

Emory Law School Externship Program

# Supervisors Manual



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# About the Program



# Why Externships?

Apprenticeships (“reading law” under a mentor) were the typical learning model until the latter part of the 19th century.

Law schools expanded and flourished in the 20th century but focused on thinking like a lawyer.

In the 1970s, an expansion in clinical education resulted in more skills courses and clinics in law schools.



In 2007, the Carnegie Report called on law schools to integrate professional development into law school curricula so that students learn not only to think like a lawyer but to practice, learn, and develop, like a lawyer.

In the late 2000s, contraction in the legal market led to clients no longer paying law firms for associates in training, and employers being less willing to hire recent graduates if they could not be productive attorneys from day one. Law schools have seen increased interest in experiential education as a result.

# Goals of the Externship Program for Students

- **Acquire practical knowledge** relevant to the specific externship practice setting, and develop the ability to communicate that knowledge to others in a variety of settings
  - practical knowledge includes rules/procedure, strategy, ethics, law, economics/business, politics, and the roles of professionals
  - students need to learn communication with supervisors/coworkers, in interviews, or in networking settings
- Identify and begin to **develop the skills and competencies** essential to success in practice generally, as well as in this practice setting.
  - These competencies include effective written and oral advocacy, efficient research, professional communication, and time management.
- Apply the skills of **reflection and self-assessment** in developing both professionally and ethically.
  - These skills include including setting and reaching goals and standards for oneself and working through dilemmas that arise in the course of externship fieldwork (with support of faculty).
- Learn the **expectations of supervisors in a professional setting** and develop effective methods of managing and meeting or exceeding those expectations.
- Identify the **pros and cons of practice in a setting** and the potential pathways to and from that practice setting, and evaluate one's potential professional satisfaction in this setting, both short & long term.

How does Emory help its students achieve the program's goals?



Companion Seminar

Individual Coaching

Training, Feedback  
& Support

# Students participate in a companion seminar

- The weekly classes are grouped by practice setting and cover relevant skills for that setting, ethics, professional development and self-reflection.
- Students must discuss learning objectives with supervisor at the outset to structure their externship experience.
- Students have a midterm and final self-evaluation assignment in conjunction with supervisor evaluations.
- Students have exit interviews with faculty; we encourage supervisor exit interviews as well.

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# We work individually with supervisors and students

- If a student or supervisor raises a concern directly, or in journals or evaluations, we reach out to determine how best to resolve.
- We counsel student and supervisor separately and confidentially as appropriate.
- Our goal is to coach student and supervisor to work out the issue themselves, but faculty can intervene directly if necessary.
- Students participate in a midterm conference with the faculty member and supervisor to ensure the externship is on track.

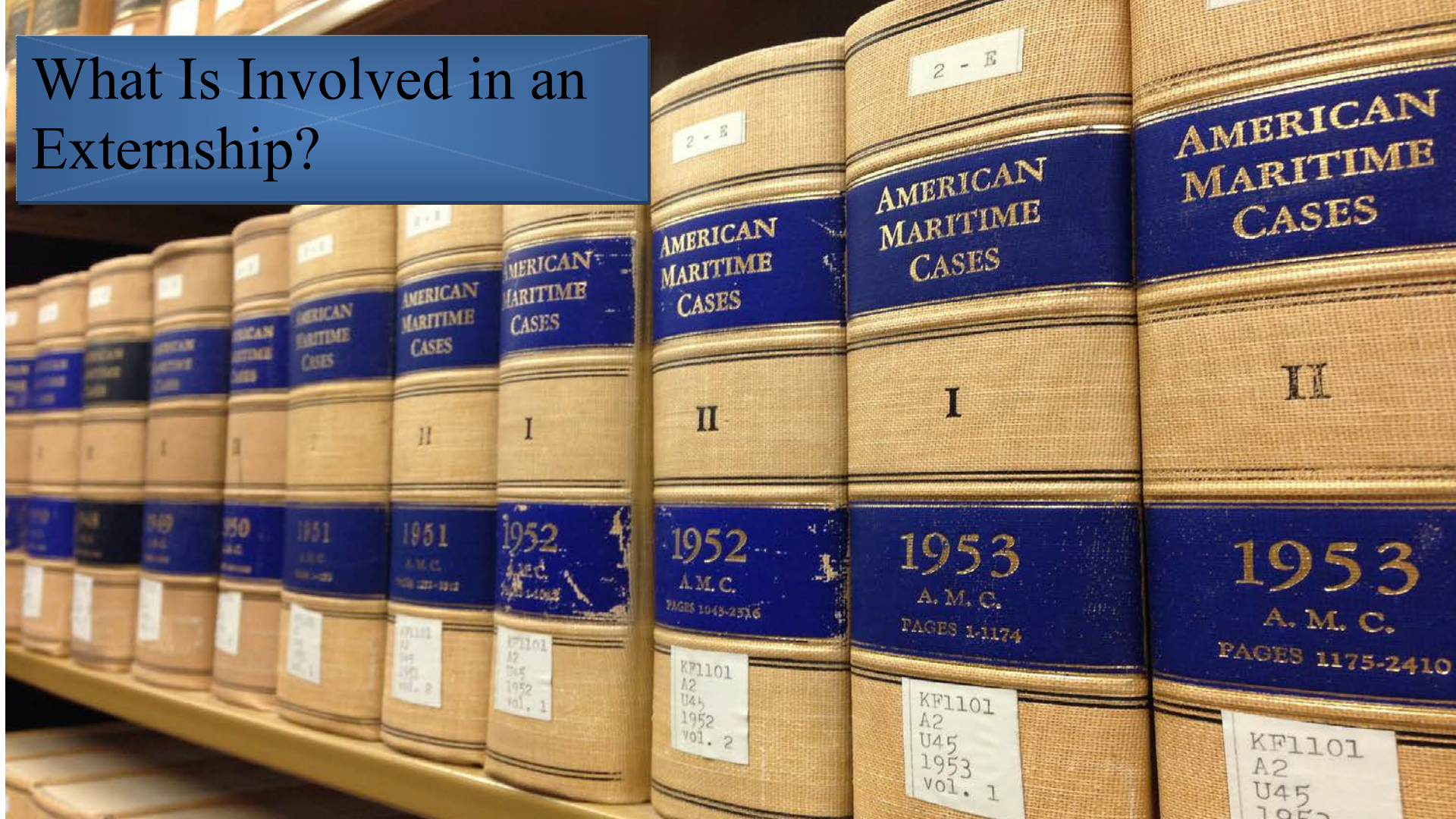
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# We provide training, feedback and support

- This manual provides information about ethics, giving assignments and providing feedback.
- The [Externship Director](#) is available for on-site or phone training and advice as needed.
- We periodically provide information compiled from student evaluations back to placements.
- Emory is part of the [Georgia Association for Legal Externships](#), a coalition of all Georgia law schools, which provides a free CLE on supervising externs every 18 months to all externship supervisors.

# What Is Involved in an Externship?



# What Do You Need to Provide?

- Workspace (desk and chair)
  - having access to supervising attorneys/judge is more important than having their own office
  - internet access (but students have their own laptops)
  - student Westlaw/Lexis use may be limited depending on placement type
- Sound supervision
  - supervisor must have a J.D., 5 years of practice experience, and if practicing law, must be licensed
  - preferably no more than one student per attorney per student workday
- Feedback
  - able to provide specific and detailed feedback on at least one assignment; provide some feedback on all assignments
  - provide online midterm and final evaluation, and ideally a meeting with student to discuss each
  - higher-credit placements must have an in-person midterm meeting with student and faculty
- Adequate workflow for at least 10 hours/week for 12 weeks (for a standard 3-credit externship)
  - observing or doing work that attorneys do - the ABA requires a “lawyering experience”
  - not clerical or paralegal work
  - additional 4 hours per week per additional credit hour

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# Do You Need to Pay the Student?

The Fair Labor Standards Act applies to interns/externs regardless of type or size of employer, so, unless they fall into an exception, they must be paid minimum wage. However, Emory Law School prohibits students who are receiving credit for their work from being compensated, except for reimbursement for reasonable out-of-pocket expenses.

- Externships can fit within exceptions to FLSA
  - students may qualify as "charitable volunteers" if working for a nonprofit or government agency
  - students may qualify as "trainees" for any organization if a DOL 6-factor test is met
- Emory's program is designed to fit within the trainee exception. Key elements of our program for FLSA purposes:
  - students are expected to perform or observe attorney legal work, not work that is typically performed by paralegals or clerical assistants
  - students are required to participate in an academic component as an integral part of the externship; some placements may opt to provide a weekly on-site meeting or seminar as well
  - supervisors must closely supervise the student's work like supervision in a law clinic
  - supervisors must provide ELS with timely evaluations of the student's performance
  - students can only work for a limited term (usually 1 semester) set by the program
  - students should not be led to believe the externship will automatically lead to a paid position
- For more details and citations, review the information under [Helpful Resources](#).

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# What Types of Placements Does ELS Approve?



## **General Program:**

Local sites, including judges, corporations and non-profits

## **Small Firm Program:**

Law firms in the Atlanta area with 15 or fewer attorneys

## **Summer Program:** Sites

inside or Outside of the Atlanta metro area or otherwise unavailable to the student during the regular academic year.

# General Program

- May be nonprofit, government, judicial, or in-house
  - no law firms - but see Small Firm program
- Placements are preapproved for the program, and advertised to students by the Externship Director
- Licensed attorneys are available to provide close supervision
- Placement is committed to educational mission and will attend trainings and participate in program regularly
- Placement duration is set in advance (mostly 12-14 weeks/1 semester, about 10 hours per week); students cannot continue another semester unless they demonstrate that they will be working on substantially different work

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# Small Firm Program

- Firms of 15 or fewer attorneys committed to teaching 3Ls about small firm practice
- Placements are invited by the Externship Director after phone interview, and students are provided a list of firms to rank when applying; firms rank students after students accept invitation to participate
- Firms and students are matched based on rankings (no guarantee that a student works at a firm, and no prearranged employment)
- Firms agree not to bill out student time, no expectation of a job at conclusion
- Firms agree to assist in teaching the classroom component
- Placement duration is 12-14 weeks, about 10 hours per week; students cannot continue for credit

# Summer Externship Program

- Students must be rising 3Ls
- Students apply to placement on their own, obtain offer, and petition for approval in late spring semester; no preapproval or externship-specific postings for summer (contact Career Services to post summer internship/externship)
- Placement must be of the same type as our school year programs (i.e., no large firms; small firms must be interested in teaching small firm practice management)
- Placement must offer an experience unavailable to the student during the year - usually because the placement is outside the Atlanta metro area, but other reasons will be considered
- Externships are 3-6 credits, flexible hours but minimum of 6 weeks; students pay tuition by credit hour and may be eligible for financial aid at 5-6 credits.

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How do we get on board?

Requirements

A hand holding a black marker is writing the word "Requirements" in a large, flowing cursive script on a chalkboard. The chalkboard surface is covered in light-colored chalk smudges. The hand is positioned at the bottom right of the word, with the marker tip touching the end of the final 's'. The person writing is wearing a light-colored, patterned shirt cuff.

# General Program Approval Process

Apply online using this [form](#).

Upon approval, we'll email you a Symplicity login; we will post the position for you. About 6 weeks into each semester, students apply via Symplicity for externship placements for the following term and receive their offers via Symplicity just prior to registration for the following term (about 10 weeks into the semester).

The primary contact at each placement will receive emails and instructions at each step of the process.

For questions, email [lawexternships@emory.edu](mailto:lawexternships@emory.edu)

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# Typical Application Schedule - General Program

**Late Sept./late Feb. (6th week of semester):** Student application period for the following semester (1 week)

**Mid Oct./Mar.:** Placements review/select applicants for interviews, interview applicants, and communicate offers to us (2 weeks; 3-5 business days for on-campus interviews)

**Late Oct./Mar.:** Offers released to students via Symplicity, students accept/reject offers (3-4 days)

**Late Oct/March:** preregistration for following semester begins (entire application process must be complete before students register for classes)

# Typical Application Schedule - Small Firm

**Mid-Oct/March:** Student application and firm ranking period for the following semester (3-4 weeks)

**Late Oct/March:** Director selects students for program, and students accept/decline program offer and register for classes (1 week)

**Early Nov/April:** Firms review/interview/rank program students (2 weeks)

**Mid-Late Nov./April:** Director matches students and firms based on rankings

# Typical Application Schedule - Summer

Students follow the placement's ordinary internship application process for summer positions.

Students may petition at any time after receiving offer until approximately May 1; must be approved prior to starting work.

The Externship Director will vet placements and approve on a rolling basis.

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# Weblinks for Externships

A photograph of a desk setup. On the left is a white Apple iMac monitor displaying a red and orange abstract image. In front of the monitor is a white keyboard and a white mouse. To the right of the mouse is a black notebook with a pair of black-rimmed glasses resting on it. A grey mug is visible behind the notebook. The desk is white and reflective. In the background, there is a white wall with a light switch.

Emory Externships Website:

<http://law.emory.edu/externships>

Placement Application/Agreement forms:

[General Program Application/Agreement](#)

[Small Firm Application/Agreement](#)

[Summer Application/Agreement](#)

[Higher Credit](#)

Symplicity:

<http://law-emory-csm.symplicity.com>



# Conflicts

- Students cannot take more than one live-client course in a single semester without instructor permission (which considers potential conflicts), and weekly externship seminars are organized to minimize conflicts, but some students may work part time while in an externship.
- Students are likely to have worked for multiple organizations during law school successively.
- Students are also encouraged to do pro bono work.
- We do not screen for conflicts on your behalf.

**Please ask students to disclose prior employers/placements and do a conflicts check for your organization. Discuss with them how to handle if they encounter a conflict during the semester.**



# Confidentiality

- Students will be asked to discuss their work both in individual written assignments and in class.
- Students are taught not to disclose confidential information to anyone outside placement (including faculty and classmates).
- But precisely what information is sensitive and/or confidential will vary between placements.
- Students should provide a summary of the nature of their work on confidential projects, not the confidential materials themselves.

**Be sure to provide careful and specific instructions on the first day of work about recognizing and redacting confidential information from written and spoken discussion. Repeat this lesson often!**

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# Competence

- Externship seminars provide general skills support but (due to conflicts/confidentiality) cannot provide support specific to the student's assignments
- Students are afraid of looking dumb or inexperienced or may not know what they don't know.

**Schedule frequent meetings to give the students a chance to ask questions; ask them to repeat back the assignment/instructions to ensure understanding.**

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# Additional Ethics Notes

- Please note that many externship students will not have taken Legal Profession yet -- do not assume they understand more than the basic principles covered in by the “three C’s” above.
- Please review Georgia Professional Conduct [Rules 5.1](#) and [5.3](#) on supervising subordinates.
- Visit the [Helpful Resources](#) section of this manual for more detailed information.

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**Revised Externship Program and Clinic Program Application Dates**

Event	Revised Schedule	Original Schedule
Externship Employer Registration	Feb. 1-Mar. 2	Feb. 1-Feb. 14
General & Small Firms Application Period	Feb. 15-Feb. 26 *	Feb. 15-Feb. 26
Clinic Application Period	Feb. 15-Mar. 25	Feb. 15-Mar. 14
Externship – Student Application Period Closes	Feb. 26 *	Feb. 26
Clinic Application Period Closes	Mar. 25	Mar. 14
Interview Period (Externships)	Mar. 1-Mar. 28	Mar. 1-Mar. 12
Interview Period (Clinics)	Mar. 16 – Apr. 2	
Offers Released (Clinics and Externships)	Apr. 4	Mar. 24
Student Deadline to Accept/Decline (Clinics and Externships)	Apr. 9	Mar. 28

**\* Dates with an \* next to them may be extended if additional employers post positions after February 15. For now, you should proceed with applying for externship job postings that are currently available no later than February 26, 2021.**

*Dates are subject to change*

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# Plan

In order to remain enrolled in the course for the following semester, students are required to **contact their supervisors immediately** upon accepting their offers to ask about onboarding procedures (e.g., volunteer agreements and other paperwork, background checks and work authorization, establishing work schedules).

Please respond to this inquiry as quickly as possible. If you don't yet know an exact start date, please let the student know when they should get back in touch to find out. (Many of our students travel during school breaks.)

Students should reach out again in the weeks leading up to the first day of class to reconfirm a start date and make more specific arrangements.

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# Checklist: Before the Extern Arrives

- HR: ask about forms the student needs to complete, consider emailing these to the student in advance
- Physical space: desk, telephone, computer
- Access: gather keys, codes, parking, email address, etc. (note: Emory does not reimburse for parking)
- Support staff: students learn from support staff too
- Work assignment method: if multiple attorneys may assign work, consider having a single coordinator
- List of key skills/observations: what should a student be sure to have experienced to understand the work of this office?
- Orientation/first assignment: gather materials and manuals
- Schedule: Ask attorneys about events and find a way to compile and communicate those events
- Student practice (3Ls and approved 2Ls): ask student to [apply for certification.](#)

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# Checklist: Orientation

Items to review with the extern on the first day (should be **during first week of semester**):

- Virtual office tour (including physical space and access information)
- Mission of the organization and overall structure
- Role of the attorneys and extern in this office
- Protocols for work schedule, assignment and supervision, contact information
- Provide calendar of potential events for observation, list of skills/experiences that students should not leave without
- Discuss the student's learning objectives and work schedule (see "[At the Beginning of the Semester](#)" for details)
- ask the student to post his work schedule and contact information near his/her desk
- give the student his/her first assignment

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# At the Beginning of the Semester

LEARNING

KNOWLEDGE

EXPERIENCE

SKILLS

ABILITY

COMPETENCE

TRAINING

GROWTH





# Learning Objectives: Expectations for Supervisors

**Learning objectives help to structure the student's learning experience and set expectations for both the student and supervisor.**

Students will craft learning objectives of the following types:

- ❑ **skills** (research and writing memos, editing contracts)
- ❑ **competencies** (communication, professional development)
- ❑ **values** (demonstrating a commitment to justice or strong workethic)

They will take a self-assessment to help determine their strengths and weaknesses before drafting the objectives, which they should share with you. They will select at least one skill and at least one competency to focus on. Students should draft the objectives using the SMART method, but supervisors should help guide students to realistic goals.

# Process for Developing Learning Objectives

In their classes, the students will have a self-assessment exercise to help them draft learning objectives, which they will bring to their first meeting with you.

- ❑ Supervisors should **have a conversation with the student** on the first day of work (or as soon as possible thereafter) in which you
  - **review the self-assessment survey and draft objectives** - what subcategories of skills/competencies was the student focused on?
  - **reality-check** -- will the student be able to accomplish these things in your office?
  - **brainstorm potential lawyering opportunities** -- help prepare for and observe depositions, write a motion in *limine*, create a presentation for a business client
- ❑ Also, please confirm the student's **work schedule** and any expectations you have regarding notice of changes to the schedule.
- ❑ The student finalizes the Early Report and Learning Objectives memo and will submit that information to the professor teaching their companion course.

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# During the semester



# Typical Semester Schedule

**Week 1:** Orientation, discussion of learning objectives, first assignment

**Week 3:** Learning objectives due no later than week 3

**Week 5:** Student does midterm self-assessment and report of their progress

**Week 6:** Supervisor provides evaluation of student, meets with student to discuss, and conducts a site visit with the professor teaching the companion course

**Week 11:** Student does final self-assessment of their progress

**Week 12:** Supervisor submits final evaluation of student, has exit interview. Students may end work as early as this week, if they started during Week 1.

**Weeks 13-14:** Professor has exit interviews with students (supervisors' final evaluations are a prerequisite for the instructor exit interview and for posting grades!)

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# Timesheets

Most students are required to post at least 150 hours (for the 3-credit course), including fieldwork, class time, and preparation for class, and to be on-site or meeting the supervisor in person at least once a week for 12 of the 14 weeks in the semester. This is about 9-11 hours of fieldwork per week. Students in higher-credit placements work an additional 50 hours per credit hour (about 4 additional hours per week for each additional credit hour). Their learning objectives memo will indicate how many hours they are working.

Students track their time in Symplicity.

You are required to approve/certify timesheets in Symplicity.

The student or professor can print a weekly timesheet or a semester-long report if you would like to see it. It can be downloaded as an Excel file if needed for internal use.

Remember: Students' time cannot be billed out!

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# Supervisor Responsibilities

- Provide sufficient work to keep the student busy for the number of hours per week they are on site, and sufficient resources to allow the student to perform the work
- Monitor the amount of work and number of concurrent assignments to ensure students are not overwhelmed
- Provide feedback on assignments -- including detailed feedback on at least one assignment
- Provide a midterm and final evaluation
- Have regular meetings with the student to discuss progress and feedback, including a meeting in conjunction with the midterm and final evaluations
- Be available for questions and otherwise provide sufficient guidance

# Student Expectations

- ❑ Keep the supervisor apprised of planned and unplanned absences from work
- ❑ Keep the supervisor apprised of progress on assignments, and provide advance notice when s/he will be ready for more work
- ❑ Regularly keep a timesheet, and provide it to supervisor if requested
- ❑ Solicit feedback and accept constructive criticism gratefully and graciously
- ❑ Request and remind supervisor about meetings and evaluations required for course purposes
- ❑ Be as self-sufficient as possible but recognize and ask when guidance is necessary

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# Assignment Suggestions Due to the COVID-19 Pandemic

- Give the student a lower-priority, long-term assignment to work on to fill time while awaiting other shorter-term assignments
- Devise a workflow system so the student always has work, but not too much
- Schedule a weekly meeting with the student to give him/her a time for status updates, questions, more work, and to include the student in social activities at the site
- Include students in team, office and client meetings
- Recruit a specific attorney as a mentor for each student
- Circulate the student's learning objectives to attorneys; keep them available for quick reference
- Balance producing work product with experiential observation opportunities like hearings, meetings and interviews
- Be creative: consider field trips, office pro bono projects, bar events or CLEs, and meetings with senior management. Anything that is part of the professional life of a lawyer counts!



# Giving Assignments: Information Checklist

- When are drafts of the assignment due, and when is the final product due?
- How much time do you expect the student to spend on the assignment, including time for research and drafting (keeping in mind that students are often inexperienced and require extra time for thorough research)?
- How many issues do you expect the student to address?
- How technically perfect do you want the letter/memo/brief to be in terms of case cites, for example? Do you want a rough draft or a more polished draft?
- How often should the student check in with you for a progress meeting? Is your schedule communicated to the student, and the student's schedule communicated to you, so that progress meetings are accomplished as planned?
- Is the student aware of the format you require or expect? Have you provided the student with an example of the format of the memo, brief or letter to assist the student in understanding your expectations?
- Who should the student ask for assistance if you are unavailable?
- Have you provided the student with some guidance in terms of starting points for legal research to help focus the issue?
- Have you asked the student if he/she has questions (again, remembering that some students may be unfamiliar with the substantive area of law you are asking them to address)?
- Ask the student to summarize his/her understanding of the assignment.

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# Giving Feedback

Externs crave feedback -- particularly constructive criticism. This is an educational experience, so they want to know what they could have done better, and to use that feedback to improve their skills.

We understand that providing good feedback is not easy. Here's a [6-step method](#) to help you find the best way to give feedback.

For detailed rubrics for specific types of assignments, visit [Helpful Resources](#).

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# 6-Step Method for Providing Feedback

1. **See:** Assess considering the assignment given
  - a. For assignments that aren't written, take notes with specific examples to discuss with student later
2. **Identify:** Critically review why this is or is not what you would expect for this type of assignment/skill
  - a. The items you focus on depend on the nature of the assignment
  - b. Use the contextual rubrics under Helpful Resources to guide your critical review
3. **Prioritize:** You can't discuss everything, so prioritize a focus for this assignment
  - a. Big picture (overall structure/approach)
  - b. Most frequent errors
  - c. Errors that, if corrected, could have the biggest impact
  - d. Tailor the scope of comments on this assignment to how often you think you'll be able provide feedback on later assignments (perhaps with a different focus)
4. **Plan:** How will you deliver this information?
  - a. In person is ideal to set tone, ensure student understands
  - b. A memo can work
  - c. For written product that you end up using (with or without edits), provide redlined final
  - d. Consider more than one mode of delivery for impact/retention
5. **Deliver:** Close in time to assignment completion
  - a. Identify "substance" vs. "style" critiques
  - b. Give concrete examples of errors and fixes
6. **Follow Up:**
  - a. Provide additional opportunities to apply feedback to similar assignment OR
  - b. Provide opportunity for student to apply feedback to this assignment

An hourglass with red sand is positioned on the left side of the slide. The sand is flowing from the top bulb to the bottom bulb. The hourglass is set against a background of a newspaper with blurred text. A white rectangular box with a thin border is located at the top center of the slide, containing the text 'End of the semester'.

# End of the semester

Supervisor

Responsibilities

Evaluations

Exit Interviews

# Evaluations

You will receive an email with an evaluation link for the midterm and final evaluation for each student.

Evaluations focus primarily on the student's learning objectives, so you will need to review the learning objectives memo you and the student agreed upon at the start of the semester.

Evaluations seek ratings on an objective proficiency scale. The question is not whether the student was “Excellent” or “Very Good,” but the extent to which the student was able to perform the skill/competency independently or with minimal guidance, and whether there was improvement over the course of the semester.


Students will not receive a grade if we have not received an evaluation!

# Exit Interviews

You are strongly encouraged but not required to have an exit interview to discuss the student's work performance, answer questions about feedback on specific assignments, and otherwise provide more detail than in the written evaluation.

Professors will have their own exit interview with the student before classes end to discuss the learning experience and professional development; faculty must have your written evaluation of the student for this exit interview.

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# Student Responsibilities



# Handing Off Work

Please advise students several weeks before the end of the semester of procedures and expectations for handing off work and leaving memos for the file/next extern.

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# Placement Evaluation

Students are required to complete a placement evaluation, which is confidential to ensure students are comfortable being candid.

We will discuss summarized evaluation results with you if there is any concern.

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# Administrative Information





Director of Externship  
Program

Program Coordinator

Faculty

You

# Director is primarily responsible for...

- Structure of the overall program and systems/processes used for program administration
- Program requirements and restrictions, both course content and administration
- Approval of an externship placement, concerns about the quality of the placement, and termination of a placement
- Changes to the externship from what was originally approved (frequency, number of students, department)
- Signatures on any agreements on behalf of Emory Law School regarding an externship
- Concerns about student performance that rise to the level of requiring discipline or that haven't been resolved with the instructor
- Concerns about adjunct faculty or about the content of an adjunct faculty member's course

[Contact Information](#)

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# Program Coordinator is Primarily Responsible for

- Managing the application/interview/offer process and notifying supervisors of process and deadlines
- Enrollment of students in appropriate courses and changes in enrollment
- Managing/coordinating externship events such as the externship fair, CLEs, other speaking opportunities
- Assisting students, supervisors and faculty with Symplicity, Canvas and other online systems
- Assisting faculty with notifying supervisors about supervision deadlines (learning objectives and evaluations) and posting grades

Contact Information

# Course faculty are primarily responsible for...

- Ensuring all students complete common course requirements: a pre-externship preparation quiz, learning objectives, instruction on confidentiality, a mid-term self-assessment, a site visit with the site supervisor, a final self-assessment, an exit interview with the instructor and a timesheet
- Setting and enforcing course requirements and restrictions beyond common rules regarding attendance, and common course requirements listed above
- Developing a syllabus appropriate to the subject matter area and enrolled students' placements and experience
- Mentoring the students individually as needed and raising concerns to the Director as appropriate

[Contact Information and Course Coverage](#)

# You are primarily responsible for...

- Providing information to students who have accepted externships about background checks and other onboarding processes and other office policies
- Communicating with students about start dates, work schedules, absences, etc.
- Providing reimbursement for parking and other externship-related expenses to the extent possible
- Having a conversation with the student about their Early Report and Learning Objectives at the beginning of the semester
- Supervising student work, including training and physical presence/supervision required for all student work under the Student Practice Rule
- Mentoring students in their professional development
- Providing feedback to the student, including detailed feedback on at least one assignment
- Providing timely online evaluations as requested and meeting for a site visit with the course instructor
- Communicating with the Director and/or other instructors in a timely fashion about concerns you have about a student's performance, absences, professionalism, work ethic, etc.

# Administration

**Director of Externships**  
Prof. Derrick Howard

[derrick.howard@emory.edu](mailto:derrick.howard@emory.edu)  
404-712- 4652



**Emory Law Externships Department**  
Externships Program Coordinator

[stephanie.shaw@emory.edu](mailto:stephanie.shaw@emory.edu)  
404- 727- 9680



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# Faculty and Course Coverage

- **Advanced:** Students who have already taken the subject-matter externships that correspond to their current placement (tutorial-style course).
  - [Linda Amidon: linda.amidon-perry@emory.edu](mailto:linda.amidon-perry@emory.edu)
- **Civil Litigation:** EEOC Legal Unit, SEC, FTC, EPA, DOL, some Ga. AG divisions, in-house litigation, ACLU
  - [Chris Giovinazzo: christopher.giovinazzo@emory.edu](mailto:christopher.giovinazzo@emory.edu)
- **Corporate Counsel:** All corporate in-house placements except those designated civil litigation
  - [Aimee Nash - AM](mailto:aimee.nash@emory.edu)  
Section: [aimee.nash@emory.edu](mailto:aimee.nash@emory.edu)
  - [Shiriki Cavitt- Jones - PM](mailto:shiriki.l.cavitt@emory.edu)  
Section: [shiriki.l.cavitt@emory.edu](mailto:shiriki.l.cavitt@emory.edu)
- **Criminal Defense:** All criminal defense-related placements where criminal procedure is a significant element.
  - [Lynn Kleinrock -](mailto:lynn.marie.kleinrock@emory.edu)  
[lynn.marie.kleinrock@emory.edu](mailto:lynn.marie.kleinrock@emory.edu)
- **Government Counsel:** All government agencies not covered by Prosecution or Civil Litigation
  - [Linda Amidon -](mailto:linda.amidon-perry@emory.edu) [linda.amidon-perry@emory.edu](mailto:linda.amidon-perry@emory.edu)
- **Judicial:** All placements in which students clerk for a neutral, \* including judicial and administrative law courts.
  - [Corey Hirokawa: corey.fleming.hirokawa@emory.edu](mailto:corey.fleming.hirokawa@emory.edu)
- **Legislative/Policy (spring only):** All legislative placements and placements where students work primarily on policy or legislative agendas.
  - [Sandy Michaels: sandra.michaels@emory.edu](mailto:sandra.michaels@emory.edu)
- **Prosecution:** All prosecution-related placements where criminal procedure is a significant element.
  - [Adam Hames: adam.marshall.hames@emory.edu](mailto:adam.marshall.hames@emory.edu)
- **Public Interest:** All public interest nonprofit placements not covered by other courses.
  - [Debbie Segal and Randy Cadenhead: debra.a.segal@emory.edu](mailto:debra.a.segal@emory.edu)  
[ndall.j.cadenhead@emory.edu](mailto:ndall.j.cadenhead@emory.edu)
  - [Elisa Kodish: elisa.kodish@nelsonmullins.com](mailto:elisa.kodish@nelsonmullins.com)
- **Small Firm:** All private law firms (15 or fewer lawyers).
  - [Hope Demps](mailto:chdemps@emory.edu) (along with host firm attorneys)- [chdemps@emory.edu](mailto:chdemps@emory.edu)



How do I?

[Apply to be Listed or Change my posting information](#)

[Apply for higher credit or 2Ls doing student practice](#)

[Address a Concern About a Student](#)

[Resolve Technical Problems with Symplicity](#)

# Apply to be Listed or Make Changes to a Posting

To apply as a **new General program placement**, complete [this form](#). To update a posting, including updates to the primary supervising attorney, contact us [here](#).

To apply as a **new Small Firm placement**, after having had an interview with Prof. Howard, complete [this form](#). If you haven't yet talked to the Externship Director, [email him](#) to set an appointment.

If you have made an offer to a student for a **Summer externship** and need to apply to be approved, complete [this form](#). If you wish to post availability for a summer externship, see our [program requirements](#) and submit a posting to [Career Services](#).

# Apply for Higher-Credit or 2L Student Practice

Most placements are 3 credits, which require 150 hours of work including class time and preparation, which typically means about 10 hours a week. Although many students are willing to work more, placements should not *expect* more than about 5-10% more than the minimum requirement because students usually carry an additional 11-14 credits (33-42 hours of total weekly class time and work) *in addition to* the externship. Placements who consistently require more than 10-11 hours a week or offer a substantively different experience to students who can be on site for more hours should consider being a **higher-credit placement** (but please be aware that higher-credit placements are limited to 3Ls).

Most placements also do not require student practice certification. See **Georgia Bar Advisory Opinion 21** (Guidelines for Attorneys Utilizing Paralegals, which applies equally to student law clerks). However, if the student will be required to exercise legal judgment without attorney intervention in decision-making -- such as speaking in court or advising a client -- student certification is required. Emory certifies all 3Ls and rising 3Ls under the **Georgia Supreme Court Student Practice Rule**. Only limited certification is available for 2Ls, and they must be in a program under law school supervision (including clinics, practicums, and certain externships and structured pro bono programs). Apply for 2L student practice using **this form** before students submit their request for certification (via **this form**).

# Address a Concern About a Current Student

Try these (in this order):

- Email or call to discuss the issue with the student and document response.
- Have a face-to-face conversation with the student to discuss the issue and document any agreed next steps.
- Contact the faculty member responsible for the weekly course to discuss.
- Note the concern in the student midterm or final evaluation (be candid!)
- Contact the Director if the situation is urgent or attempts to resolve have failed.

Barring outrageous conduct requiring immediate action, please do not fire a student without consulting with us early enough for us to institute education and corrective action. Firing a student from an externship can have serious long-term consequences (including failure of the student to graduate on time due to inadequate credits, and/or the necessity of reporting to Bar Certification of Fitness Board).

# Resolve Technical Problems with Symplicity

Review emails we've sent you previously-- we often send visual guides with our instructions.

or

Email us at [lawexternships@emory.edu](mailto:lawexternships@emory.edu)

or

Call [Externships Department](#). Please note that Career Services will most likely not be able to help you unless it is a general account question.

Helpful Resources

Standards



# Dept of Labor/WHD and FLSA Law on Externs

[DOL Fact Sheet #71 Re Interns](#) updates the DOL's guidance on the circumstances under which an intern is considered an "employee" and thus must be paid minimum wage. While the DOL has relaxed its guidance recently considering recent court decisions, academic credit alone is still not determinative.

[ABA Standard 304](#), which defines externships (field placements) for which law schools are permitted to grant academic credit, sets standards for externships that functionally ensure they meet the stricter (DOL requirements or at least the requirements of the recent federal decisions. Although the ABA no longer prohibits compensation for externships (besides reimbursement of reasonable out of pocket expenses), most law schools (including Emory) still prohibit compensation for any credit-granting program.

Ultimately, we expect that a placement with a genuine interest in helping to educate and mentor future lawyers, that provides the supervision required of students performing legal work, and that complies with our program requirements and those of the ABA, will also be in compliance with the FLSA. However, as "insurance", we encourage placements to institute their own educational structures, such as regular workshops or training sessions, to supplement our program and enhance the student learning experience.

Please see the above fact sheet for guidance.





# Ethics and Professionalism Resources

[Georgia Rules of Professional  
Conduct](#)

[Georgia Supreme Court Student  
Practice Rule](#)

[Emory Law School Professional  
Conduct Code](#)

[GALE CLE Materials on Ethics in  
Supervision](#)

# Georgia Rules of Professional Conduct

Main Page: <https://www.gabar.org/handbook.cfm>

Please review--

Rule 5.1: Responsibilities of Partners, Managers and Supervisory Lawyers

<https://www.gabar.org/handbook.cfm>

Rule 5.3: Responsibilities Regarding Nonlawyer Assistants

<https://www.gabar.org/handbook.cfm>

# Georgia Student Practice

<http://www.gasupreme.us/rules/rules-of-the-supreme-court-of-georgia/#XV8-15-15>

Emory certifies all 3Ls or rising 3Ls, and 2Ls on a limited basis. See the Emory Student Practice Policy heading on [this page](#), or the discussion on [this page](#), where students may apply for student practice certification. Placements wishing to supervise 2Ls in student practice must first apply on [this page](#) before the student can be certified.

- Note that placements must be one of the types of permitted supervisors (government agency, nonprofit serving persons of limited means, or law firm working for someone who cannot afford legal services) in order to be eligible to utilize student practice.
- Please also note that Rule 95 requires **physical presence** of supervising attorneys in court.
- Some placements (e.g., prosecutors) may be subject to statutes or local rules that require additional procedures, but the Rule applies to all students doing the work described by the Rule in Georgia for the described clients/agencies, regardless of any additional procedures.

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# Emory Law School Professional Conduct Code

Students are obligated to comply with this Code in externships, and the Code requires that they comply with all Georgia Bar Rules as if they were lawyers. If you believe any student has violated the Georgia Bar Rules or any other aspect of this code, let the Director know immediately

[https://law.emory.edu/\\_includes/documents/sections/academics/2014-professional-conduct-code.pdf](https://law.emory.edu/_includes/documents/sections/academics/2014-professional-conduct-code.pdf)

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# GALE Resources

The Georgia Association for Legal Externships is a coalition of the Georgia law schools' externship directors. Founded in 2011, we followed in the footsteps of several similar coalitions, including GLACE (Greater L.A.) and BACE (Bay Area), in coordinating our programs. We began our free CLE programs for our in 2012, as a way of giving back (with a little free lunch and professionalism and ethics credit) and supporting our supervisors, who are our partners in this educational process. The coalition members are:

- **Georgia State** -- [Kendall Kerew](#)
- **Emory** -- [Derrick Howard](#)
- **Atlanta's John Marshall Law School** -- [Bridgett Ortega](#)
- **Mercer** -- [Tim Floyd](#)
- **University of Georgia** -- [Elizabeth Grant](#)

To contact GALE, contact any of the members.

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# Past GALE CLEs

## Agendas and Complete Written CLE Materials

Sept. 2012 - [Pathways to the Profession I](#): Preparing Millennials for Legal Practice

Jan. 2014 - [Pathways to the Profession II](#): Guiding the Student Experience

Sept. 2015 - [Pathways to the Profession III](#): Helping Students Chart Their Paths

Feb. 2017 - [Pathways to the Profession IV](#): The Role of the Externship Supervisor

Aug 2019 - [Pathways to the Profession V](#): Training New Lawyers

Aug 2020 - [GALE Supervisor Training August 2020](#): Ethical, Remote, and Anti-Racist Supervision

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# GALE CLE Materials on Ethics

Sept. 2015 (III): Ethics Issues in Externships [Presentation](#) (materials on [Conflicts](#), [Student Practice Rule](#))

Feb. 2017 (IV): [The New Student Practice Rule, Unauthorized Practice of Law, and Supervision](#) (case supplement)

Aug. 2019 (V): Ethical Supervision ([presentation](#), [materials](#), [video](#))