

AALS Conference on Clinical Legal Education
April 27-29, 2023

Materials From

**A Conversation:
Hiring, Training, and Supervising Adjuncts**

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Hiring Adjuncts

Determine Which Model Works for Your School

- Team teaching with an adjunct
- Full-time faculty who teach an externship course in their area of specialty
- Adjuncts are given lesson plans
- Adjuncts have complete freedom in teaching
- Adjuncts are required to teach certain modules but, otherwise, have academic freedom
- Adjuncts are the attorneys and the host office and the externship course is taught there
- Adjuncts are practitioners in a particular practice area
- Adjuncts teach generalized courses where students are in diverse placements

What to Look for in an Adjunct

- A good listener
- Eager to do the work
- Loves to mentor
- Loves to teach
- Supports seminar and program

Sample Adjunct Interview Questions

- What topics would you like to cover in an externship seminar?
- What do you wish you had learned in law school?
- Did you take an externship course in law school? How did you feel about your externship course in law school?
- In this course, we cover anti-racism and anti-bias. How would you approach teaching those subjects in the externship seminar?
- What teaching experience do you have?
- Part of the duties for this position include drafting a syllabus, designing classes—including class exercises and discussion topics, assigning reading material, creating an online course page and taking direction from the Externship Director. How does that sound to you? Do you have any questions about those duties?
- Why do you want to teach an externship course?

Training Adjuncts

Sample Agenda for Adjunct Training Meeting

Adapted from Nira Geevargis at UC Hastings

- Introductions
- Hastings' Remote/In-Person Externship Policy
- Revised Site Supervisor Agreement
- Anti-Racism/Anti-Bias Learning
- Asynchronous Lectures
- Hours Reqs
- Evaluations
- USC syllabus review tool for promoting racial and ethnic equity, <https://cue-equitytools.usc.edu/>

Checklist for Adjunct Orientation

From Jodi Balsam (Brooklyn Law School) and Robert Jones (Notre Dame Law School)

- Create a clinical adjunct FAQs document to orient them toward your law school's approach to clinic/externship design, course requirements, assessment, grading
- Share "Reading List" on clinical pedagogy
- Assign a faculty mentor/teaching buddy
- Conduct small group or one-on-one sessions on clinical pedagogy
- Establish a shared repository (e.g., Dropbox, Google Drive) for clinic teaching materials
- Observe classes or (where confidentiality is a concern) close examination of class plan with post-class debrief

Externship Adjunct Reading List

From Jodi Balsam (Brooklyn Law School) and Robert Jones (Notre Dame Law School)

- ABA Standards 303 and 304
- Sample syllabi and lesson plans
- Building on Best Practices-Transforming Legal Education in a Changing World: "Delivering Effective Education in Externship Programs," pp. 216-244 (2015)
- Leah Wortham, Alexander Scherr, Nancy Maurer, Susan Brooks, Learning from Practice: A Professional Development Text for Legal Externs (3rd Edition 2016) [plus teachers manual]
- Rebecca Rosenfeld, *The Examined Externship is Worth Doing: Critical Self-Reflection and Externship Pedagogy*, 21 Clinical L. Rev. 127 (2014)
- Kelly S. Terry, *Externships: A Signature Pedagogy for the Apprenticeship of Professional Identity and Purpose*, 59 J. Legal Educ. 240 (2009)
- Barbara Blanco and Sande Buhai, *Externship Field Supervision: Effective Techniques for Training Supervisors and Students*, 10 Clinical L. Rev. 901 (2004)
- "Top Ten Resources for New Externship Clinicians" [available on Lexternweb.org]

Supervising Adjuncts

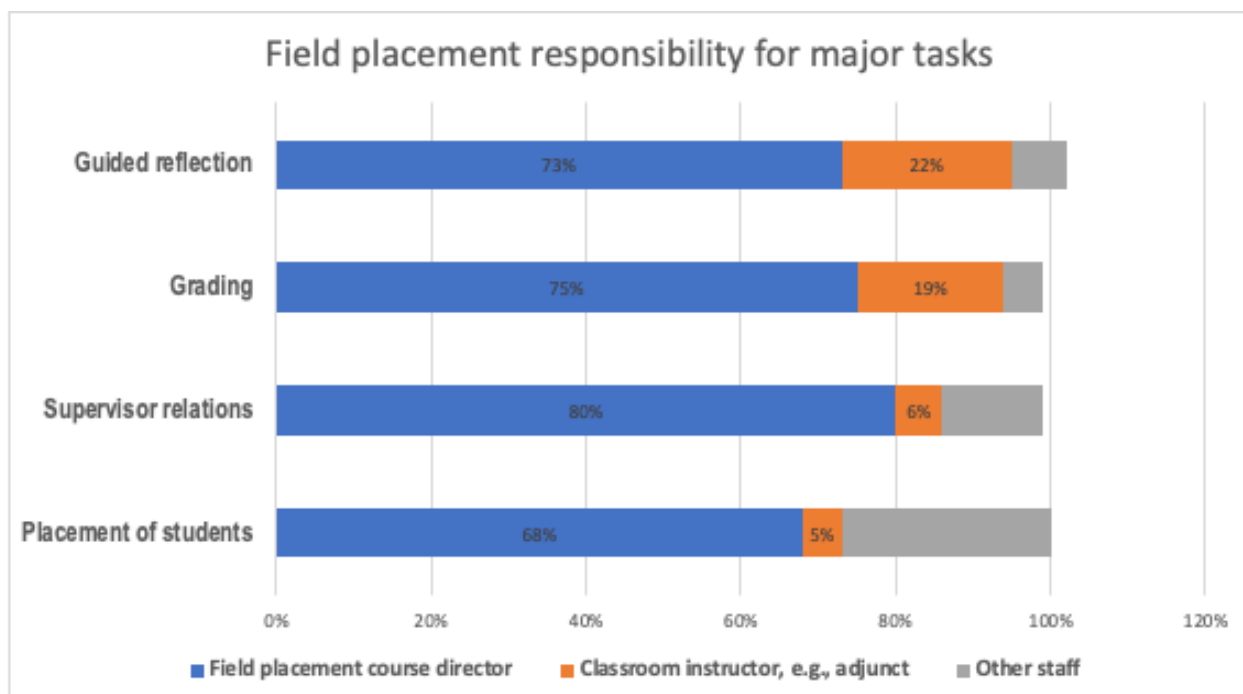
Integrating Adjuncts Into the Learning Community

From Jodi Balsam (Brooklyn Law School) and Robert Jones (Notre Dame Law School)

- Teaching Rounds with full-time and adjunct clinical faculty at least once a semester
- Encourage clinical faculty, including adjuncts, to collaborate across clinics
- Invite adjuncts to participate in formulation of clinic/externship policies and practices
- Invite adjuncts to law school events,
- As guests: colloquia, scholarship workshops, lunches
- As participants: panelists, guest speakers, moderators
- Include adjuncts on law school committees and task forces
- Connect adjuncts with student organizations where they share affinities

Division of Field Placement Responsibility

Based on CSALE Data



WCL Faculty Canvas Page

Overall Module View

WCL Externship Program Faculty Canvas Page > Modules

63 Student View ←

Continuous

Expand All

View Progress

Export Course Content

+ Module



Home

Announcements

Assignments

Discussions

Grades

People

Pages

Files

Syllabus

Outcomes



Rubrics

Quizzes



Modules

Collaborations

Chat

Attendance

Google Drive

Office 365

New Analytics

New Analytics

Respondus LockDown
Browser

Media Gallery

My Media

Course Reserves

Respondus Lock
Down Browser
Download

Dropbox for Canvas

Zoom

Student Evaluation of
Teaching (SET)

▶ WCL EXTERNSHIP PROGRAM FORMS & POLICIES



▶ WCL EXTERNSHIP SEMINAR OVERVIEW



▶ FACULTY TRAINING MATERIALS



▶ WCL SAMPLE SYLLABI



▶ FINAL PAPER AND JOURNAL PROMPTS



▶ READINGS



▶ REFLECTION: TEACHING AND ASSESSING JOURNALS AND PAPERS (Brooklyn Law School)



▶ LEARNING OUTCOMES



▶ LESSON PLANS, EXERCISES AND ACTIVITIES



▶ OFFICE CULTURE AND SKILLS --- Exercises, Assignments, Lesson Plans



Hiring Tips

What to Look For:

GOOD LISTENER

EAGER TO DO THE WORK

LOVES TO MENTOR

LOVES TO TEACH

SUPPORTS THE PROGRAM &
SEMINAR

Training

Resources, Information, Structure

FAQ'S

READING LISTS

SYLLABI

LESSON PLANS

FACULTY MENTOR

SHARED REPOSITORY -

DROPBOX, GOOGLE DRIVE, CANVAS PAGE, CLASS READINGS,
CLASS EXERCISES and ASSIGNMENTS

Adapted from Jodi Balsam (Brooklyn Law School) and Robert Jones (Notre Dame Law School)

Supervision

Integrating Adjuncts into
the Learning Community

TEACHING ROUNDS

ENCOURAGE COLLABORATION

INCLUDE IN LAW SCHOOL EVENTS

CONNECT WITH STUDENT ORGS

FACULTY MENTOR

INCLUDE ON LAW SCHOOL COMMITTEES

Adapted from Jodi Balsam (Brooklyn Law School) and Robert Jones (Notre Dame Law School)

Supervision

and

Appreciation

ANNUAL LUNCH

RECEPTION

CLASS OBSERVATION

ONCE-A-YEAR ADJUNCT TRAINING

STUDENT SURVEY/EVALUATION

CHECK IN ON CANVAS PAGE DURING SEMESTER

FAQs About Teaching in the BLS Externship Program

The BLS Externship Program enrolls about 150 students each semester—fall, spring, and summer. Externship students earn credit by completing both: (1) fieldwork performed under the supervision of a practicing lawyer or judge, not employed by the law school, in a law practice outside the law school; and (2) an on-campus academic component that provides opportunities for ongoing, contemporaneous, faculty-guided reflection on that fieldwork. Most students satisfy the academic component through a one-credit externship seminar. Students who for various reasons are unable to take a seminar are instead assigned to a non-credit faculty tutorial.

These FAQs offer information and guidance to the gifted faculty—adjuncts and full-time—who teach and mentor our students in both the externship seminars and the faculty tutorials. For more detailed discussion of the topics below, and associated teaching materials and resources, please explore the Externship Faculty Resources cite on [Canvas](#) (the BLS course management system), and the Document Library on [CORE](#) (the Externship Program data management system). Any questions should be directed to the Externship Program Faculty Director.

EXTERNSHIP SEMINARS

1. [What exactly is an externship seminar?](#)
2. [What kinds of seminars are offered in the BLS externship program?](#)
3. [How should I schedule my externship seminar classes?](#)
4. [What should my syllabus look like?](#)
5. [What are learning outcomes and which outcomes should I seek for my seminar students?](#)
6. [How do I design a seminar and assignments that will actually result in students achieving the learning outcomes of the course?](#)
7. [What general types of assignments should I give my externship students?](#)
8. [What is the reason for requiring reflective essays and what should I do with students' essays once I get them?](#)
9. [Class Preparation Assignments/Readings: How much to assign and what materials to use?](#)
10. [How should I conduct my seminar classes?](#)
11. [How should I handle the confidentiality strictures of the rules of professional conduct in discussions with students about their field experiences?](#)
12. [Assessment: How should I assess student seminar performance and award grades?](#)
13. [What is Canvas and how do students and faculty use it?](#)
14. [How are seminar faculty evaluated?](#)

EXTERNSHIP FIELDWORK

15. [In what kinds of externship field placements do my students work?](#)
16. [How do my students find field placements?](#)
17. [How many credits do my students receive for their fieldwork?](#)
18. [What is CORE and how do the students and I use it?](#)
19. [What BLS policies should I be aware of that limit whether a student can earn academic credit for an externship?](#)
20. [How should I monitor what students are doing in their field placements?](#)
21. [What should I do if a student reports a really serious problem?](#)
22. [What about students who appear to be having serious personal problems?](#)
23. [How should I grade students' fieldwork?](#)

EXTERNSHIP FACULTY TUTORIALS

24. [What exactly is a Faculty Tutorial?](#)
25. [How are the tutorial meetings scheduled?](#)
26. [What happens during faculty tutorial meetings?](#)
27. [What are the Faculty Tutor's responsibilities with respect to overseeing the student's field experience?](#)
28. [What are the course requirements for externship students who are assigned to a tutorial instead of a seminar?](#)
29. [What is the reason for requiring reflective essays and what should I do with students' essays once I get them?](#)
30. [How should I evaluate the student's participation in the faculty tutorial?](#)

Each fall and spring semester, BLS offers an alternating selection of about 5 advanced seminars, enabling repeat externs to have at least one option that fits their placement. On occasion an advanced seminar is also offered in the summer term.

Return to [Externship Seminars](#).

3. How should I schedule my externship seminar classes?

ABA Standards require a 1-credit seminar to schedule at least 750 minutes of classroom time. Seminar faculty should design their semester schedule to comply with this requirement and to address the distinctive needs of the seminar's subject matter, students, and goals. Doing so requires first understanding the BLS semester schedule. The fall/spring semesters are 13 weeks long and externship seminars occupy a weekly time slot of 115 minutes. However, meeting every week would clock enough time for a 2-credit course, more than is appropriate. Thus, most externship seminars meet only 7-9 times during the semester, with each class lasting between 80 and 115 minutes.

For example, in the fall/spring semesters, the Learning From Practice seminar for first-time externs meets 9 times for 80-90 minutes to ensure regular contact with novice student-lawyers who require greater support. Advanced seminars, such as Litigation Skills, that devote class sessions to simulations, might meet 7 times for 115 minutes to ensure a sufficient time block to execute complex exercises.

The summer term is compressed into 7 weeks, and so seminars typically use the entire 115-minute time block each week. If you use the entire time block, students will appreciate a short break near the halfway point.

During weeks when class does not meet, your seminar time block may be used to schedule students for presentations, simulations, or other activities, in your classroom or in available space in the Clinic Office. Reserve a week at the midpoint of the semester to hold individual student conferences instead of class to discuss the students' progress and Midterm Assessments of their placements.

Return to [Externship Seminars](#).

4. What should my syllabus look like?

A syllabus should communicate your course structure and central theme, as well as set expectations for student performance. The ABA Standards for accrediting law schools now also require every course syllabus to state explicit **learning outcomes** (discussed further in questions [5](#) and [6](#) below).

In addition, at a minimum, a syllabus should list: (a) all requirements for earning credit for the course; (b) assignments (e.g., readings, tasks, writings, projects) and their deadlines; and (c) scheduled class meetings. You should set clear standards for evaluating student work, and how each aspect of student performance will be weighed in the final grade. It is especially important to clarify how classroom participation is reflected in the final grade. Any policies for classroom behavior or out-of-class interactions should also be announced.

Externship seminar faculty often include a caveat in their syllabus that assignments and topics are subject to change, to remain flexible and responsive to the needs and interests of each semester's cohort of students. Syllabus templates and sample syllabi are available on the Externship Faculty Resources Site on Canvas.

Return to [Externship Seminars](#).

5. What are learning outcomes and which outcomes should I seek for my seminar students?

Learning outcomes are the educational goals you seek for your students: how will your students be different at the end of the course? What will they know? What will they be able to do? In designing any educational experience, the first step is to identify desired learning outcomes.

The overarching educational goals of the BLS Externship Program include:

- Training in lawyering skills
- Developing professional identity and responsibility
- Learning how to learn from experience
- Gaining insight into legal systems and institutions
- Exposure to particular practice areas

The different externship seminars expand on and refine these goals to identify learning outcomes more specifically relevant to the seminar topic, the cohort of students, and the field placements likely to be represented among seminar enrollees. Keep in mind that even in the more specific advanced seminars, students may come from fairly disparate placements. Faculty should strive to unite them in their interest in the seminar's focus, while finding opportunities for the students to learn from each other's diverse field experiences.

Return to [Externship Seminars](#).

6. How do I design a seminar and assignments that will actually result in students achieving the learning outcomes of the course?

A 3-step framework, known as "backward design," is recommended whether you are designing an entire course or a single assignment:

- (1) Identify the desired results, i.e., learning outcomes.
Example: Students will be able to demonstrate development of the skill of effective communication in the professional setting.
- (2) Determine acceptable evidence that your students have achieved the results.
Example: Observation of and dialogue with your students on topics relevant to their workplace; student presentations, simulations, and skills performances; written submissions.
- (3) Plan learning experiences to produce that evidence
Example: Assign readings that provide enabling knowledge; plan instructional activities that equip students with needed skills; choose teaching materials and methods that build towards desired results.

The Externship Faculty Resources site on [Canvas](#) includes readings on backward design and curriculum development in general.

Return to [Externship Seminars](#).

7. What general types of assignments should I give my externship students?

Every student extern must complete certain required assignments as part of the externship course. These are described in detail in the *Externship Student Manual* and include:

- Learning Plan to establish specific goals for their field experience
- Time Records that provide weekly, detailed descriptions of students' fieldwork
- Midterm Assessment and Final Evaluation of the field experience
- Reflective Essays (seminar faculty may replace with alternative writing projects)
- Final Essay

You may also require other assignments designed to achieve specific learning outcomes. Most externship seminars require students to engage in a combination of:

- Reading assignments related to the main theme of the course, which can provide the basis, along with students' fieldwork, for classroom discussion.
- Tasks and projects aimed at encouraging students to critically evaluate their field experiences and seminar topics.
- Class presentations that develop oral communication skills, and might require student collaboration.
- Simulations and skills performances that place students in role as lawyers, such as an oral report to a supervisor, a negotiation, or a mediation session.
- Written projects and analytical tasks that simulate lawyers' work, including drafting litigation documents, preparing an internal guidance memo, deconstructing a contract, analyzing a law firm bill, or composing a blog post or client newsletter.

Externship seminars should strike a balance between assigning the work that would allow students to get the most out of the externship course, and being sensitive that student externs are coping with the requirements of several other classes and time demands of their fieldwork. You should pace assignments evenly throughout the semester, and strive to provide prompt feedback on graded assignments. Keep in mind that students must submit all coursework by the last day of classes in the semester (except in the summer when final essays and evaluations may be due at the end of July).

Even when you have assigned a reasonable workload, you may find that some students compare externship seminars negatively to traditional courses that require only one final exam. You may find it helpful to remind students that the seminar gives them opportunities to pursue areas of special personal and professional interest to them, building on the work they have put into their field experiences.

Return to [Externship Seminars](#).

8. What is the reason for requiring reflective essays and what should I do with students' essays once I get them?

The pedagogy underlying use of reflective writing assignments as a means of promoting self-directed learning and professional formation has been explored with great thoroughness and insight in articles available in the Externship Faculty Resources site on Canvas. Students are briefed on this pedagogy in the *Externship Student Manual* and in their earliest experiential

coursework. The beginner seminar, Learning From Practice, requires 4 reflective writings (3 prompted essays and a final essay). Almost all advanced seminars require students to submit at least one or two essays that reflect on their field experiences.

Professors read and give students feedback on their essays, including by handing back written comments to students, scoring the essays using rubrics available in the Externship Faculty Resources site on Canvas, or addressing the essays in individual meetings. Common themes that surface across several essays can also provide material for classroom discussion (to the extent consistent with the professor's policy on the confidentiality of student essays).

Return to [Externship Seminars](#).

9. Class Preparation Assignments/Readings: How much to assign and what materials to use?

Class preparation assignments are the readings and other "homework" that students must do to come to class ready to fully engage with the topic. For externship seminars, this homework is in large part the students' fieldwork. However, readings and other class preparation assignments are advisable to develop the concepts and integrate the doctrine underlying the professional skills being taught—an essential function of the seminar.

Students expect class preparation assignments to correspond to the credit load. Thus, a 1-credit course might fairly assign around 20 pages of reading per class hour, depending on the complexity of the material. Consider also assigning a task or thought-exercise for each class that takes up to 15-minutes to perform. Professors often find that assigning more than this amount of class preparation decreases the chances that students will come to class prepared—students sometimes don't even start a reading if it appears too long to them.

Your choice of reading materials/homework is limited only by your creativity and judgment about what you think students will find most engaging and relevant to their fieldwork experience. Consider assigning readings from lawyering skills texts, bar association publications, or law review articles. "Readings" can include videos available online through sources such as TED Talks, LegalED, and other educational sites. One externship seminar requires a student subscription to the *Wall Street Journal*.

You can put together your own reading materials and post them on Canvas for students to access there. Consult with the Faculty Director who has developed an archive of externship-relevant readings. Or you can assign books that students can purchase through the BLS Bookstore.

Return to [Externship Seminars](#).

10. How should I conduct my seminar classes?

Although no set format is required for seminar classes, we recommend:

Reports on field experiences. Regularly devote class time to student reporting on their fieldwork, collectively brainstorming solutions to supervision and other problems, and acknowledging progress. This discussion can provide opportunity to integrate assigned readings and illuminate many topics of fundamental importance to student learning, including

eliciting good supervision, clarifying assignments, getting feedback, and acting professionally and ethically.

Interactive, non-directive teaching. Experiential learning flourishes with non-directive teaching, where students puzzle out answers for themselves rather than listening to a teacher lecture. The seminar's small size lends itself to interactive discussion and exercises, and experimenting with other teaching techniques such as case rounds, hypotheticals, simulations, role plays, class projects, field trips, and turning over the responsibility for planning and leading classes to the students themselves. Take risks and go outside your students' comfort zones. The Externship Faculty Resources site on Canvas includes classroom exercises and activities.

Optional—guest speakers. Another option is to invite guest speakers with relevant practice experience. One caveat: while guest speakers can be wonderful, they can also result in passive listening, without much engagement or deep learning by the students. We recommend limiting the number of guest speakers to no more than 2-3 per semester, and carefully planning those classes so students read background materials in advance, prepare thoughtful questions, and interact critically with the speaker's material at some point. Define your goals for such classes and share them with the speaker and students.

Return to [Externship Seminars](#).

11. How should I handle the confidentiality strictures of the rules of professional conduct in discussions with students about their field experiences?

Participants in externship seminars include students from a wide variety of placements, who cannot share client information without violating professional confidentiality rules. Externship seminar faculty therefore generally try to ensure that students discuss their fieldwork within the limits imposed by the confidentiality rules of the relevant jurisdiction. Some seminars devote all or part of a class at the beginning of the semester to this issue and other legal ethics considerations.

Helping students learn to operate with the rules of the profession is obviously an important objective of externship seminars, and legal ethics offers a rich source of material for seminar discussions. But being overly cautious about the possibility that a student may make a minor slip in sharing information about his or her fieldwork can unduly chill worthwhile discussions. Students should be encouraged to discuss their impressions and observations, the general nature of the work they do, and even specific matters, provided they do not divulge names of clients or other identifying information. They may also discuss matters that are part of a public record, such as public filings and court appearances.

Sometimes, however, students work on particularly sensitive matters or criminal investigations, or in placements with strictures on sharing information above and beyond bar rules of professional conduct. Furthermore, occasionally you will encounter potential or actual conflicts of interest among students' diverse field placements (e.g., when two seminar students are working on opposites sides of the same case), risking significant consequences from accidental disclosure of confidential information. In those circumstances, it may be best to avoid much in-depth discussion of those students' fieldwork. Use your experienced discretion and take this opportunity to model your own professional judgment for your students.

Return to [Externship Seminars](#).

12. Assessment: How should I assess student seminar performance and award grades?

Assessment of student performance in the seminar serves two purposes: (a) to determine whether the goals and learning outcomes for the course are being met (formative assessment); and (b) to enable you to award a grade (summative assessment). For both purposes, seminar faculty may rely on the full range of available methods and data, including:

- Class participation
- Reflective essays
- Practical writing assignments
- Oral presentations
- Simulations and skills performances
- Group work
- Learning Plan
- Midterm and final self-assessments
- Final Essay
- Student preparation and professionalism, including properly executed time records and class-preparation assignments

For grading purposes, note that seminar faculty award two grades to externship students:

- (1) **Letter grade for the seminar**, of A, A-, B+, B, B-, C+, C, C-, D, or F. Letter grades must comply with the BLS seminar curve, i.e., the mean of students' grades falls between 2.8 and 3.8.
- (2) **High pass/pass/low pass/no credit grade for the fieldwork** (discussed in question [23](#) below).

Since the goals of externship seminars are somewhat different from those of traditional classes, it may seem difficult to grade student performance. For this reason, it is especially important to establish performance criteria at the seminar outset. Your syllabus should identify the components that contribute to the final grade and their relative weight. Communicate expectations clearly to the students, including through assignment instructions and grading rubrics. Be direct and transparent when discussing your approach to grading. You can assure students (if true) that you intend to give respectable grades to all students who have shown genuine hard effort in completing the course requirements.

Return to [Externship Seminars](#).

13. What is Canvas and how do students and faculty use it?

Canvas is the web-based, password-protected course management system used for every course in the BLS teaching schedule, including externship seminars. Through Canvas, the law school establishes a dedicated site for each course taught every semester, which faculty then customize. Faculty use their Canvas course site to do many things, including:

- post a welcome message and other announcements
- share the syllabus, course materials, and readings
- post assignments, and receive, provide feedback on, and grade assignment submissions
- communicate through discussion boards and chat sessions
- schedule zoom class sessions and student meetings
- post grades.

Every semester that you teach, the law school automatically generates a Canvas course site for your seminar, and sends an invitation to you and your student roster to join the course site. The Externship Program will upload to that course site some basic materials (e.g., the *Externship Student Manual*), and can assist you in uploading your customized course materials. You are free to modify and add to your seminar's Canvas course site throughout the semester.

Return to [Externship Seminars](#).

14. How are seminar faculty evaluated?

By Students. BLS asks students to fill out anonymous course evaluations for all courses and professors. Approximately two weeks before the end of the semester, students receive emails from the Registrar's Office containing links to their online course evaluations. They must complete all evaluations by the end of reading period. Failure to do so delays notification of course grades until the start of the next semester. After evaluations have been tabulated and your grades have been submitted, the Registrar will send you a statistical summary of survey answers and the text of any comments. Statistical summaries are posted on BLSConnect for review by interested students in connection with registration for courses.

In addition, students must submit on CORE a Final Evaluation of Externship that included non-anonymous feedback on seminar instructional materials.

Student evaluations are sometimes extremely helpful, and sometimes less so. Take them for what they are worth. If you would like to discuss your student evaluations, you are welcome to contact the Faculty Director or the Vice Dean.

By Faculty. BLS has a program of class audits of all courses taught by adjunct faculty members. Each course is visited at least once every three years by a member of the full-time faculty. For externship seminars, the audit typically is conducted by the Faculty Director. The auditing faculty member prepares a written evaluation and sends copies to you and to the Vice Dean. In addition, the Faculty Director informally audits most seminars at least once a year, to provide feedback on teaching methods and offer a sounding board on improving or refreshing course elements.

Return to [Externship Seminars](#).

EXTERNSHIP FIELDWORK

15. In what kinds of externship field placements do my students work?

In the main BLS Externship Program, students can earn academic credit for working in three broad settings:

- **Civil Practice** placements in non-profit organizations, government offices and agencies, private law firms, and corporate and union in-house legal departments.
- **Criminal Practice** placements in a range of offices and agencies in the criminal justice system, on both the prosecution and defense sides.
- **Judicial** placements in federal, state, and city judicial chambers, and adjudication divisions of administrative agencies.

In addition, BLS occasionally offers practice-area specific externship courses in health law, real estate law, and sports law. Those courses may have different requirements and procedures than contained in these FAQs.

To satisfy ABA Standards for academic credit, externship fieldwork must offer a “substantial lawyering experience that is reasonably similar to the experience of a lawyer advising or representing clients or engaging in other lawyering tasks.” Eligible work is the type that “engages the student in performance of one or more of the professional skills . . . needed for competent and ethical participation as a member of the legal profession.” Students should perform that work for the most part on site at the placement or when accompanying placement colleagues, under the direct supervision of a licensed attorney or otherwise qualified individual (to be determined by the law school). Further, a placement site must be able to provide the student with multiple opportunities for performance, feedback, and self-evaluation.

Return to [Externship Fieldwork](#).

16. How do my students find field placements?

The *Externship Student Manual* instructs students on how to find field placements. In brief, the BLS Externship Program allows students to search out and secure the field placements that are best for them, within certain limits. Many resources are available to students searching for placements, including the Office of Career & Professional Development, the Public Service Law Center, the CORE Research Center, and the BLS Symplicity job site. In addition, the Faculty Director offers individual counseling to students seeking the right match for their educational objectives.

Field placements that are listed for externship credit on Symplicity and CORE almost always have been vetted and pre-approved for participation in the Externship Program. Opportunities that students find on their own are contingent on the school’s vetting process and the placement site’s agreement to comply with the educational objectives and requirements of the Externship Program.

Seminar faculty are not responsible for finding externship placements for students, although you are free to counsel and assist them to the extent you wish and are able to do so.

Return to [Externship Fieldwork](#).

17. How many credits do my students receive for their fieldwork?

Students earn 3 fieldwork credits by working a minimum of 168 hours during the semester—fall, spring, or summer. The fieldwork hours requirement is a floor, not a ceiling. Students may work more hours if they wish, but will not earn more fieldwork credits.

Students and their Mentor Attorneys should establish a work schedule at the start of the semester that requires the student to come to the office at least two days per week, so the student has an opportunity to be integrated into the workplace. For the fall and spring semesters, the expectation is that students will work approximately 14 hours/week for 12 weeks.

Return to [Externship Fieldwork](#).

Students are required to submit weekly time records of the work they do at their field placements. Those time records are submitted to the Mentor Attorney and are viewable on CORE by the seminar professor. Early in the semester, you should provide feedback on students' time records to ensure adequate description of how they spent their fieldwork hours, a practice that will benefit them in the short and long term.

Student time records, in combination with their reflective essays, midterm assessments, and class discussions, will keep you well apprised of what is happening in your students' field placements. In particular, the midterm individual student conference provides an opportunity to troubleshoot any concerns and assess whether the student is making progress towards his/her learning goals and is on track to complete the required number of fieldwork hours. Mine all these data sources for ideas for classroom activities, which might range from identifying practical workplace solutions to critical analysis of legal institutions.

Inevitably, from these sources you will learn about challenges students are facing in their fieldwork. Resist trying to step in and "fix the situation." The pedagogy of the BLS Externship Program is to guide students in figuring out their own solutions to the workplace problems they soon will face on their own. When you learn about a student's workplace problem, start a conversation that gauges its severity and the student's distress, and engages the student in self-assessment and problem-solving. Check in periodically afterwards to confirm the problem has been ameliorated, or hasn't escalated in some way.

Return to [Externship Fieldwork](#).

21. What should I do if a student reports a really serious problem?

Although really serious workplace problems occur infrequently in the Externship Program, they do sometimes arise. If a student in your seminar encounters such a problem, you should immediately report it to the Faculty Director. Together, with the student, we will resolve how to handle the situation. Some problems may necessitate consulting with the BLS General Counsel's Office, especially if they implicate the school's equal opportunity, non-discrimination, and/or anti-harassment policies.

The Faculty Director is, of course, available to talk over less pressing matters involving your seminar students or anything else that comes up over the course of the semester.

Return to [Externship Fieldwork](#).

22. What about students who appear to be having serious personal problems?

The small class size of most externship seminars often creates a close relationship between you and your students, and you may find that a student has confided in you about a serious personal problem. Or you may learn about a student's personal problem in connection with a request for an extension of time on an assignment, or to excuse a missed deadline. You may feel ill-equipped to handle these situations, or recognize that the student needs further assistance or accommodation. If this happens, you should feel free to consult with the Faculty Director and/or refer the student to the Dean of Student Affairs.

Return to [Externship Fieldwork](#).

23. How should I grade students' fieldwork?

For student fieldwork, you will award a grade of high pass/pass/low pass/no credit. Base this grade on the information available about the student's performance, primarily the Mentor Attorney's Final Evaluation of Student, but also the student's oral and written descriptions of and reflections on the field experience. In the absence of divergent information, most seminar faculty award fieldwork grades corresponding to the 1-5 scale on the Mentor Attorney Final Evaluation of Student:

- High Pass = Final Evaluation mostly 3's, 4's and 5's.
- Pass = Final Evaluation mostly 2's and 3's.
- Low Pass = Final Evaluation mostly 1's and 2's.
- No credit = Student did not complete required fieldwork hours.

Return to [Externship Fieldwork](#).

FACULTY TUTORIALS

24. What exactly is a Faculty Tutorial?

Every student who enrolls in an externship course must be assigned to an on-campus academic component that satisfies the ABA requirement of "ongoing, contemporaneous, faculty-guided reflection" on the student's fieldwork. Most students satisfy the on-campus academic component with a one-credit seminar (see question 1 above). A handful of students each fall and spring (and considerably more in the summer) cannot be matched to a seminar and are assigned instead to a non-credit Faculty Tutorial.

The Faculty Tutorial entails a series of meetings between a BLS faculty member, primarily designed around reflecting on and analyzing the student's field experience. In the fall and spring, the tutorial is usually a one-to-one arrangement in which a student is matched with a faculty member who shares affinity with the field placement practice area or setting, or because the student has previously taken or is currently taking a course with the faculty member. In the summer, with fewer faculty on campus, students are assigned to group tutorials of 7 to 10, who meet collectively and individually with a faculty member. These FAQs focus on the fall and spring tutorial requirements.

Return to [Faculty Tutorials](#).

25. How are the tutorial meetings scheduled?

Students assigned to a fall/spring faculty tutorial must take the initiative and schedule three one-hour meetings with the faculty member, spread out over the semester. Every fall and spring, a suggested schedule for tutorial meetings is provided to FT students, along with reminders that it is their responsibility to ensure the meetings take place or they risk losing credit for the entire externship course.

The student is also responsible for developing an agenda for each tutorial meeting, including a written list of questions or topics to discuss. The student must send this agenda at least a day in advance to the faculty member, along with externship time records and reflective essays due up to that point.

Return to [Faculty Tutorials](#).

26. What happens during faculty tutorial meetings?

Tutorial meetings are an opportunity to discuss the student's field experience. They should be guided by the student's agenda, but you are free to probe more deeply or raise issues you spot in student time records and reflective essays. Faculty Tutors are open to discussing ethical issues, workplace concerns, legal questions, and more. They help the student draw insights about the student's professional development, the placement's practice area, and the legal profession and legal institutions more generally. A Faculty Tutor's knowledge and appreciation of historical contexts, scholarly commentary, and policy considerations are especially valuable to these discussions.

Return to [Faculty Tutorials](#).

27. What are the Faculty Tutor's responsibilities with respect to overseeing the student's field experience?

The Faculty Tutor monitors the student's fieldwork through time records, reflective essays, and tutorial discussions to assess whether the student is meeting educational goals, and to further develop the student's ability to self-assess and learn from experience. In this regard, a Faculty Tutor may find helpful the discussion in questions [18, 19, and 20](#) above about how to address any problems or challenges students encounter in their field experience.

Return to [Faculty Tutorials](#).

28. What are the course requirements for externship students who are assigned to a tutorial instead of a seminar?

Students who are assigned to a tutorial instead of a seminar are still required to submit the standard externship written assignments, including a learning plan, weekly time records, 3 reflective essays, midterm and final assessments of the field experience, and a final essay. These assignments are integral to establishing and assessing the student's educational goals for the field experience and to generating meaningful reflection on that experience. Students submit these assignments both to the externship course class site and to the Faculty Tutor (usually by email).

Upon consultation with the Faculty Director, a Faculty Tutor and student may agree to replace one or more reflective essays with comparable writing assignments such as substantive law memos or drafting projects relevant to the field experience.

Return to [Faculty Tutorials](#).

29. What is the reason for requiring reflective essays and what should I do with students' essays once I get them?

Reflective writing assignments promote self-directed learning and professional formation. By the time a student has been assigned to a Faculty Tutorial, he or she has encountered this type of writing in prior coursework and should be familiar with its format and purpose. The

Externship Student Manual lists suggested topics for reflective essays, and you are free to provide the student with topic guidance. In addition, the Faculty Tutor and student may replace reflective essays with alternative writing assignments as described in question [26](#) above.

While you are not required to mark up or grade the reflective essays and other writings an FT student produces, you should provide feedback in the tutorial meetings. The essays can offer a rich source of material for tutorial discussions. You are also free to comment on whether student writing adequately demonstrates the ability to: engage in deep, analytical self-reflection; show meaningful personal reaction and self-awareness; address multiple perspectives; extract lessons learned from experience; and write clearly, concisely, and grammatically.

Return to [Faculty Tutorials](#).

30. How should I evaluate the student's participation in the faculty tutorial?

Although faculty tutorials do not provide academic credit, at the end of the semester the Faculty Tutor completes a Tutorial Evaluation Form that will help the Faculty Director determine whether the student has satisfied the requirements for receiving credit for the externship course, and the student's course grade on the high pass/pass/low pass/no credit scale.

Return to [Faculty Tutorials](#).

WCL Start of the Semester Memo

TO: [SEMESTER] FACULTY
FROM: [NAME] EXTERNSHIP PROGRAM COORDINATOR
RE: CLASS INFORMATION & ADMINISTRATIVE MATTERS
DATE:

Dear Externship Faculty,

Thank you for agreeing to teach an Externship Seminar this fall. We are looking forward to working with you throughout the semester. This memo contains important information to help you with your externship seminar including information on student forms, the textbook, and general support services. **After reading this email, please respond to us confirming you have received it and know that you are teaching at the corresponding day/time listed in this email.**

This is a long email with a lot of information. It covers many very important administrative matters. In addition, we have attached an important new document which contains the WCL Externship Program requirements. Please read this email and the attached document carefully.

These documents are geared toward the two-credit seminar but some parts (goals discussion, journals and journal cover pages, end-of-semester requirements) are relevant to the Advanced Externship Seminar as well.

We know that all of this is overwhelming, but we are here to help and many of your questions can be answered here. As such, please read this email carefully and keep it easily accessible throughout the semester. If you have any additional questions after reading this memo, please feel free to contact us at externship@wcl.american.edu.

CANVAS – LEARNING MANAGEMENT SYSTEM:

The Externship Program uses the Canvas platform, not MyWCL.

We will add the Externship Seminar template to your Canvas course page as soon as we are able. We want to create more uniformity across the seminars in terms of grading—to this end, we are introducing standardized weighting schemes and point totals for various assignments. **Once we finalize these tasks, we will upload the Canvas template into your respective Canvas sections. If you would like a tutorial of Canvas in the meantime, please reach out to schedule a Zoom meeting.**

As you know, students and faculty must use Canvas for the externship seminars. Our office has created a template externship seminar course which we will insert into your specific Canvas course section. It includes all of the externship forms students will need for the semester, as well as pre-loaded assignments (journals, papers, forms, etc.) with suggested due dates. You will be able to log into Canvas, view the course, and upload your course information (assignments, journal prompts, syllabus, etc.).

Important:

- Make sure to update all of the dates for classes and assignments.
- Remember to check whether each item should be published for students or should remain hidden.

If you have any questions about navigating Canvas, please reach out to me at externship@wcl.american.edu. Additionally, you may find enrolling in this [Canvas training course](#) very helpful (your AU Username and PW are required).

REMOTE SUPPLEMENTAL FIELD PLACEMENT REQUIREMENTS – Video supervision required for all remote externships

Although WCL normally requires externs and attorney supervisors to work on-site, we have softened this requirement since the pandemic began and still allow remote externships in some limited situations.

To ensure that externs working remotely are meeting the ABA Standards for feedback, supervision and opportunities for performance, WCL has drafted supplemental policies specific to remote externships which will be included on your Canvas page. For students that are working remotely, we require all attorney supervisors to meet with students at least one time per week via VIDEO conference. We have also informed students that they are responsible for ensuring these video supervision meetings take place each week. We have found that it makes a profound difference to the experience students have if they get to see their supervisors at least once each week. Please make sure students confirm this is occurring when they track supervision on the journal cover page. Please be sure these video conference call are reflected in their Journal Cover Pages.

TIME SHEETS FOR STUDENTS WORKING REMOTELY: To ensure that remote supervisors can verify their externs' work at the conclusion of the semester, students who are working remotely are required to provide a time sheet, describing their work and their hours, to their attorney supervisors at the end of each week and to copy you. The timesheet has been loaded to your canvas course page.

WCL EXTERNSHIP SEMINAR ACADEMIC REQUIREMENTS –IMPORTANT

The Externship Program seminar academic requirements, along with general pedagogy, are described in the attached Externship Program Guidelines (also in the Faculty Canvas Page). **THIS IS A VERY IMPORTANT DOCUMENT – READ CAREFULLY. Please be sure your syllabus reflects these requirements. The document reflects changes we have made to the Externship Program to ensure consistency among seminars.** It covers the following seminar requirements:

- Confidentiality
- Goals/Learning Outcomes and Goals Form
- Journals and Journal Cover pages/Reading assignment from LFP 3rd Ed.
- Required Written Assignments
- Presentations
- Mid-Semester Self-Assessment
- Grading/Assessment
- Participation and Attendance
- Learning Outcomes and Assessment Methods

- **End of Semester Requirements**

Externship Program Faculty Forum: For copies of syllabi used in previous semesters, as well as sample assignments, readings, exercises and lesson plans, please see the Externship Faculty Canvas Page.

Please submit a copy of your syllabus to Avis Sanders (alsander@wcl.american.edu) as soon as it is complete.

SEMINAR SCHEDULE:

Below you will find a table of all the externship seminars offered this coming semester. Please check the WCL Course Listing webpage ([here](#)) closer to the start of the semester for any updates.

[Classes will begin [Date] and conclude on [Date]. Students are expected to begin working during the first week of the semester and they should be able to start by [Date]. If a student is unable to start work the week of [Date], they must contact our office unless they have already received permission from us to begin working later. In no event may students begin working later than two weeks after the first day of classes—this semester, that date is [date]

Finally, faculty must inform our office if they do not receive journals and have been unable to contact a student for more than two weeks

LAW-769A-001	Advanced Externship Seminar	FACULTY NAME	Tu	05:00PM	05:50PM
LAW-769A-002	Advanced Externship Seminar		W	06:00PM	06:50PM
LAW-769-001	Externship Seminar		M	08:00PM	09:50PM
LAW-769-002	Externship Seminar		Tu	06:00PM	07:50PM
LAW-769-003	Externship Seminar		W	04:00PM	05:50PM
LAW-769-004	Externship Seminar		Tu	04:00PM	05:50PM
LAW-769-005	Externship Seminar		Th	06:00PM	07:50PM

SEMINAR AND FIELD CREDITS:

- 1) The Supervised Externship Seminars are graded (A-F) and are worth two credits. These seminars meet once per week for 1 hour and 50 minutes in the fall & spring semesters and for 2 hours and 45 minutes in the condensed summer session.
- 2) Field Placements: Externs earn two, three, or four credits for their fieldwork, depending on the number of hours worked during the course of the semester. All fieldwork credits are graded Pass/Fail. Students may earn no more than 4 credits for fieldwork in any given semester.

- 130 hours = Two Field Credit
- 195 hours = Three Field Credits
- 260 hours = Four Field Credits

Students do have the option to register for 1 field credit if they choose; however the minimum hour requirement will remain the same as 2 field credits, which is 130 hours.

Students must complete their externships by the last day of classes in a semester. **They may not extern during the reading period or during examinations.**

SYLLABUS

You may add a copy of your syllabus to your Canvas page, under the “Syllabus” tab (left side of the page). If you are having trouble uploading it, please reach out to Alex to assist (externship@wcl.american.edu).

COURSE ROSTERS

Your class roster will be available in Canvas, which will allow you to communicate with them directly. In addition, you can also access your class roster via MyAU:

- Once logged in, click on “Academics” in the left-side navigation menu
- Next select “Eagle Service Grades”
- Once in Eagle Service, select “Faculty”
- You should see a link to see your courses

You should have two classes listed: LAW-769-*** (corresponds with your seminar course) and LAW-899-*** (corresponds with your field placement credits course). Please review these rosters during the first week of class.

During the second week of classes, please ensure that the rosters for both classes are the same. It often takes a few days in the beginning of the semester for students to get registered for the fieldwork because of additional administrative processes.

“LEARNING FROM PRATICE” TEXTBOOK:

We are currently using the 3rd edition of the *Learning from Practice* textbook for the supervised externship seminars (the Advanced Seminar does not use the textbook but may use a few chapters). You are not required to use this textbook and may use your own readings instead. **Note from Avis:** We are now requiring that all seminars assign the chapter in LFP by Alex Scherr on Reflection/Journals (see attached document for full list of requirements). If journals are to be graded, it is only fair for us to provide them with guidance on our expectations and I think he does a very good job of this. As noted below, students can buy individual chapters.

1. Faculty Copy: Please let us know if you do not have a copy and we can order a hardcopy for you. Send me your name and mailing address to externship@wcl.american.edu. You should receive your

copy in about two weeks. Alternatively, if you prefer an e-version, books can be accessed at <https://faculty.westacademic.com/>. To get access to that site, each professor needs to create an account using the link in the upper right corner of the screen. The publisher will then verify and approve your faculty credentials. That process can take up to 24 hours. Once approved, you can then access electronic texts and teacher's manuals for the entire library.

2. Student Copies: The total cost of the eBook is \$80.25. You can find the eBook here: <https://www.westacademic.com/Learning-from-Practice-A-Professional-Development-Text-for-Legal-Externs>. Please note that **the publisher allows students to purchase individual chapters through their website at \$6 or \$7 each. If you choose to assign fewer than 12 chapters, it may be best to advise students to purchase chapters online.** In Canvas, you will find a document with links to each individual chapter for purchase.

3. Teacher's Manual: The teacher's manual for the newest edition of the Learning from Practice textbook is available in hard copy from our office. The manual contains instructions on using exercises related to each chapter; even if you do not assign a specific chapter, you may find the exercises very helpful. The on-line link is available at [LFP TEACHERS' MANUAL](#).

CLASS ANNOUNCEMENTS:

During your first scheduled class, please communicate the following information to students:

- 1) By **the first class**, all students should be registered for this seminar AND the corresponding field placement course. If a student has not done so, or their schedule is not showing both the seminar (LAW-769) and fieldwork (LAW-899), they should contact the Externship Program immediately.
- 2) All students must receive both seminar and field credits. If a student does not submit a Field Credit Approval Request for their placement, and is therefore not formally registered in a field placement course, they may be precluded from receiving academic credit and removed from the seminar.

FACULTY RESOURCES & MISCELLANEOUS INFORMATION:

The following bullets provide faculty with information on what services are available at WCL and additional information you may find useful.

- 1) Faculty and Administrative Support (FASS): The FASS department provides our faculty with a variety of services to support them both inside and outside of the classroom. Below is a list of services available through the FASS office:
 - 1) Requests for class preparation (assembling course materials, document editing)
 - 2) Requests to post information and announcements on Canvas
 - 3) Class cancellations/make-ups announcements
 - 4) Posting reading assignments
 - 5) Preparing and posting course syllabus
 - 6) Course handouts

Please email adjunctsupport@wcl.american.edu for assistance.

- 2) If you need help with one of the following online sites or are having trouble accessing a site, please e-mail the appropriate email address included below:

- a. MyWCL - mywcl@wcl.american.edu
- b. AU Email - academic@wcl.american.edu
- c. Internet Access - helpdesk@wcl.american.edu
- d. Textbook Adoption - wcltextbooks@wcl.american.edu

4) Adjunct Manual: The Adjunct Manual is published by the Office of Academic Affairs. To receive the latest copy, please e-mail: academic@wcl.american.edu

5) Additional Important Links

- a. Academic Calendar: <https://www.wcl.american.edu/academics/academicservices/registrar/current-students/academic-calendar/>
- b. MyAU: <https://myau.american.edu/>
- c. Externship Program Home Page: <https://www.wcl.american.edu/academics/experientialedu/externships/>
- d. Externship Program Faculty Forum: <https://my.wcl.american.edu/Non-SIS/237/default.aspx>

Something missing? Need more information? Contact Us!

To reach [Name] you may e-mail externship@wcl.american.edu. To reach Avis, you may e-mail alsanders@wcl.american.edu.

If you have made it this far, you are a trooper and I truly appreciate the time you have spent reading this. Please let me know if you have any questions and I wish you all a wonderful semester!
Best,

[NAME]

Externship Program Coordinator
American University Washington College of Law
[4300 Nebraska Ave., NW](#)
Suite Yuma 341
Washington, DC 20016
Externship@wcl.american.edu

WCL Start of the Semester Memo

AMERICAN UNIVERSITY WASHINGTON COLLEGE OF LAW
AVIS SANDERS, DIRECTOR, EXTERNSHIP PROGRAM

END OF SEMESTER MEMO

TO: (SEMESTER, YEAR) EXTERNSHIP FACULTY

FROM: (NAME), EXTERNSHIP PROGRAM COORDINATOR

RE: END OF SEMESTER MEMO

DATE: (DATE)

Thank you for teaching an externship seminar this semester. We appreciate your time and dedication to the Externship Program. As the semester ends, we will need your assistance with the following requirements. This is a **long e-mail with a lot of information**. Please read it carefully. If you have any questions after reading this memo, please feel free to contact the us at externship@wcl.american.edu.

Verification of Hours:

Students must submit their hours log to their professor, not the Externship Program. Students may use the hours log template provided to faculty at the beginning of the semester, or similar time logs. We realize that current supervisors do not have actual knowledge of the hours worked remotely and will have to rely on the students' records.

Faculty are responsible for ensuring that students have completed the required minimum amount of hours for the credits they sought. Please note that students must complete:

- 130 hours for two field credits
- 195 hours for three field credits
- 260 hours for four field credits

All students must complete their hours by (DATE), unless they have received permission from our office to continue working after this date.

Course Evaluations (*evaluations of the seminar course and faculty member by students*)

Course evaluations are completed by students on-line through MyWCL. Course Evaluations should be open now. The link is accessible when students login to MyWCL (the link will be on the right side navigation about halfway down the home page). If the link is not on the page or open, please e-mail the Office of Academic Affairs for assistance academic@wcl.american.edu.

Course evaluations are critical in our assessment of faculty members and courses. Course sections that do not reach the 80% participation target by the conclusion of the default period will have their link reactivated and faculty will be asked to reached out to student again until the target percentage is reached.

Do not have students fill out evaluations outside of class. Even though you are teaching remotely, set aside time during one of your final classes. This ensures that all students will complete the evaluations.

Field Placement Evaluations (*evaluations of field placements by students*).

Please direct your students to the Externship website to complete the online field placement evaluation. Here is a direct link: <https://www.wcl.american.edu/externship/evaluation/>. Students will need to login with their MyWCL credentials to access the form.

Evaluations must be completed by (DATE). If there are any students who have not completed a field placement evaluation by this date, our office will notify each professor individually and contact students who have not completed the evaluation.

The field placement evaluations are a requirement of the course and students should not receive a final grade until they have submitted their evaluation.

Employer's Evaluations (*evaluations of students by employers*)

Supervisors must prepare written evaluations of their externs to confirm that the students have satisfactorily completed their externships. You will need to email each supervisor to request this evaluation. Students should assist with this process by informing their supervisors that you will be asking for an evaluation of their work.

Please ask your students to provide you with their supervisor contact information.

For your convenience, a sample e-mail is attached here (entitled Letter for Attorney Supervisors - Evaluation of Students). The completed evaluation should be submitted directly to the professor and student via email.

Unless the supervisor requests that the evaluation remain confidential, students should be able to review their evaluations. Please be sure to notify supervisors of this requirement in your e-mail. Finally, retain a copy of all correspondence with supervisors for your records.

Grades

Generally, grades are due four weeks after your last class meeting and all grades should be submitted by **(DATE)**. All faculty should have received an email from the Registrar with instructions on how to enter grades. **If you have any questions about the grading portal or deadlines, please e-mail grading@wcl.american.edu.**

In order for students to receive a passing grade for their field placement, you must receive 1) their hour log, 2) their employer evaluation, and our office must receive 3) the student's field placement evaluation (faculty will receive confirmation from our office once all student have completed their field placement evaluations).

End of Semester Student "Cheat Sheet"

To make the end of semester less complicated for students, we have created an end of semester student "Cheat Sheet." It explains step-by-step what must be done in order to get credits/grades for both the seminar and the fieldwork. We recommend that you email the document to all of your students. The document can be found on your MyWCL course pages.

Student Journals

Due to ABA regulations, WCL needs to keep a copy of students' written work (journals, time logs, final papers, etc.) for at least three years. If you are not able to keep these files for at least three years then please email our office at externship@wcl.american.edu.

Again, thank you for your contribution to the success of our program. Please contact us if you have any additional questions.

Best,

Externship Program Coordinator
American University Washington College of Law
4300 Nebraska Ave., NW
Suite Yuma 341
Washington, DC 20016
Tel: 202.274.4200
Externship@wcl.american.edu



Administrative Law Externship Class

Course #:

Adjunct Sample Syllabus

Instructor:	
Class Meeting:	Every other Tuesday from 9:10 a.m. to 10:10 a.m. in Room 286. Class attendance is mandatory. Class meets on 1/10, 1/24, 2/7, 2/21, 3/14, 3/28, 4/4
Classroom:	
Office Hours:	
Contact Information:	

Course Overview:

Students are given the opportunity to enhance their professional legal skills by working in a professional setting under the supervision of an attorney. The externship experience enhances a student's research and writing skill, interpersonal skills, professionalism, professional responsibility and professional identity formation.

The externship consists of two separate experiences: (1) the student's work at the placement supervised by an attorney; and (2) class meetings. Each student will be expected to discuss their experiences in their respective placements during class.

Learning Outcomes:

This course provides you with an opportunity to engage in critical reflection about the legal profession, your future legal career, and your priorities and values as a lawyer. In this course and through the fieldwork you will:

- Understand and appreciate the day-to-day work of an attorney by observation and direct fieldwork
- Enhance your educational experience through reflective journaling
- Better understand the lawyering process through class discussion of assigned readings and experiences

By the end of this course you should:

- Cultivate effective communication and problem-solving skills
- Continue the process of developing professional identity
- Increase awareness of ethical issues arising in various practice settings
- Develop effective strategies for conducting professional meetings and group presentations
- Develop practices necessary to self-directed professional learning, including goal-setting and reflective skills for future law practice
- Develop effective networking strategies
- Learn about the roles of lawyers in different legal institutions and practice areas
- Develop time management techniques including timekeeping, meeting deadlines, and managing multiple assignments

Course Competencies:

Ethics, Legal Analysis, Problem Solving, Communication Skills, Legal Research, Integrity and Professionalism, Teamwork and Collaboration, Work Ethic, Self-Awareness, Professional Identity, Time Management, Stress Management, Personal Development, and Work-Life Balance.

Course Information:

Your externship begins **Tuesday, January 3rd** and ends **Friday, April 7th** (13 weeks excluding Spring Break). You may not end your externship earlier than **Friday, March 31st unless we have made other arrangements.** This course carries 2 hours of letter graded academic credit. There is no exam.

Attendance:

There are 7 classes. Your final grade will be reduced materially because of absences and tardiness. Pursuant to the University of South Carolina School of Law's attendance policy, you must seek an attendance waiver from the Associate Dean of Academic Affairs if you miss one class.

Reflective Journals:

You must submit a typed reflective journal entry each week. The entries should be 1 page long. Journal entries are a useful tool for reflecting upon your work, and they are also an important tool for me to monitor your professional growth. The journal submission should include what you have been working on over the course of the week prior to the class meeting as well as personal reflection.

Weekly journals are due by **5:00 p.m. every Monday**. You do not have to submit a journal the week of Spring Break. You must turn in **12 reflective journals**. The journal entries must be submitted on a **weekly** basis. Your grade will be reduced if your journals are not submitted weekly. At the end of the semester you will be asked to submit all 12 journals in one document.

Work Hours:

You are required to record your work hours weekly using Clio, a cloud-based time management software. www.clio.com. You must work a minimum of **8 hours a week for 13 weeks (104 total hours)** to receive full credit. Your grade will be reduced if you do not work 104 hours.

Grade:

The Course carries 2 hours of letter graded academic credit. You will be graded by me and the supervising attorney at the placement. The supervising attorney's final evaluation is 50% of your final grade and is based on your research and analytical skills, writing skills, legal knowledge and ability, verbal communication, professionalism, and work habits. A copy of the supervising attorney's evaluation can be found on the externship webpage under "Final Student Evaluation":

Final grades will be based upon the supervising attorney's evaluation, classroom attendance and participation, fulfilling the work hour requirement (**104 total hours**), weekly journal entries (**12 total**), presentation, and the individual conference. The classroom and journal components will be graded by me and constitute 50% of your final grade.

Class Presentation:

You are required to make a presentation regarding your externship experience. The presentation should be approximately 15-20 minutes and can include an overview of your externship experience and a discussion of an interesting topic you researched during your externship or other relevant topic.

Individual Conference:

We will have one individual conference conducted in-person (March 13th -31st). I am also available to meet with you individually on course related or non-course related issues by appointment at any time.

Class Schedule

Class #1 1/10/2023	<u>Goal Setting, Assessment, and Ethics</u> This module is required. Adjuncts - Refer to the Training Manual and <i>Learning From Practice</i> (3 rd ed.) textbook.
Class #2 1/24/2023	<u>Professional Identity Formation</u> This module is required. Adjuncts – Refer to the Training Manual and <i>Learning From Practice</i> (3 rd ed.) textbook.
Class #3 2/7/2023	<u>Importance of Diversity and Recognizing Implicit Bias</u> This module is required. Adjuncts - Refer to the Training Manual and <i>Learning From Practice</i> (3 rd ed.) textbook.
Class #4	
Class #5	
Class #6	
Class #7	

*****The first three modules are required for all Externship courses. You do not have to address these modules in the first three classes, but you do need to address them at some point in the semester. Materials and teaching ideas are found in our Training Manual and the Learning from Practice (3rd ed.) textbook. You may also consult the Director of Externships for ideas. The additional four classes are your choice. If you need teaching ideas, please consult with the Director of Externships. Finally, you must provide a copy of your syllabus to the Director of the Externships prior to the beginning of each semester.*****