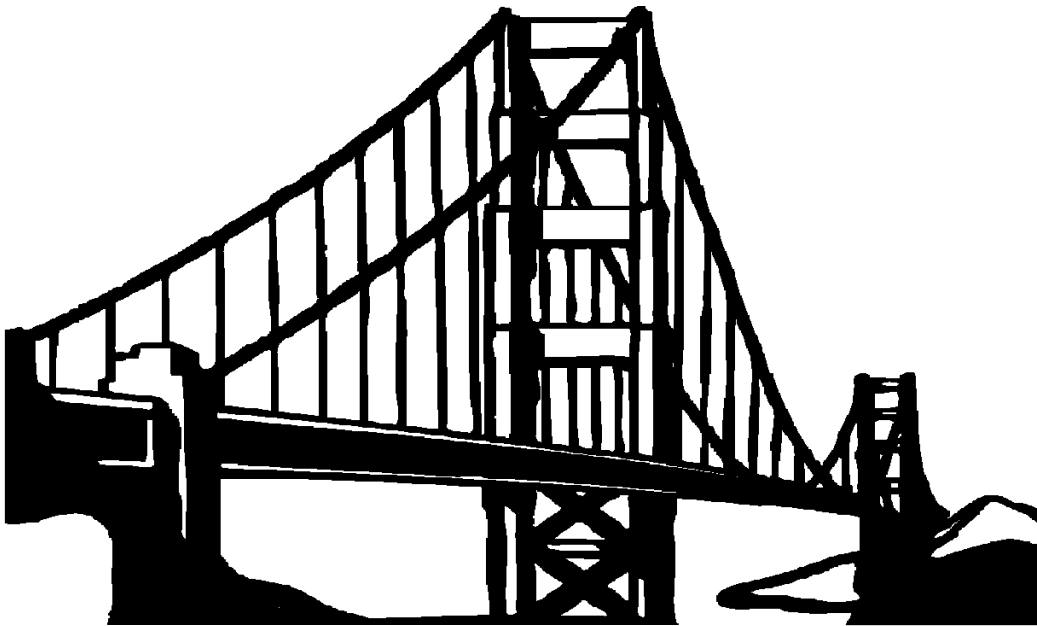


BACE

BAY AREA CONSORTIUM ON EXTERNSHIPS

MANUAL FOR EXTERN SUPERVISORS BEST PRACTICES – A PRIMER



Golden Gate University School of Law, Santa Clara University School of Law, Stanford Law School,
UC Berkeley School of Law, UC Davis School of Law, UC Law San Francisco, UOP McGeorge
School of Law, University of San Francisco School of Law

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Thank you for offering your time and expertise as the supervisor of an extern. Externships provide students with the opportunity to put classroom instruction and theory into action, by placing students in legal settings where they learn through experience.

In any externship program, the quality of a student's experience is directly related to the quality of the supervision provided. The relationship between the student and his or her placement is a dynamic one; we hope that this manual will assist you in effectively supervising an extern and help you and your extern develop a mutually beneficial working relationship.

Students in an effective externship will learn in at least four important areas:

1. First, we anticipate that students will **improve their legal skills** in a variety of areas. At some placements students will significantly expand their legal analysis, research, and writing skills. At other placements, the focus might be on negotiation skills, client communication skills, or courtroom demeanor. Some placements are litigation focused while others expose students to transactional or policy practices.
2. Second, students will **increase their knowledge of a substantive area of the law** such as criminal justice, environmental law, administrative law, or general civil law.
3. Third, an externship gives students the chance to **understand the mission and operation** of a particular government agency, court, or non-profit (or, at some schools, for-profit) entity and to see how the organization accomplishes its mission.
4. Finally, and perhaps most importantly, externships **assist law students in developing their professional identities**. As a supervisor, you and those in your office are modeling professionalism in how you interact with clients, other lawyers, and other staff. Through observation and discussion all students will increase their understanding of how professional responsibility impacts the day-to-day practice of law. And students will learn how, as professionals, it is important to continually self-assess and evaluate their skills to continually improve their ability to be effective and zealous advocates.

Several years ago, Bay Area law schools formed the Bay Area Consortium on Externships (BACE). BACE has worked to develop joint evaluations and standards for the supervision of externs in their placements. This manual has been developed with the participation of BACE member schools and reflects the ABA requirements for the conduct of externship programs. The manual articulates the standards we expect our extern supervisors to follow and highlights best practices in extern supervision. We recognize and appreciate the demands on your time and understand that supervision of a law student adds to your duties and responsibilities. As we work to develop meaningful and exciting externship placements, we hope you will offer us your suggestions and feedback.

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SECTION I—EXPERIENTIAL LEARNING

Originally, legal education in the United States was accomplished solely through experiential learning, i.e., the process of learning from direct experience. New lawyers typically joined the profession after “reading law” as apprentices working for practicing attorneys. The academy entered the picture when the first law schools were formed over one hundred years ago, and legal education gradually evolved into a primarily academic pursuit (i.e., the study of a subject without the necessity for any direct experience) heavily based on the case method. Analyzing case decisions, typically using the Socratic method of teaching, prepares students to *think* like lawyers, and was a necessary innovation as the legal field became broader and more complex.

However, reliance on case studies through the Socratic method alone is not without a downside. Responding to desires for additional skills training, as well as calls for instilling a sense of social justice in law students, experiential learning reclaimed some of its original importance when many law schools added clinical education courses during the 1970’s. Students, supervised by law professors, represented a limited number of clients in specialized areas of the law. At the same time, law schools added simulation courses that allowed law students to assume the role of an attorney in a variety of mock settings. Law schools also began to restore the apprenticeship component to legal education with programs variously referred to as externships, internships, or field placements. These programs provide law students an opportunity to see and work with lawyers as they practice on a day-to-day basis, serving live-clients in an education-focused, yet real-world, setting.

Experiential learning approaches are being recognized anew as an integral component of a legal education.¹ All BACE law schools offer students elective courses that allow them to earn credit while working as externs for licensed attorneys. In an externship, the supervising attorneys, and indeed all staff at the field placement site, play a critically important role in the students’ education; in a real way, the field placement supervisors are an extension of the law school’s teaching faculty. Law school administrators and professors partner with field placement supervisors to ensure a quality educational experience. In an externship, the field placement staff have the most important role as students’ observations within their particular placement inform their future professional interactions.

We thank you for your willingness to become directly involved in the externs’ education, and ask that you choose assignments that will hone and expand their skills, and provide feedback which will allow them to learn efficiently from their experiences. To help externs reflect on their new experiences, the schools, as well as ABA rules, require externs to engage in a reflective component, often keeping reflective journals or attending related seminars. To further foster meaningful reflection, we hope that you will discuss with them your professional mores and the values that drive you to perform as a professional. Finally, we ask that you act as mentors and role models, helping the externs develop their own internal sense of professional commitment, responsibility, and identity.

1. See, *Educating Lawyers: Preparation for the Profession of Law*, Sullivan, Colby, Wegner, Bond, Shulman, Carnegie Foundation, (Jossey-Bass 2007); *Best Practices for Legal Education: a Vision and a Road Map*, Stuckey and others. (Clinical Legal Education Association 2007), and State Bar of CA Task Force on Admissions Regulation Reform: Phase 1 Final Report (June 24, 2013)
[http://www.calbar.ca.gov/Portals/0/documents/bog/bot_ExecDir/STATE_BAR_TASK_FORCE_REPORT_\(FINAL_AS_APPROVE_D_6_11_13\)_062413.pdf](http://www.calbar.ca.gov/Portals/0/documents/bog/bot_ExecDir/STATE_BAR_TASK_FORCE_REPORT_(FINAL_AS_APPROVE_D_6_11_13)_062413.pdf).

SECTION II–DEVELOPING STUDENT EXTERNS

Learning from experience is critical for your externs to expand and hone the knowledge, skills, and attributes (referred to collectively as “competencies”) that they need to become attorneys and to excel in the legal profession. You, as the supervising attorney, are the lynchpin in creating that learning opportunity and providing much-needed experience and guidance. It is also our hope that the investment you make in developing your extern will serve you and your organization as the student’s competency and ability to take on progressively more complex tasks grows.

Many have attempted to articulate the critical skills needed to practice law. While no list is exhaustive, students should have an opportunity to observe and develop a range of skills during their externships. To facilitate this development we focus on a comprehensive set of ten key competencies.

The first five competencies relate to the legal skills essential to the substantive practice of law. These break down as follows:

1. **Knowledge of the Law:** researching and finding the law, knowing general substantive and procedural law, developing subject-matter expertise
2. **Marshalling Information:** fact finding, questioning and interviewing, collecting and reviewing documents, e-discovery, organizing and categorizing information
3. **Analysis:** critical review, reasoning, problem solving, understanding what facts mean, understanding what the law means, and applying the law to the facts
4. **Legal Expression:** persuasive or objective oral and written communication of analysis, positions, opinions, arguments, and recommendations
5. **Practice Skills:** executing practice-specific tasks such as, in litigation, taking depositions, arguing motions, and trial tactics; or, in transactional work, negotiating, drafting agreements, conducting due diligence, and counseling clients

The other five competencies relate to the intrinsic professional skills that underlie a successful practice. These are:

1. **Professionalism:** maintaining integrity and honesty, diligence, civility, ethics, diversity, mistake management
2. **Client Service:** building client relationships; understanding the client’s business, interests, and needs; providing advice and counsel; and building trust)
3. **Leadership:** communicating, influencing others, creative problem solving, collaborating, building consensus, envisioning, planning, and mentoring
4. **Management:** communicating, giving feedback, planning and implementing tasks, organizing and managing one’s own work, working effectively as part of a team, organizing and managing others, and running the “business” side of the practice of law
5. **Business Development:** developing strategic relationships, networking, and marketing your office

The key professional development tools for acquiring these competencies are planning, experience, feedback and evaluation, mentoring and coaching, and training. Work assignments are an especially effective professional development tool, especially when the assignments build on a solid foundation of basic lawyering skills and progressively increase in complexity and responsibility.

Feedback and evaluation provide the most meaningful (if occasionally uncomfortable) opportunities for professional development. Students need to receive constructive, timely, and specific feedback on an ongoing basis. It is important for the feedback to be both corrective and positive so students can build on what they are doing well and develop in the areas where there are challenges. Coaching and mentoring (formal or informal one-on-one intensive relationships, whether long- or short-term) are essential but need to have a specific focus. Most students succeed when a single key skill they want to improve, such as writing, oral advocacy, or time management, is identified. Mentoring should start where students are and move them along the development continuum to their desired goal.

Finally, training can include in-house programs, seminars, workshops, clinics, and observation (ideally with debriefing after). To be effective, training should be interactive and go beyond the lunchtime conversation. Ideally, students will think about the material, practice the specific skill during the semester, and continually apply what they have learned to the work assigned.

As field placements are considered skills courses at many of our schools, the ABA rule (Standard 303) and our schools' expectation is that externship placements will:

- (1) Integrate doctrine, theory, skills, and legal ethics, and engage students in performance of professional skills related to the practice of law;
- (2) Develop the concepts underlying the professional skills being taught;
- (3) Provide multiple opportunities for performance; and
- (4) Provide opportunities for self-evaluation.

In addition, ABA Standard 304 is the guiding rule for receiving academic credit for Field Placements and Judicial Externships.

SECTION III–TECHNIQUES FOR EFFECTIVE EXTERN SUPERVISION

I hear and I forget
I see and I remember
I do and I understand
Confucius (551 BC – 479 BC)

A bit of anticipation and preparation will add greatly to the externship experience for all involved. What follows are some quick suggestions that will be useful as you prepare for and work with your externs.

1. Be Prepared for the Externs' Arrival - Orient Yourself, Your Office, and the Extern

- a. Before the extern arrives:**
 - i.** Send the extern a letter or email confirming start date, time, and any other relevant details (e.g. how to enter building, where to report).
 - ii.** If appropriate, provide with student with background materials regarding your organization and/or work that they can review before they arrive.
 - iii.** Determine what desk, telephone, and computer the extern will use.
 - iv.** Gather office keys, restroom keys, copier codes, computer passwords, and office manuals that the extern might need.
 - v.** Determine for whom the extern will be completing assignments. If the extern has more than one supervisor, designate one who will provide oversight, help prioritize assignments, and serve as the point of contact with the school.
 - vi.** Determine which support staff the extern can rely upon if needed.
 - vii.** Request an office e-mail account, if appropriate.
 - viii.** Prepare a first assignment and gather the files, samples, and other materials the extern will need to get started. Externs are anxious to provide meaningful assistance from day one!
 - ix.** Plan for the extern to shadow supervisors at upcoming hearings, meetings, or conferences.
- b. First day orientation:**
 - i.** Be prepared and be present to greet the student. If the supervising attorney/intern coordinator cannot be available, designate someone for that task.
 - ii.** Provide an office tour and staff introductions.
 - iii.** Tell the extern how to contact his/her supervisors, including providing cell phone numbers if appropriate.
 - iv.** Explain the office's mission and structure, and discuss any broader issues that are critical to serving the mission or client population.
 - v.** Explain the role that externs play in furtherance of these issues.
 - vi.** Have an express conversation about confidentiality; if your office uses a confidentiality agreement with externs discuss it and have the extern sign it. Remind externs of the confidentiality policy often.
 - vii.** Brief the extern about office protocols regarding attendance, punctuality, security, safety emergency procedures, filing systems, routing of phone calls, dress code, computer usage, Lexis/Nexis, etc.

- viii. Ask the extern to post his/her work hours, e-mail address, and cell phone contact number near his/her desk.
- ix. Ask the extern to provide you with any paperwork required by the school.
- x. Invite the extern to upcoming staff or client meetings or other events.
- xi. Schedule a time within the first few days to have a conversation with the extern in which the goal is simply to get to know one another. As in any work situation, time spent establishing a cordial working relationship with your extern will help make it easier for you to understand each other's work style and meet each other's expectations.
- xii. Give the extern the first assignment, including a due date, what form the assignment should take (formal memo, email summary, oral briefing, etc.)

c. Within a week:

- i. All BACE schools require externs to establish learning goals for the semester with measurable objectives to serve as a guide to the externship. Whether or not your extern has been asked to draft learning goals, you may want to meet with him/her to discuss educational goals for the semester. This will allow you and the extern to have a mutual understanding regarding the kinds of work and experiences that will be available to the extern.

2. Adequately Define and Explain Work Assignments

- d. Even if multiple attorneys are assigning work, a single person should be designated to act as a "clearinghouse" through which assignments are channeled. That attorney should review the proposed work before it is assigned, and ensure that externs do not have too much or too little work and that an extern is receiving a variety of assignments.
- e. Assignments should:
 - i. include an adequate description of the work required, including the desired form for the finished product, i.e., an overview outline, a detailed memo with copies of cases, a draft order, an oral briefing, a declaration, etc.
 - ii. provide a sufficient factual and contextual background
 - iii. clearly explain the purpose or objectives of the assignment
 - iv. provide a realistic time frame for completion (triple the amount of time you think it might take you)
 - v. suggest available office or library reference materials ("I'd start with the Rutter Guide to orient yourself to...; A sample contract format can be found at...")
 - vi. include whether you will be available for questions along the way and, if not, who the extern should consult and how (e-mail, phone, in-person, etc.).

3. Arrange Weekly Meetings to Check In With Your Externs

- f. Schedule a weekly "standing appointment" to meet individually with your externs to check in, review completed work, address any problems, and discuss future assignments.

4. Provide Timely and Constructive Feedback on All Assignments²

2. The mid-term self-assessment and end-of-term evaluation, included in this manual, are useful reference tools when considering topics on which you might want to provide externs with feedback. The broad topics for evaluation are:

- g. Providing Timely Feedback – Externs should receive timely feedback on *every completed assignment* from the assigning attorney. One supervision model suggests that supervision should be FAST:
 - Frequent – the weekly meetings work well to assure the frequency of feedback
 - Accurate – describe actions or behaviors that can be addressed, not the person
 - Specific – pinpoint discrete identifiable points to be replicated or improved upon
 - Timely – if too much time passes, externs are likely to repeat their mistakes
- h. *Providing Constructive Feedback* – you may be reluctant to critique an extern’s work but externs need, deserve, and actually *want* honest feedback. Without feedback, externs often assume that "no news is good news," and will continue to repeat the same errors unless they are given specific suggestions regarding how to improve.
 - i. Lead with the positive – the goal is to highlight a particular success (be it a paragraph or an aspect of a presentation) so that it can be reinforced and replicated. Recognition of something that was well done can be a powerful motivator.
 - ii. Provide a limited number of suggestions for improvement at any given time.
 - iii. Plan what you want to communicate in terms of content and the manner in which you will say it.
 - iv. Check for understanding by posing a question or comment that allows the extern to show he/she can incorporate the suggestions going forward.
 - v. Remain open to the possibility of improvement. Occasionally an extern’s work does not measure up and a natural inclination may be to give the extern less demanding work. However, the extern’s placement with you has an educational purpose; allowing the opportunity to demonstrate learning is critical to the extern’s professional development.

Externs are encouraged to engage with you in a collaborative supervision mode, not a passive one. We suggest that you encourage externs to assess their own work, to identify and discuss what they found challenging, and to suggest their ideas as to how the work could be improved. See, A. Alexander and J. Smith, A Practical Guide to Cooperative Supervision for Law Students and Legal Employers, 29 *Law Office Economics and Management* 207 (1988).

5. Create Opportunities for Learning:

Students are motivated to do their best work when they understand the intrinsic value and context of the task they have been given, and also see where that task fits into the larger picture of the work of the office. In addition to giving your extern research and writing assignments, make sure to invite him/her to observe you, and/or co-workers, in the full panoply of lawyering tasks that you engage in yourself.

Although lawyering tasks vary among different law offices, if your office engages in all or some of the activities described below, consider including the extern, either as observer or participant:

- a. Client interviewing and counseling
- b. Witness interviewing and preparation
- c. Fact investigation
- d. Case strategy discussions

- e. Depositions
- f. Due diligence
- g. MCLE events
- h. Meetings with co-counsel
- i. Negotiations with opposing counsel
- j. In-chambers discussions or staff meetings
- k. Hearings and/or trials

6. Keep the lines of communication open:

No matter how informal and friendly your office may be, be aware that there is a significant imbalance of power between supervising attorneys and externs. Most externs are aware of their place in the office hierarchy and may be reluctant to ask questions or seek advice for fear of appearing incompetent. When you make every effort to create and maintain a comfortable and effective working relationship, the externs' educational experiences and their contributions to your office will be maximized.

7. What to Expect from the Law School Coordinators/Directors

The law school coordinators and directors are here to support you. We are happy to provide training for you and your office on effective supervision techniques, to assist you with giving feedback, to brainstorm how to address a student who is underperforming, or any other concerns you might have about an extern or the program.

A site visit will be arranged periodically so that you might meet with the coordinators/directors from the different schools. The purpose of the site visit is to maintain open communication between the placement and the school and to model collaboration for the externs. We are eager to support you and are grateful for your work with our students; please do not hesitate to call upon us for assistance.

MEMBER SCHOOLS – WEB ADDRESSES AND CONTACT LIST

Golden Gate University Law School

Faiza Shirazi

Director, Externship Program
 Director, Career Center
 Golden Gate University School of Law
 536 Mission Street
 San Francisco, California 94105
 FaizaShirazi@ggu.edu
<https://law.ggu.edu/academics/clinics/externships/>

Santa Clara University School of Law

Nicholas Emanuel

Assistant Clinical Professor of Law;
 Director of the Externship (Expro)
 Santa Clara University School of Law
 500 El Camino Real
 Santa Clara, CA 95053-0448
 (408) 554-4188 · nemanuel@scu.edu
<https://law.scu.edu/externship>

Stanford Law School

Michael Winn

Director, Pro Bono & Externship Programs + Lecturer in Law
 John and Terry Levin Center for Public Service and Public Interest Law
 559 Nathan Abbott Way
 Stanford, CA 94305-8610
 (650) 725-7909 · mikewinn@law.stanford.edu
<http://www.law.stanford.edu/program/centers/pip/externship>

University of California, Berkeley School of Law

Sue Schechter

Director, Field Placement Program
 Lecturer-in-Residence
 UC Berkeley School of Law
 471 Law Building
 Berkeley, CA 94620-7200
 (510) 643-7387 · sschechter@law.berkeley.edu
<https://www.law.berkeley.edu/experiential/field-placement-program/>

UC Davis, School of Law

Dena Bauman

Director of Externships
 UC Davis, School of Law
 400 Mrak Hall Drive
 Davis, CA 95616
 (530) 752-3142 · drbauman@ucdavis.edu
<https://law.ucdavis.edu/externships/>

University of California, Law San Francisco

Nira Geevargis

Associate Clinical Professor & Director of Externship Programs
 UC Law San Francisco
 100 McAllister Street
 San Francisco, CA 94102
 (415) 581-8908 · geevargis@uclawsf.edu
<https://uclawsf.edu/experiential-learning-opportunities/externships/>

University of the Pacific, McGeorge School of Law

Colleen Truden

Director of Externships
 Lecturer in Law
 University of the Pacific McGeorge School of Law
 3200 Fifth Avenue
 Sacramento, CA 95817
 (916) 340-6104 · ctruden@pacific.edu
Go.mcgeorge.edu/externships

University of San Francisco School of Law

Allison Wang

Associate Professor and Externship Director
 University of San Francisco School of Law
 2130 Fulton Street
 San Francisco, CA 94117
 (415) 422-4469 · alwang@usfca.edu
<https://www.usfca.edu/law/professional-skills/externships>

APPENDIX B

ABA STANDARD GOVERNING EXTERNSHIP PROGRAMS

The American Bar Association, among many things, is the entity responsible for the accreditation of law schools. The Standards for Approval of Law Schools established by the American Bar Association are minimum requirements designed to aid law schools reach the goal of providing a sound program of legal education. ABA Standard 304 sets out the requirements for the development and operation of externships or field placement programs like those operated by BACE member schools. The relevant portion of the standard is included here for your reference.

Standard 304(c).

A field placement course provides substantial lawyering experience, that (1) is reasonably similar to the experience of a lawyer advising or representing a client or engaging in other lawyering tasks in a practice setting outside a law clinic under the supervision of a licensed attorney, and (2) includes the following:

- (i) direct supervision of the student's performance by a faculty member or site supervisor;
- (ii) opportunities for performance, feedback from either a faculty member or a site supervisor, and self-evaluation;
- (iii) a written understanding among the student, faculty member, and a person in authority at the field placement that describes both (A) the substantial lawyering experience and opportunities for performance, feedback and self-evaluation; and (B) the respective roles of faculty and any site supervisor in supervising the student and in assuring the educational quality of the experience for the student, including a clearly articulated method of evaluating the student's academic performance;
- (iv) a method for selecting, training, evaluating and communicating with site supervisors, including regular contact between the faculty and site supervisors through in-person visits or other methods of communication that will assure the quality of the student educational experience. When appropriate, a school may use faculty members from other law schools to supervise or assist in the supervision or review of a field placement program;
- (v) a classroom instructional component, regularly scheduled tutorials, or other means of ongoing, contemporaneous, faculty-guided reflection;
- (vi) evaluation of each student's educational achievement by a faculty member; and
- (vii) sufficient control of the student experience to ensure that the requirements of the Standard are met. The law school must maintain records to document the steps taken to ensure compliance with the Standard, which shall include, but is not necessarily limited to, the written understandings described in Standard 304(c)(iii).

APPENDIX C

WORKPLACE CONFIDENTIALITY

Observing ethical obligations of confidentiality is a central principle of the lawyer-client relationship. Because students may not have experienced formal training in professional responsibility at the time of the externship, BACE schools recommend supervising attorneys ensure that law students are aware of the confidentiality policies specific to the placement. BACE schools advise the following:

1. Confidentiality policies be set forth in writing and distributed to each extern at the beginning of the externship,
2. Externs sign an acknowledgement of receipt of the policies, and
3. Supervising attorneys discuss the importance of confidentiality and the ethical implications involved in a case or matter with externs throughout the term of the placement.

For your reference:

1. See California Business and Professions Code Section 6068, Duties of an Attorney, on the ethical obligation regarding client confidences and secrets.
2. See California Rules of Professional Conduct, Rule 3-100, Confidential Information of a Client.

SAMPLE EXTERN CONFIDENTIALITY AGREEMENT

Below are suggested confidentiality provisions a placement may wish to incorporate into a written confidentiality agreement and acknowledgment.

1. General –The obligations of confidentiality arising from CA Business and Prof. Code § 6068 apply to externs. [Placement] staff, including externs, shall not disclose or release any information designated as confidential, or that may identify a party, client, case, or matter that is served by or brought to [Placement], without the express, advance authorization of the extern supervisor. The extern must keep confidential any information received from a client whether or not it pertains to a pending case. This legal obligation continues beyond the period of the externship. With the supervisor's express permission only, an extern may use a properly redacted document as a writing sample.
2. Providing Legal Advice – Externs shall not give any legal advice to a person or client, nor express any opinion concerning the merits of a client's case to a client or to any third party, unless he or she is supervised by an attorney or is authorized by the attorney to provide the advice.
3. Office Visits – No one other than [Placement] staff should be permitted in the offices, without permission. If anyone other than [Placement] staff, including former staff members, enters the premises, they shall be escorted to an office or conference room. The extern or

another staff member should state, “It is important that confidentiality be maintained. Please come with me to this office. How can I help you?” Externs should receive permission from their supervisor before inviting personal guests to visit the office.

4. Meeting Clients During Intake – As the supervising attorney shall explain to the extern, [Placement] staff should explain to potential clients that confidences or secrets disclosed by the client will be kept confidential, and that staff cannot reveal this information without the client’s permission.
5. Taking Office Files Off-Site – Offices files shall not be taken from the premises without permission from the extern’s supervisor. In cases where permission is given, only copies and not originals of files shall be taken off-site. Office files should never be emailed to private email accounts. If communicating with a supervisor, co-worker, client, or others regarding confidential case information, special care should be taken to preserve confidentiality. Records of email communications should be maintained consistent with office policy.
6. Disposing of Office Files – Confidential information shall be disposed of by shredding it at the office or in accordance with the protocol for disposal of electronic copies.
7. Acknowledgement – By signing this agreement, the extern agrees to comply with the provisions above, and confirms he or she has read California Business and Professions Code section 6068 and California Rule of Professional Conduct 3-100, regarding confidentiality provisions.

Print Name: _____

Date: _____

Signature: _____

APPENDIX D

PRACTICAL TRAINING OF LAW STUDENTS (RELEVANT TO CERTAIN CA PLACEMENTS)

The State Bar of California's Practical Training of Law Students (PTLS) program certifies law students to provide specified legal services under the supervision of an attorney. If externs with your office will be appearing in court or counseling members of the public, externs should be advised to apply to the State Bar for PTLS certification (this process requires declarations by the extern, the law school, and the attorney who will supervise the student at the field placement as well as payment of a processing fee).

Further information about the PTLS program is available at the calbar.ca.gov website, by phone: (415) 538-2175, or by e-mail: PTLS@calbar.ca.gov. Attorneys who supervise certified law students must be active members of the CA Bar who have practiced or taught law for at least two years, and typically may supervise no more than five certified students concurrently. PTLS applications may take a few weeks for the Bar to process. If you require externs to be certified, you may want to have them submit their PTLS applications before their placement begins.

APPENDIX E – Legal Issues Related to Externships

ANTI-DISCRIMINATION AND HARASSMENT POLICY AND DISABILITY ACCOMMODATION

This section is not intended to provide legal advice, but to provide useful references for organizations hosting law students for academic credit.

All BACE member schools are committed to providing our students with externships free of discrimination and harassment based on color, race, religion, marital status, sex, national origin, age, sexual orientation, gender identity, disability, and military status. The externship working environment should be one where all students feel welcome to participate, where all students are safe from harassment and discrimination, and where any disabilities students may have are reasonably accommodated.

While this section is not intended to provide legal advice, below please find the following references for your consideration:

- 1) Americans with Disabilities Act, 42 U.S.C. Section 12101, et seq.
- 2) Information and Technical Assistance on the American with Disabilities Act, www.ada.gov
- 3) Title VII of the Civil Rights Act, 42 U.S.C. Section 2000 et. seq.
- 4) California Fair Employment and Housing Act, Government Code Section 12940 et. seq.
- 5) California Department of Fair Employment and Housing, www.dfeh.ca.gov
- 6) U.S. Equal Employment Opportunity Commission, www.eeoc.gov/law
- 7) Fair Labor Standards Act, see U.S. Department of Labor Fact Sheet 71 at <http://www.dol.gov/whd/regs/compliance/whdfs71.htm> and below

If you have any concerns about your organization's ability to provide a work experience in accordance with the above policies, please contact the externship faculty or administrator at the relevant BACE member school.

WORKERS' COMP AND LEGAL MALPRACTICE

These areas can be complicated. Organizations that have questions are advised to work with their legal counsel's office.

Please note: There may be applicable state laws depending on the jurisdiction you are located in. Placements are advised to contact their legal counsel regarding legal issues. The U.S. Department of Labor, Fact Sheet #71 is provided for information purposes only.