

## EXTERNSHIP ONBOARDING

### **Step 1. Commitment Agreement**

The **Externship Commitment Agreement** is designed to establish the foundation for a high-quality externship experience. The student and supervising attorney must review and sign the agreement together, which prompts completion of Steps 2 and 3.

### **Step 2. Expectations & Standards**

The **Externship Expectations & Standards** consists of two parts, each designed to set clear expectations at the beginning of the semester. Part one is the **evaluation criteria**, which consists of the metrics upon which the supervising attorney will evaluate the student at the end of the semester. Part two is the **site preferences checklist**, which addresses site-specific professionalism standards.

### **Step 3. Goal Setting**

The **Externship Goal Setting Worksheet** prompts the student and supervising attorney to jointly brainstorm goals for the externship.

**COMMITMENT AGREEMENT**

Name of Student Extern:	
Name of Field Placement:	
Name and Title of Supervising Attorney:	
Supervising Attorney E-mail and Phone:	

The Moritz College of Law Externship Program provides opportunities for law students to perform fieldwork for academic credit at placements outside the Law School.

The Supervising Attorney, Student Extern, and Externship Program Faculty agree as follows:

**All Participants:**

1. The Externship Program is designed to provide experiential learning opportunities for students in settings outside the Law School.
2. The Student Extern will engage in substantial lawyering experiences reasonably like those of lawyers at the externship site, under the direct supervision of supervising attorneys.
3. The Student Extern will be offered multiple opportunities for performance, feedback from supervisors, and self-evaluation.

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**Field Placement Supervising Attorney:**

1. I accept primary responsibility for overseeing the fieldwork of the Student Extern throughout the semester. I will monitor assignments given to the Student Extern, whether from another attorney or me.
2. I will orient the Student Extern to the rules, policies, and procedures of the field placement as prompted by the **Externship Expectations & Standards**.
3. I will ensure that the Student Extern has access to the technology and resources necessary to complete fieldwork assignments.
4. I will not assign clerical tasks (e.g., filing, copying) to the Student Extern.
5. I will ensure that the Student Extern is provided feedback on work performed.
6. I will meet with the Student Extern at the start of the semester to discuss the Student's educational goals as prompted by the **Externship Goal Setting Worksheet**.
7. I will complete an electronic evaluation of the Student Extern's performance as prompted near the end of the semester.

**Supervising Attorney's Signature:**

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### **Student Extern:**

1. I will perform fieldwork assignments provided to me by my Supervising Attorney and by other attorneys designated by my Supervising Attorney.
2. I will establish a regular schedule with my Supervising Attorney and will seek permission if I need to modify that schedule.
3. I will complete all externship coursework, including maintaining contemporaneous time records. In doing so, I will not disclose confidential information.
4. I will comply with the Rules of Professional Conduct of the jurisdiction in which my placement is located, together with the rules, policies, and procedures of the field placement as discussed when completing the **Externship Expectations & Standards**.
5. I will identify specific educational goals for the externship and strategies for achieving my goals as prompted by the **Externship Goal Setting Worksheet**.
6. I will submit an electronic evaluation of the field placement as prompted by the Externship Faculty.

**Student Extern's Signature:**

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### **Externship Program:**

1. The Externship Faculty will oversee all fieldwork and will assure the educational quality of the experience for each Student Extern.
2. The Externship Faculty will review the evaluations submitted by Supervising Attorneys, the time records and field placement evaluations submitted by Student Externs, and all other documents that are required by the Externship Program.
3. All Student Externs will be enrolled in an externship course with guided instruction, including multiple opportunities for reflection. The externship course will involve evaluation of the academic performance of Student Externs.
4. The Externship Faculty will ensure that the Student Extern has at least one individual conference to discuss the externship and the Student Extern's progress toward their educational goals.
5. The Externship Program will offer periodic trainings for Supervising Attorneys to assist them in working with law students.
6. The Externship Program will maintain regular communication with Supervising Attorneys and will provide relevant information and materials, as necessary.
7. The Externship Program will be available to assist the Student Extern and the Supervising Attorney if questions or concerns arise regarding the fieldwork.

Law School Representative Signatures:

Halle B. Hara, Externship Director

Jillian W. Boone, Assistant Director of Externships

## EXTERNSHIP EXPECTATIONS & STANDARDS

Setting clear expectations at the beginning of the semester helps set the stage for long-term success. Below you will find the **Student Evaluation Criteria**, which outlines the metrics upon which the Supervising Attorney will evaluate the Student Extern at the end of the semester, and the **Site Preferences Checklist**, which should prompt a discussion about site-specific professionalism standards. As provided in the Commitment Agreement, the Student Extern and Supervising Attorney should discuss both as part of the onboarding process.

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### Student Evaluation Criteria:

The supervising attorney will evaluate the student on the categories below using a scale of Unsatisfactory, Needs Improvement, Meets Expectations, Exceeds Expectations, and Far Exceeds Expectations. A sample evaluation can be found [here](#).

#### Personal Skills: Work Ethic

- compliance with agreed work schedule
- effort in performing assignments
- initiative and willingness to take on a variety of assignments
- ability to get along with others

#### Substantive Skills: Research & Writing

- basic research skills
  - clarity and style in written work
  - efficiency
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### Site Preferences Checklist:

Please discuss the rules, policies, and procedures of the field placement, including the site's expectations of the following:

- schedule (e.g., typical hours, lunch breaks, holidays, communicating changes or absences)
- dress code (e.g., suit, business casual, tie and/or jacket required, no jeans)
- communication preferences (e.g., methods, platforms, preferred salutations and pronouns)
- off-hours expectations (e.g., monitoring voicemails, responding to emails)
- logistics (e.g., points of entry, parking, security measures, technology)
- ethics (e.g., potential conflicts of interest, confidentiality policies, work product retention)

These topics may be addressed individually or in a group orientation. In any case, students should be provided an opportunity to ask questions and seek clarification concerning these site preferences.

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### Acknowledgment

As provided in the Commitment Agreement, the Student Extern and Supervising Attorney have discussed the **Student Evaluation Criteria** and the **Site Preferences Checklist** as part of the onboarding process.

**Supervising Attorney's Signature:**

**Student Extern's Signature:**

## GOAL SETTING

As provided in the Commitment Agreement, the Student Extern and Supervising Attorney should collaboratively discuss goals and objectives for the externship as part of the onboarding process, while also recognizing that revision may be appropriate during the semester.

The Supervising Attorney and Student Extern should brainstorm **three goals** in the following areas:

1. **Lawyering skills** (e.g., improve legal research, persuasive legal writing, objective legal writing, case law analysis, statutory analysis, legislative analysis, client interaction, oral advocacy)
2. **Content** (e.g., gain a better understanding of HIPAA, the federal habeas process, criminal sentencing guidelines, the civil rules of procedure, the legislative process, landlord-tenant law)
3. **Personal growth** (e.g., increase overall confidence in the workplace, practice client engagement, build cultural competency, hone networking skills, improve time management)

It is suggested that you support each goal with **two objectives**—assignments or tasks that will help you achieve your goal. In other words, your goals describe *what* you hope to accomplish, whereas your objectives describe *how* you plan to do so.

Examples:

- To improve the student's legal writing skills, the student will complete at least one legal writing assignment and the supervising attorney will provide feedback on that assignment
- To gain an understanding of how a criminal case progresses through the court system, the student will observe different hearings and discuss the hearings with site attorneys
- To practice client engagement, the student will observe a client intake interview and debrief the interview with the lead attorney

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Please provide three goals and list any identified objectives to foster goal achievement:

### Goal 1:

Lawyering skills goal:

Objectives to achieve that goal:

### Goal 2:

Content goal:

Objectives to achieve that goal:

### Goal 3:

Personal growth goal:

Objectives to achieve that goal: