509-313-5791.

Important: Register on TWEN for “Externship – Distance Externs – Spring 2016 – Laurent.” This is credit sensitive, so be certain to register for the “13 - 15 Credits” section.

You will be given a letter grade for the one credit seminar portion of this program and a pass/fail grade for all field credits.

GRADING:

You will be given a letter grade for the one credit seminar portion of this program. This class is graded on a curve and will be based on how well each student meets the requirements of the course described in this syllabus. A pass/fail grade will be given for all field credits.

GOALS:

The Externship Program provides students with opportunities for professional development, to obtain practical lawyering skills, to create or expand professional networks, and to assess and gain insight to the workings of the legal system. We create these opportunities through exposure to the system with the guidance of a supervising attorney or judge and then supplement those experiences with valuable instruction in a concurrent, reflective seminar component.

With reflection and honest self-assessment, the externship becomes a laboratory in which you can test a wide variety of hypotheses regarding your career. The reflective process used in the online seminar can provide you with a road map to connect your prior experiences with your current interests and ultimate goals. As you begin work, you will gain a clearer idea of your preferences regarding areas of practice, types of legal work, styles of supervision and management, and other factors that blend together to create a work environment that you find pleasant and fulfilling. You will learn what aspects of law practice you find most enjoyable, intriguing, and exciting and those you find boring and enervating. You will get a sense of the parts of legal practice for which you have a natural affinity and the areas in which you will need to work harder to develop your skills in order to practice successfully. These are very much individual preferences and proclivities, learned only through actual experience. ¹

REQUIREMENTS:

1. Journals (900 points possible)
2. “Meetings” with Professor
3. Mid-Term Evaluation with Placement Supervisor
4. Two TWEN Live Chat Discussions (200 points possible)
5. Two TWEN Forum Postings (200 points possible)
6. Compliance (100 points possible)
7. Final Research Paper (100 points possible)
8. Timesheets (80 points possible)

¹ Learning From Practice: A Professional Development Text for Legal Externs (2007)
1. **Journals**

You will turn in nine journals. They are to be submitted, via TWEN on or before the due dates: **January 12, 26, February 9, 23, March 1, 15, 29, April 12, 26.** *5 points per day will be deducted for late assignments.*

The journals must be **at least two (2) pages, double spaced, and reflect your careful thoughts** and questions about the work that you have been performing in your field placement, as well as your thoughts regarding the overall practice of law and justice. I am not interested in you logging an account of the work you have done, which is what you will note on your time sheets. Rather, I am looking for your perspectives and thoughts about the externship experience—e.g., “How does the system afford justice to indigent individuals?” **Note – journals must be submitted via TWEN by 8:00 p.m. on due days. Late journals will be accepted at a reduced grade.** I will comment on your journals and return them to you via email. **The journal writing activity should develop as the semester progresses, please do not submit early journals without pre-approved permission.** For information on grading criteria, please see rubric available on TWEN.

Please note that there is **not** an attorney-client relationship or work product privilege between the professor and the students. Therefore, you should avoid violating confidentiality by discussing specifics of actual clients or specific case facts. Any questions about the specifics of a case or client should be directed to your supervising attorney or judge. The one exception to this rule is if you believe that you are being asked to do something unethical, immoral, or illegal—in which case please bring that to my attention immediately.

- Below are the topics. **The first and last journal must cover the assigned topics.**

  All other journals may cover any topics relating to your professional development or externship experiences.

  - **Journal #1 is due Tuesday, January 12.**
    An overview of what you hope to accomplish during this semester’s externship experience, including a summary of your goals and the measurable objectives you will use to achieve those goals.

  - **Journal #2 is due Tuesday, January 26.**

  - **Journal #3 is due Tuesday, February 9.**

  - **Journal #4 is due Tuesday, February 23**

  - **Journal #5 is due Tuesday, March 1.**

  - **Journal #6 is due Tuesday, March 15.**

  - **Journal #7 is due Tuesday, March 29.**

  - **Journal #8 is due Tuesday, April 12.**

  - **Journal #9, your final journal, is due on Tuesday, April 26.**
    Revisit the goals you created in journal one. Did you accomplish one, some, or all of your goals,
if not, why? Did any of your goals evolve, change or become irrelevant as the semester progressed? Did you learn anything about lawyering that you did not envision when you originally created your goals?

2. “Meetings” with Professor
   Twice during the semester, I will arrange to speak with you, by phone, on Skype, or during a site visit to talk about your externship experience. It is very important that you promptly respond to requests for meetings and attend the meetings as scheduled. Failure to reasonably comply with this requirement may affect your grade. Please feel free to contact me via telephone or email at any other time that you would like to discuss your experience or if you have any questions.

3. Mid-Term Evaluation with Placement Supervisor
   Your mid-term evaluation is due Tuesday, March 1. For this assignment, you will be required to schedule a meeting with your supervisor. Using the mid-term evaluation form that is posted on TWEN, you will assess your performance thus far and create goals for the remainder of the semester. While this process may be somewhat intimidating, the discussion should provide you with an honest assessment of your strengths and ways in which you can improve your future performance. Please make sure that you have this conversation with your supervisor—do not just give your supervisor the form and ask them to fill it out. Thoroughly record your supervisor’s responses to the questions and make sure that both you and your supervisor sign off on the form. Feel free to use the questions as a starting point for the conversation; but don’t be afraid to let the conversation take its natural course.

4. Two TWEN Live Chats
   There will be two live chats with your professor and other distance externs: the first is on Tuesday, January 26, and the second is on Tuesday, April 12. The times (typically after work) and topics for discussion are still to be determined and will be sent to you by email the week prior to the chat. The chat sessions will each last for 60 minutes. Attendance is mandatory. There is no way to fully make-up the points for a missed chat session. For information on grading criteria, please see rubric available on TWEN.

5. Two TWEN Forum Postings
   The first forum will be on Tuesday, February 23 and the second on Tuesday, March 29. You will receive instructions for these forums the week prior to their due dates. For information on grading criteria, please see rubric available on TWEN.

6. Compliance
   Prompt communication is vital to our Externship Program and in the legal profession. Failure to communicate promptly (for example: not responding to emails), may result in a deduction of points from your grade. You will receive full points for turning in your timesheets by the due dates, or for advance communication about an issue that prevents you from submitting your timesheet. Failure to abide by due dates or communicate will result in a deduction of points from your grade.

7. Research Paper
   Your research paper is due on Friday, April 22, at 8:00 p.m. The paper must be at least five pages double spaced (excluding footnotes), and should be researched and supported with outside sources documented with footnotes (ie. law reviews, cases, bar journals, books, websites, interviews, ethics rules, statues, etc.). Students should choose a topic on professional development. I suggest that students assess their strengths and weaknesses, utilizing the MacCrate Report posted on TWEN. After this assessment, choose fundamental skills or values that you lack exposure to and would like to further develop. Please note this assignment is not merely an expanded journal, but a formal research paper and you will be expected to provide a well-reasoned analysis of a professional development topic.
Summary of the requirements for your research paper:

- Submit one, 5 \text{page} (excluding footnotes) research paper, double spaced, in Times New Roman or comparable 12pt font on your approved topic.
- The paper should be researched and supported with a minimum of 5 outside sources and documented with \textit{footnotes}. One of these sources can be an interview.
- Submit your paper to TWEN by 8pm on or before the due date.
- For information on grading criteria, please see guideline available on TWEN.

8. \textbf{Timesheets}
Timesheets must be signed by your supervising attorney and returned to Julie by Tuesdays at 4pm on the due date. Due dates are every other Tuesday beginning with \textbf{January 26, February 9 and 23, March 15 and 29, and April 12 and 26}. Your final timesheet must be turned in by \textbf{May 10}. Your grade will be reduced for failure to timely turn in accurate, signed timesheets.

You must record your time in tenths (.1) of an hour (6 minute increments) that reflects the type of work that you are performing. If you’ve never been asked to do this before, it is relatively simple: if you work on a project or assignment for 6 minutes, that is .1 of an hour; 12 minutes, .2; 18 minutes, .3; etc. If you work on a project for 15 minutes, you should round up to .3 (18 minutes). If you work on something for 26 minutes, round down to .4 (24 minutes). For sample timesheets, refer to the “\textit{How to on Timesheets}” posted on TWEN.

As the semester begins, you will receive an email from Julie which will provide you with an Excel spreadsheet version of the Externship Timesheet. You \textbf{must} use this spreadsheet to track your time. Each week of the semester has its own workbook within this single Excel file. The first workbook page contains the directions and some notes. Please direct any questions about the sheet or how to use it to Julie.

*****Please Note:***** Even though we are using an electronic format, you will still have to print out your timesheets, sign them, and get your supervisor's signature before submitting them for credit. \textbf{Timesheets without signatures will not be accepted.}

The timesheets can be delivered in hard copy through the US Mail, faxed, or scanned and emailed.

- To mail, please make sure the envelope is addressed as follows:
  Gonzaga Law School
  Julie Claar
  Externship Program
  P.O. Box 3528
  Spokane, WA  99220-3528
- To fax, please send them to (509) 313-5805.
- To e-mail, you will have to scan your timesheet, as it must have both your signature and the signature of your supervisor, and send it to jclar@lawschool.gonzaga.edu

- The Externship Staff hopes that you truly enjoy and learn from your externship experience. The Externship Program provides students with opportunities for professional development, to obtain practical lawyering skills, to create or expand professional networks, and to assess and gain insight to the workings of the legal system. Enjoy!
Appendix E

ADMISSION TO PRACTICE RULES (WA)

APR 9

LICENSED LEGAL INTERNS

(a) Purpose. Supervised professional practice plays an important role in the development of competent lawyers and expands the capacity of the Bar to provide quality legal services while protecting the interests of clients and the justice system. This rule authorizes supervised professional practice by qualified law students, enrolled law clerks, and recent graduates of approved law schools when they are licensed pursuant to this rule to engage in the limited practice of law as "Licensed Legal Interns". The license granted pursuant to this rule is a limited license, based in part on recognition of the role practice experience plays in developing the competence of aspiring lawyers and in part on the fact that the Licensed Legal Intern will be supervised by an experienced lawyer. Persons granted such a limited license and their supervising lawyers must comply with the obligations and limitations set forth in these rules.

(b) Eligibility. To be eligible to apply to be a Licensed Legal Intern, an applicant must have arranged to be supervised by a qualifying lawyer and:

1. Be a student duly enrolled and in good academic standing at an approved law school who has:

   A. successfully completed not less than two-thirds of a prescribed 3-year course of study or five-eighths of a prescribed 4-year course of study; and

   B. obtained the written approval of the law school's dean or a person designated by such dean and a certification by the dean or designee that the applicant has met the educational requirements; or

2. Be an enrolled law clerk who:

   A. is certified by Washington State Bar Association staff to be in compliance with the provisions of APR 6 and to have successfully completed not less than five-eighths of the prescribed 4-year course of study; and

   B. has the written approval of the primary tutor; or

3. Be a graduate of an approved law school who has not been admitted to the practice of law in any state or territory of the United States or the District of Columbia, provided that the application is made within nine months of graduation.

(c) Qualifications to Be a Supervising Lawyer. Except in the sections regarding the application for issuance of a limited license pursuant to this rule, references in this rule to "supervising lawyer" include both the supervising lawyer named in the application materials and on the Licensed Legal Intern identification card, and any other lawyer from the supervising lawyer's office who meets the qualifications of a supervising lawyer and who performs the duties of a supervising lawyer. A supervising lawyer must be either:
(1) a lawyer currently licensed pursuant to APR 8   (d) Exception for Educational Purposes; or

(2) an active member in good standing of the Washington State Bar Association, who has been actively engaged in the practice of law in the State of Washington or in any state or territory of the United States or the District of Columbia for at least the 3 years immediately preceding the date of the application, who has not been disbarred or subject to a disciplinary suspension in any jurisdiction within the previous 10 years and does not have a disciplinary proceeding pending or imminent, and who has not received a disciplinary sanction of any kind within the previous three years.

(d) Application. The applicant must submit an application on a form provided by the Bar Association and signed by both the applicant and the supervising lawyer.

(1) The applicant and the supervising lawyer must fully and accurately complete the application, and they have a continuing duty to correct and update the information on the application while it is pending and during the term of the limited license. Every applicant and supervising lawyer must cooperate in good faith with any investigation by promptly furnishing written or oral explanations, documents, releases, authorizations, or other information reasonably required by the Board of Governors or Bar Association staff, or Bar Counsel. Failure to cooperate fully or to appear as directed or to furnish additional information as required shall be sufficient reason for the Board to recommend denial or termination of the license.

(2) The application must include:

(A) all requested information about the applicant and the Supervising Lawyer;

(B) the required certification from the law school (or confirmation from the Bar Association, for APR 6 Law Clerks) that the applicant has the required educational qualifications; and

(C) certifications in writing under oath by the applicant and the supervising lawyer(s) that they have read, are familiar with, and will abide by this rule and the Rules of Professional Conduct.

(3) Full payment of any required fees must be submitted with the application. The fees shall be set by the Board of Governors subject to review by the Supreme Court.

(4) Bar Association staff shall review all applications to determine whether the applicant and the supervising lawyer have the necessary qualifications, and whether the applicant possesses the requisite good moral character and fitness to engage in the limited practice of law provided for in this rule. Bar Association staff may investigate any information contained in or issues raised by the application that reflect on the factors contained in APR 21-24, and any application that reflects one or more of the factors set forth in APR 24.2(a) shall be referred to Bar Counsel for review.

(5) Bar Counsel may conduct such further investigation as appears necessary, and may refer to the Character and Fitness Board for hearing any applicant about whom there is a substantial question whether the applicant possesses the requisite good moral character and fitness to practice law. Such hearing shall be conducted as provided in APR 20-24. Bar Counsel may require any disclosures and conditions of the applicant and supervising lawyer that appear reasonably necessary to safeguard against unethical conduct by the applicant during the term of the limited license. No decision regarding the good moral character and fitness to practice of an applicant made in connection with an application for licensing pursuant to this rule is binding on the Bar Association or Character and Fitness Board at the time an applicant applies for admission to practice law and membership in the Washington State Bar Association, and such issues may be reinvestigated and reconsidered by Bar Association staff, Bar Counsel, and the Character and Fitness Board.
(6) The Supreme Court shall issue or refuse the issuance of a limited license for a Licensed Legal Intern. The Supreme Court's decision shall be forwarded to the Bar Association, which shall inform the applicant of the decision.

(7) Upon Supreme Court approval of an applicant, the Bar Association shall send to the applicant, in care of the supervising lawyer's mailing address on record with the Bar Association, a letter confirming approval by the Supreme Court and a Licensed Legal Intern identification card. An applicant must not perform the duties of a Licensed Legal Intern before receiving the confirming letter and identification card.

(8) Once an application is accepted and approved and a license is issued, a Licensed Legal Intern is subject to the Rules of Professional Conduct and the Rules for Enforcement of Lawyer Conduct and to all other laws and rules governing lawyers admitted to the Bar of this state, and is personally responsible for all services performed as a Licensed Legal Intern. Any offense that would subject a lawyer admitted to practice law in this state to suspension or disbarment may be punished by termination of the Licensed Legal Intern's license, or suspension or forfeiture of the Licensed Legal Intern's privilege of taking the bar examination and being licensed to practice law in this state.

(9) A Licensed Legal Intern may have up to two supervising attorneys in different offices at one time. A Licensed Legal Intern may submit an application for approval to add a supervising attorney in another office or to change supervising attorneys any time within the term of the limited license. When a Licensed Legal Intern applies to add a supervising attorney in another office, the Intern must notify both the current supervising attorney and the proposed new supervising attorney in writing about the application, and both the current and the new supervising attorney must approve the addition and certify that such concurrent supervision will not create a conflict of interest for the Licensed Legal Intern. The qualifications of the new supervising attorney will be reviewed by Bar Association staff who may approve or deny the supervisor. The Licensed Legal Intern will be notified of approval or denial of the new supervising attorney as described above and must not perform the duties of a licensed legal intern before receiving a new confirming letter containing notification of approval and a new identification card.

(e) Scope of Practice, Prohibitions and Limitations. In addition to generally being permitted to perform any duties that do not constitute the practice of law as defined in GR 24, a Licensed Legal Intern shall be authorized to engage in the limited practice of law only as authorized by the provisions of this rule.

(1) A Licensed Legal Intern may engage in the following activities without the presence of the supervising attorney:

(A) Advise or negotiate on behalf of a person referred to the Licensed Legal Intern by the supervising lawyer;

(B) Prepare correspondence containing legal advice to clients or negotiating on behalf of clients, pleadings, motions, briefs or other documents. All such correspondence, pleadings, motions, and briefs must be reviewed and signed by the supervising attorney, as well as any other documents requiring the signature of a lawyer. On any correspondence or legal document signed by the Licensed Legal Intern, the Licensed Legal Intern's signature shall be followed by the title "Licensed Legal Intern" and the Licensed Legal Intern's identification number;

(C) Present to the court ex parte and agreed orders signed by the supervising lawyer, except as otherwise provided in these rules;
(D) After a reasonable period of in-court supervision or supervision while practicing before an administrative agency, which shall include participating with the supervising lawyer in at least one proceeding of the type involved before the same tribunal and being observed by the supervising lawyer while handling one additional proceeding of the same type before the same tribunal:

(i) Represent the State or the respondent in juvenile court in misdemeanor and gross misdemeanor cases;

(ii) Try hearings, non-jury trials, or jury trials, in courts of limited jurisdiction;

(iii) Represent a client in any administrative adjudicative proceeding for which non-lawyer representation is not otherwise permitted.

(2) In any proceeding in which a Licensed Legal Intern appears before the court, the Licensed Legal Intern must advise the court of the Intern's status and the name of the Intern's supervising lawyer.

(3) A Licensed Legal Intern may participate in Superior Court and Court of Appeals proceedings, including depositions, only in the presence of the supervising lawyer or another lawyer from the same office.

(4) A Licensed Legal Intern must not receive payment directly from a client for the Intern's services. A Licensed Legal Intern may be paid for services by the Intern's employer, and the employer may charge for the services provided by the Licensed Legal Intern as may be appropriate.

(5) A Licensed Legal Intern must not try any motion or case or negotiate for or on behalf of any client unless the client is notified in advance of the status as a Licensed Legal Intern and of the identity and contact information of the Licensed Legal Intern's supervising lawyer.

(6) A Licensed Legal Intern must not perform any of the actions permitted by this rule on behalf of or under the supervision of any lawyer other than the supervising lawyer or another lawyer employed in the same office who is qualified for such supervision under this rule.

(7) For purposes of the attorney-client privilege, a Licensed Legal Intern shall be considered a subordinate of the lawyer providing supervision for the Intern.

(f) Additional Obligations of Supervising Lawyer. Agreeing to serve as the supervising lawyer for a Licensed Legal Intern imposes certain additional obligations on the supervising lawyer. The failure of a supervising lawyer to comply with the duties set forth in this rule shall be grounds for disciplinary action pursuant to the Rules for Enforcement of Lawyer Conduct. In addition to the duties stated or implied above, the supervising lawyer:

(1) must provide training to all Licensed Legal Interns supervised by the supervising lawyer, regarding the Rules of Professional Conduct and how they relate to the limited practice of the Licensed Legal Intern. Such training may be waived if the supervising lawyer otherwise determines that the Licensed Legal Intern has previously received such training and the supervising lawyer deems such training sufficient for the limited practice that will be supervised;

(2) must direct, supervise and review all of the work of the Licensed Legal Intern and shall assume personal professional responsibility for any work undertaken by the Licensed Legal Intern while under the lawyer's supervision;

(3) must ensure that all clients to be represented by the Licensed Legal Intern are informed of the intern's status as a Licensed Legal Intern in advance of the representation;
(4) must review and sign all correspondence providing legal advice to clients and all pleadings, motions, briefs, and other documents prepared by the Licensed Legal Intern and ensure that they comply with the requirements of this rule, and must sign the document if it is prepared for presentation to a court;

(5) must take reasonable steps to ensure that the Licensed Legal Intern is adequately prepared and knowledgeable enough to be able to handle any assigned matters performed outside the supervising lawyer's presence, but need not be present in the room while the Licensed Legal Intern is performing such duties unless such presence is specifically required by this rule;

(6) must supervise no more than

(a) one Licensed Legal Intern at any one time if the supervising lawyer is in private practice not otherwise described below;

(b) four Licensed Legal Interns at any one time if the supervising lawyer is employed by a recognized institution of legal aid, legal assistance, public defense or similar programs furnishing legal assistance to indigents, or by the legal departments of a state, county or municipality; or

(c) 10 Licensed Legal Interns at any one time if the supervising lawyer is a full-time clinical supervising lawyer or a member of the faculty of an approved law school for a clinical course offered by the law school where such course has been approved by its dean and is directed by a member of its faculty and is conducted within institutions or legal departments described in the section above or within the law school, provided that a supervising lawyer attends all adversarial proceedings conducted by the legal interns;

(7) must meet with any Licensed Legal Intern he/she is supervising, in person or by telephone, a minimum of one time per week, to review cases being handled and to provide feedback on performance, to provide additional guidance and instruction, and to answer questions or issues raised by the Licensed Legal Intern;

(8) must inform the Bar Association staff promptly if circumstances arise that cause the supervising lawyer to have concern about the good moral character or fitness to practice of a Licensed Legal Intern supervised by that lawyer, and cooperate in any investigation that may follow such a report;

(9) may terminate supervision of a Licensed Legal Intern under this rule at any time, with or without good cause, and must promptly notify the Bar Association staff of the effective date of the termination and the reasons for the termination;

(10) may be terminated as a supervising lawyer at the discretion of the Board of Governors, and when so terminated, must take steps to ensure that any Licensed Legal Intern previously supervised by the supervising lawyer ceases to perform duties or hold him/herself out as though supervised by the supervising lawyer.

(g) Additional Obligations and Limitations. The following additional general obligations and limitations apply:

(1) A judge or administrative hearing officer may exclude a Licensed Legal Intern from active participation in a case in the interest of orderly administration of justice or for the protection of a litigant or witness. In such case, a continuance shall be granted to secure the attendance of the supervising lawyer, who must assume personal responsibility for that matter.

(2) A Licensed Legal Intern or the supervising lawyer must notify the Bar Association staff promptly if the supervising lawyer named on a Licensed Legal Intern's identification card terminates supervision of the Licensed Legal Intern, and such Licensed Legal Intern is prohibited from performing any of the
actions described in these rules unless and until a change of supervising lawyer has been approved and a
new identification card issued.

(h) Term of Limited License. A limited license issued pursuant to this rule shall be valid, unless it is
revoked or supervision is terminated, for a period of not more than 30 consecutive months, and in no case
will it be valid if it has been more than 18 months since the Licensed Legal Intern graduated from law
school or completed the APR 6 Law Clerk program.

(1) The approval given to a law student by the law school dean or the dean's designee or to a law clerk
by the tutor may be withdrawn at any time by mailing notice to that effect to the Bar Association, and
must be withdrawn if the student ceases to be duly enrolled as a student prior to graduation, takes a leave
of absence from the law school or from the clinical program for which the limited license was issued, or
ceases to be in good academic standing, or if the APR 6 law clerk ceases to comply with APR 6. When
the approval is withdrawn, the Licensed Legal Intern's license must be terminated promptly.

(2) A limited license is granted at the sufferance of the Supreme Court and may be revoked at any time
upon the court's own motion, or upon the motion of the Board of Governors, in either case with or without
cause.

(3) A Licensed Legal Intern must immediately cease performing any services under this rule and must
cease holding himself or herself out as a Licensed Legal Intern upon:

(A) the termination for any reason of the Intern's limited license under this rule;

(B) the termination of the supervision for any reason or the upon the resignation of the Intern's
supervising lawyer;

(C) the suspension or termination by the Board of Governors of the supervising lawyer's status as
a supervising lawyer;

(D) the withdrawal of approval of the Intern pursuant to this rule, or

(E) the failure of the supervising lawyer to maintain qualification to be a supervising lawyer
under the terms of this rule.

[Adopted effective Jun 4, 1970; amended effective May 21, 1971; February 29, 1972; December 31,
1973; December 31, 1976; January 1, 1977; January 1, 1979; January 1, 1981; November 2, 1981; September 1,
1984; October 1, 1985; October 11, 1985; November 29, 1991; September 1, 1994; June 2, 1998;
October 1, 2002; January 1, 2014.]