

Field Placement Manual



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I. STUDENT HANDBOOK

The goal of Baylor Law School's Field Placement Program is to enhance law students' education by offering opportunities to apply the knowledge and skills gained from academic studies to the rigors of legal practice in a real-life setting. Field placements bridge the gap between the law school and the practice of law in order to better prepare students to immediately step into their role as proficient attorneys. Field placements also offer students the opportunity to further develop substantive legal knowledge and analytical skills, observe and improve their understanding of professional responsibility and professionalism, gauge their strengths and weaknesses, and clarify professional goals.

Each field placement should enable students to develop an experiential understanding of what lawyers and judges do and how they do it, by observing and assisting with their work. Additionally, field placement programs should provide students with an opportunity to see how analytical skills and doctrinal knowledge are used in practice. In particular, these programs should enhance students' understanding of how ethics, strategy, tactics and judgment influence decision-making by lawyers and judges. Field placement programs should also encourage students to develop technical lawyering skills, such as client interviewing, client counseling, investigation, alternative dispute resolution, legal writing, research, and trial and appellate advocacy.

A. Prerequisites

Students who have successfully completed one academic year of study (three quarters) are eligible to enroll in Baylor Law School's Field Placement Program.

B. Credit

A student may take no more than three credit hours in any one approved placement without the approval of the Academic Standards Committee. (Students should contact the Career Development Office or Angela Cruseturner, Senior Assistant Dean, for information about submitting a request for additional hours to the Committee.) Students may earn a total of six credit hours in approved field placements. Students are eligible for one credit hour for each 45 hours worked. Unless otherwise approved by Dean Cruseturner field placements are approved for two hours of credit.

Students who have completed one approved field placement program may seek approval to receive credit for a second one. To be approved, the second placement must provide an experience that is substantially different from the experience gained in the first placement. For example, a student who completed a field placement with a district attorney's office for two hours may request permission to take a second field placement for two hours with an appellate court or an administrative agency.

C. Orientation

Each student must attend an orientation session to discuss program goals, expectations, and requirements for successful participation and credit.

D. Academic Requirements

Students are required to submit a written report to the faculty supervisor at the conclusion of the field placement. The report should consist of a daily journal reflecting on the work performed during the placement, which includes (1) a description of work performed; (2) thoughts about and reactions to tasks performed and the legal processes involved; and (3) reflections on the student's own skills and preparedness for the tasks assigned. While there is no set page limit for field placement reports, students should anticipate submitting a report that is 7 – 10 pages in length.

The faculty supervisor may also require that the report include an ongoing assignment sheet containing the date and time each assignment is given to the student, the nature of the assignment, the due date for the assignment, and the completion date of the assignment. (See Appendix B). The faculty supervisor may also require that the report include time logs, signed by the site supervisor, which describe the work performed and time devoted to a particular task. (See Appendix C). Where appropriate, the report also may include a sample of the student's work product with confidential information redacted.

Periodically, as required by the Faculty Supervisor, the student will submit portions of the report with the required elements to the Faculty Supervisor and to Lauren Porter, Career Development Coordinator.

E. Existing Field Placement Opportunities

1. Judicial Field Placement Programs

Students have the opportunity to enroll in field placement programs with the Honorable Alan Albright, District Judge of the Western District of Texas-Waco Division; the Honorable Jeffrey C. Manske, Magistrate Judge of the Western District of Texas-Waco Division; the Honorable Derek T. Gilliland, Magistrate Judge of the Western District of Texas-Waco Division; the Honorable Matt Johnson, Justice of the Texas Tenth Court of Appeals; the Honorable Steven Lee Smith, Justice of the Texas Tenth Court of Appeals; the Honorable Vikram Deivanayagam, Judge of McLennan County Court at Law; and the Honorable Phillip Arrien, Associate Judge of the Title IV-D Court. Each of these programs allows students to develop an experiential understanding of how judges decide controversies, while also allowing students to develop skills in legal writing, research, and advocacy.

2. Prosecutorial Field Placement Programs

Students have an opportunity to enroll in field placement programs with the McLennan County District Attorney's Office, the Limestone County Attorney's Office, and the Office of the United States Attorney for the Western District of Texas located in Waco, Texas. Each program provides students an opportunity to experience the work of prosecutors, to develop an understanding of how ethics, strategy, tactics and judgment influence decision-making by prosecutors, and to develop skills in investigation, legal writing, research, plea bargaining and advocacy.

3. Legal Services Programs

Students have an opportunity to enroll in field placement programs with Lone Star Legal Aid. This program provides students the opportunity to develop an appreciation for the unmet legal needs of the poor and to develop skills in interviewing clients, conducting factual investigations, legal writing and research.

4. Administrative Practice

Students have an opportunity to enroll in field placement programs with the State Office of Administrative Hearings, United States Environmental Protection Agency (Region 6), Texas Parks and Wildlife Department, and the Texas Commission of Environmental Quality. Working within these agencies provides students a unique opportunity to work with and observe attorneys and administrative law judges, in addition to engaging in research projects. Although these programs primarily benefit students who are completing the Administrative Practice area of concentration, other students (such as those who are interested in Environmental Law) are encouraged and permitted to enroll.

Professor Shelton, an adjunct faculty member who teaches one course each quarter in the area of Environmental

and Natural Resource Protection Law, oversees these programs.

Students may also enroll in a field placement with the United States Department of Veterans' Affairs-Regional Counsel's Office. This field placement will give students the opportunity to experience hands-on understanding of the federal administrative process in the areas of medical malpractice, employment law and veterans' benefits, to name a few.

Occasionally, students have additional field placement opportunities including the Child Support Enforcement Division of the Office of the Texas Attorney General.

5. How to Complete an Existing Field Placement:

- Complete the "Student, Site Supervisor, and Faculty Supervisor Memo of Understanding" (Appendix A).
- Submit "Student, Site Supervisor, and Faculty Supervisor Memo of Understanding" signed by you, site supervisor, and faculty supervisor to Lauren Porter.
- Attend mandatory field placement orientation.
- Complete report components designated by faculty supervisor.
- Submit report to faculty supervisor and Lauren Porter as required by the faculty supervisor.
- Lauren Porter will request completed Field Placement Evaluation Form from site supervisor (Appendix D).

F. Creating an Individual Field Placement

Students may also arrange their own field placement. Opportunities for placements exist at almost all local and federal government offices, as well as at almost all nonprofit organizations that conduct legal work. The student must submit a description of the program prepared by the site supervisor to Dean Cruseturner for approval before any work is completed by the student as part of the field placement. It is the student's responsibility to ensure the following requirements are fulfilled:

1. Selection and Evaluation of Field-Placement Opportunities

Eligible placements include: (i) a court; (ii) prosecutor's office; (iii) legal aid or public defender's office; (iv) an administrative agency or governmental office; (v) public law organization or firm; or (vi) a private lawyer or law firm only if the work is exclusively traditional pro bono legal service.

2. Qualifications and Training of Site Supervisors

Students will be permitted to work in offices only where site supervisors have indicated a willingness to provide the high quality of experience, supervision, feedback, and instruction required by the academic objective of the field placement program. Those who supervise students in the field offices must be licensed attorneys and must possess a high degree of legal experience and ability. It is preferred that they have experience supervising attorneys on staff, students, or both.

3. Faculty Supervisor

Students will need to request a faculty member to supervise the field placement. The supervisor will conduct close supervision of all of the students and their site supervisors through regular phone contact and/or emails. If the field placement is within close proximity, the supervisor also may conduct an on-site visit.

4. Review of the Placement

During and after the field placement, we will elicit feedback from the participants and site supervisors. If requested by the site supervisor, the information she gathers and the students' work-product will be given to the Field Placement Committee for a determination of whether the field placement will be offered on a regular basis.

5. How to Complete an Individual Field Placement:

- Provide the supervising attorney with the Site Supervisor Handbook (included in this manual) and confirm that proposed supervising attorney is eligible to serve as a site supervisor.
- Meet with Dean Cruseturner and request approval of the individual field placement.
- Once field placement is approved, sign the "Student, Site Supervisor, and Faculty Supervisor Memo of Understanding" (Appendix A).
- Submit "Student, Site Supervisor, and Faculty Supervisor Memo of Understanding" signed by you, site supervisor, and faculty supervisor to Lauren Porter.
- Attend mandatory field placement orientation.
- Complete report components designated by faculty supervisor.
- Submit report to faculty supervisor and Lauren Porter as required by the faculty supervisor.
- Lauren Porter will request completed Field Placement Evaluation Form from site supervisor (Appendix D).

II. SITE SUPERVISOR HANDBOOK

A. Contact Information for Baylor University School of Law

Career Development Office	254-710-1210
Faculty Offices	254-710-3611
Law School Registrar	254-710-1911

B. Introduction

We appreciate your willingness to assist us in the education and training of future Baylor Lawyers. Our students recognize the value of the practical experiences they will gain in a field placement program. We hope this handbook will assist you in planning your course and understanding your responsibilities. For questions that are not answered here, please feel free to consult Angela Cruseturner, Senior Assistant Dean, at 254.710.3331.

1. Your Responsibility as a Site Supervisor

Your role as a site supervisor is different from your role as a practitioner. As a site supervisor, you will create a structure and a set of expectations for your student, and you will need to evaluate their progress toward achieving those expectations. You must also provide your student with the opportunity to reflect on his or her observations, experiences, and other issues relevant to the profession. Please plan to meet with your student during the first week of the placement to discuss:

- The function of the agency, office, or organization.
- The nature of the legal work performed by the organization and the student's role in the office.
- Relevant office policies and the chain of command.
- Ethical requirements, in particular the confidentiality rules governing the student's work and written products.
- Best methods for communication between the student and the attorney supervisor.
- The student's work schedule.
- How you will provide opportunities for performance, feedback, and self-evaluation throughout the field placement.

As a site supervisor, you are entitled to expect your student to act responsibly and to work hard. You will provide the structure and communicate a set of expectations, but the student should learn actively under your guidance, rather than observing or acting only as passive recipient of information. You will be called upon to evaluate their performance and to provide honest feedback throughout the placement. Completing the field placement successfully will place a student one step closer to becoming a member of the bar. It is important, therefore, to make sure that during the course of the quarter, you challenge the student to improve his or her analytical skills. No student is entitled to pass the field placement. Rather, they are entitled to reasonable notice of your expectations, a fair opportunity to meet those expectations, and an objective evaluation of their performance.

At the very least, you should expect your student to complete their assignments on time, to be punctual, and to work their scheduled hours. You will need to find a reliable way to document their hours and evaluate the student's individual performance. For your convenience, form assignment sheets and work logs are included in Appendices B & C. Please feel free to use a different form or procedure to document and evaluate their work.

This handbook outlines some of the important aspects of planning the field placement, communicating clear expectations, and evaluating student performance. For a more detailed list of expectations for students and site supervisors, see the "Student, Site Supervisor, and Faculty Supervisor Memo of Understanding" in Appendix A.

2. Field Placement Planning & Development

a) Field Placement Objective

The field placement programs of the Baylor University School of Law should accomplish several educational objectives.

- These programs should enable students to develop an experiential understanding of what lawyers and judges do and how they do it, by observing and assisting in their work.
- The field placement programs should provide students with an opportunity to see how analytical skills and doctrinal knowledge apply in practice. In particular, these programs should enhance students' understanding of how ethics, strategy, tactics, and judgment influence decision making by lawyers and judges.
- The field placement programs should encourage students to develop technical lawyering skills, such as client interviewing, client counseling, investigation, negotiation, research, legal writing, and trial and appellate advocacy.

b) Approval of Field Placements

To ensure that field placement programs effectively promote these educational objectives, the following requirements must be satisfied with respect to each field placement: The site supervisor must review this "Site Supervisor Handbook" and the "Student, Site Supervisor, and Faculty Supervisor Memo of Understanding" (Appendix A) and confirm their eligibility and ability to supervise a student. The site supervisor will also furnish the Law School with a written statement specifying how the student will have an opportunity to participate in a substantial lawyering experience and have opportunities for performance in the field placement. This statement may be provided in the "Student, Site Supervisor, and Faculty Supervisor Memo of Understanding."

(1) Ongoing Field Placement Program

If the program seeks approval as an ongoing field placement, once the site supervisor's written statement is received, the proposed program will be submitted to Dean Cruseturner for presentation to the Academic Standards Committee. The Academic Standards Committee will consider the proposed field placement program in the same fashion that it considers all proposals for additions to the Law School's academic program. Based on its review of the proposed program, the Academic Standards Committee will make a recommendation to the faculty. The faculty will vote to determine whether the Law School will incorporate the proposed field placement program into its academic program. If approved, the program will be listed in the registration materials for the quarters in which the program has openings.

(2) One-time Field Placement Experience

For placements intended only as a singular experience for a particular student or only for one quarter, the site supervisor's written statement will be submitted to Dean Cruseturner for approval.

c) Faculty Supervisor

For ongoing placements, the Law School shall designate a faculty member or Dean Cruseturner to oversee each approved field placement program. This faculty member will provide each student enrolled in the program with a copy of the site supervisor's written statement of activities, objectives, and procedures for supervising and evaluating students. With respect to the administration of field placement programs, the faculty supervisor will advise each student participating in a field placement program that there is an expectation that:

- the student will devote 90+ hours of work to earn two academic credits (or 135 hours for three credits if approved by Dean Cruseturner);
- that the student may only participate in one field placement program while in Law School unless enrollment in a subsequent program is specifically approved;
- that the student may not receive any compensation for work performed in the program; and
- that the student will submit written reports so the faculty member can evaluate the student's field experience.

d) Site Supervisor's Evaluation of Student

At the conclusion of the term, the site supervisor shall submit to Lauren Porter, Career Development Coordinator, an evaluation of the student's performance, generally including hours worked, type of work and quality of his or her performance. Constructive feedback offered to assist the student's professional development is valuable and will be appreciated. See Appendix D for a sample Evaluation Form.

e) Faculty Evaluation of Field Placement

For ongoing placements, the faculty supervisor shall communicate with the site supervisor once a year to discuss the program's success in attaining its educational objectives and how the program can be improved. Based on those annual meetings and on reports received from students, the faculty supervisor will recommend to the chair of the Field Placement Committee whether the time devoted and type of work performed by students is consistent with the program's stated educational goals, and whether the site supervisor is regularly engaging each student in a critical evaluation of the student's field experience. The Field Placement Committee may renew the program for another year, renew the program conditioned on stated modifications to the program, or recommend to the faculty that the Law School discontinue the program.

3. Field Placement Atmosphere & Management

Baylor Law School has a diverse group of students, in terms of age, experience, religious and political views, educational and economic background, race, ethnicity, disabilities, nationality and gender. We endeavor to maintain a learning environment in which every student will be challenged to maximize his or her potential. Therefore, all academic experiences should be respectful but rigorous and should assist the student's development as a professional entering the practice of law upon graduation.

a) Dress Code

The Law School generally informs students that a mature and professional attitude should be demonstrated by the dress and appearance of the students as appropriate while attending classes or engaging in the other academic pursuits on and off campus. The student should be informed of your specific dress code.

b) Special Accommodations Under the Americans with Disabilities Act

The Law School complies with the Americans with Disabilities Act. Accommodations are granted upon appropriate request and documentation by the Baylor University Office of Access & Learning Accommodations. If a student in your field placement has been granted accommodations that affect his or her ability to perform tasks assigned, Dean Cruseturner will work with the site supervisor to determine whether reasonable accommodations can be made to assist the student in completing the assigned tasks.

c) Honor Code

Law students are governed by the Law School's Honor Code. Among other things, the Honor Code prohibits cheating of any nature on assignments or on final exams, and prohibits plagiarism in any academic pursuit. If you have evidence of violations, you should notify Associate Dean Patricia Wilson at 254.710.1911.

d) Non-Discrimination, Sexual Assault and Harassment Policies

Baylor's non-discrimination policy is as follows:

Baylor University does not unlawfully discriminate on the basis of race, color, national origin, ethnicity, citizenship, immigration status, disability, sexual orientation, gender identity or expression, age, genetic information or the refusal to submit to a genetic test, past, current or prospective service in the uniformed military service, or any other characteristic protected under applicable federal, Texas, or local law ("Protected Characteristics"). These Protected Characteristics are interpreted consistently with relevant and applicable law.

Baylor University admits students of any Protected Characteristic to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not unlawfully discriminate on the basis of any Protected Characteristic in employment or in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

The University is controlled by a predominantly Baptist Board of Regents and is operated within the Christian-oriented aims and ideals of Baptists. Baylor is also affiliated with the Baptist General Convention of Texas, a cooperative association of autonomous Texas Baptist churches. Baylor's commitment to equal opportunity and respect of others does not undermine the validity and effect of the constitutional and statutory protections for its religious liberty, including, without limitation, the religious organization exemption under Title VII of the Civil Rights Act of 1964, the religious exemption to Title IX of the Education Amendments of 1972, and the Free Exercise Clause of the First Amendment to the United States Constitution, among others.

As a religiously controlled institution of higher education, the University prescribes standards of personal conduct. While the University does not discriminate on the basis of sexual orientation, gender identity or expression, *per se*, it does regulate conduct that is inconsistent with the religious values and beliefs that are integral to its Christian faith mission. See the Baylor Statement on Human Sexuality at <https://www.baylor.edu/risk/doc.php/343044.pdf>. This policy statement is neither intended to discourage, nor is it in fact applicable to, any analytical discussion of law and policy issues involved, or to discussions of any recommendations for changes in existing law. Discussions of these matters are both practiced and are welcomed within our curriculum.

e) Grading Policies and Procedures

You will be asked to report to the faculty supervisor whether the student satisfactorily completed the field placement. Based on your report, the faculty supervisor will assign a "P" for passing or an "F" for failing at the end of the quarter. As already stated, the student is not entitled to a "P." If the student fails to complete the scheduled hours and assignments or if the student otherwise fails to perform in a professional manner, the student should be assigned an "F." If you have any questions or concerns, please contact Dean Cruseturner at 254.710.3331.

III. FACULTY HANDBOOK

A. Introduction

Thank you for supporting our Baylor Law students in their efforts to gain real-world experience. ABA Standard 304 requires that faculty supervisors take an active role in supervising students in field placements.

1. Your Responsibility as a Faculty Supervisor

a) Academic Requirements

Faculty Supervisor will establish requirements (including readings, reflective papers or journals, and/or other assignments) designed to develop the student's experience in their placement, including encouraging self-evaluation and reflection.

b) Ongoing, Contemporaneous, Faculty-Guided Reflection

In compliance with ABA Standard 304, Faculty Supervisor will provide the student with ongoing, contemporaneous, faculty-guided experiences as noted below:

- A classroom instructional component,
- regularly scheduled tutorials, or
- reflection papers or a journal on which Faculty Supervisor will provide feedback.

c) Site Evaluation

Faculty Supervisor will remain in regular contact, including a visit, when practicable, with the field placement site, the student, and the site supervisor(s) to ensure the quality of the educational experience.

d) Availability

Faculty Supervisor will serve as a resource for the site supervisor(s) and staff should any concerns or issues arise.

e) Evaluation

Faculty Supervisor will evaluate the student's academic performance during the placement. The assessment will be based on the supervisor evaluation, timely compliance with requirements, the quality of academic and work assignments, and professionalism. Based upon this evaluation, Faculty Supervisor will determine whether credit should be granted.

2. Maintaining Field Placement Records

The Career Development Office is responsible for maintaining all field placement records and ensuring that all faculty supervisors maintain regular contact with site supervisors and students in accordance with ABA Standard 304. See Appendix E for the reminder email faculty will receive each quarter about taking notes of correspondence with site supervisors and students and the Career Development Office's role in maintaining such records.

Baylor Law School Field Placement Program

Student, Site Supervisor, and Faculty Supervisor Memo of Understanding

Student Name: _____

Email Address: _____ Contact Phone Number: _____

Field Placement: _____ Quarter/Year: _____
(e.g., Fall 2023)

At the time of the placement, will you have completed one academic year of law school? Yes ___ No ___

Field Placement Prerequisite: *Students must complete one academic year—three quarters—to enroll in a field placement.*

Site Supervisor(s): _____

Email Address: _____ Contact Phone Number: _____

Faculty Supervisor: _____

Email Address: _____ Contact Phone Number: _____

The following is a memo of understanding among the student, site supervisor, and faculty supervisor outlining the assignments that the parties expect to complete for the student to successfully receive academic credit for the field placement.

Describe the manner in which the student will have an opportunity to participate in a substantial lawyering experience and have opportunities for performance in the field placement. The faculty supervisor, site supervisor, and the student need to all be aware of this description.

I. Student

Thank you for registering to participate in Baylor Law School’s field placement program. We expect all Baylor Law students to act professionally, work hard, and take every opportunity to actively learn from their site supervisor(s) and to reflect upon the work performed.

The student should meet each of the following standards:

Professionalism: Follow directions, seek clarification and advice in a timely fashion, and comport oneself with professionalism and integrity throughout the placement.

Academic Component: Complete all assignments, academic or otherwise, required by the faculty supervisor or by the site supervisor(s).

Opportunities for Reflection: Reflect upon the observations, experiences, ethical considerations, and other issues that arise during the placement. As directed by the faculty supervisor, participate in a classroom

instructional component, attend regularly scheduled tutorials, and/or submit reflection papers or journals analyzing the experiences that will be submitted to the faculty supervisor at reasonable intervals throughout the quarter to ensure ongoing, contemporaneous faculty-guided evaluation. The student needs to pre-clear all submitted papers or journals through a site supervisor to protect confidentiality.

Self-Evaluation: Evaluate each assignment to determine any areas for improvement based upon the field placement experience. When possible and appropriate, the student should discuss the self-assessment with the faculty supervisor and site supervisor(s), remain open to feedback from the faculty supervisor and site supervisor(s), and consider how their feedback can be applied, specifically and globally, to future professional work.

Field Placement **start date** is: _____ . The **end date** is: _____ .

Student is enrolled in _____ (#) course hours for this field placement. To receive credit for this field placement, Student must work a total of _____ (#) hours during the quarter. (One course hour requires 45 hours of work, and two course hours requires 90 hours of work.) Students are required to submit a time log to the faculty supervisor that contemporaneously documents the hours worked.

***Please note:** A student may take no more than three credit hours in any one approved field placement without approval from the Academic Standards Committee.*

Student previously participated in the following field placement(s) for credit: Yes ____ No ____

***Please note:** Credit is not available for a second field placement unless the experience is substantially different from the experience gained in the first placement. The maximum number of field-placement hours a student may earn is six hours.*

Field Placement

Hours of Credit Earned

During the quarter, Student has the following classes and commitments in addition to the field placement:

Name of Class/Commitment

Day/Time/# Hours per Week

II. Site Supervisor

Thank you for your support, supervision, and mentoring of a Baylor Law student. We appreciate the time and energy you will devote to supervising this student. We hope the list below will provide clear guidance on the expectations placed upon each site supervisor.

The site supervisor should meet the following expectations:

Supervision: Site Supervisor has the authority, ability, and resources to ensure that the student has a supervising attorney or attorneys who will actively train, supervise, and mentor him or her throughout the quarter.

Orientation: Site Supervisor will ensure that the student receives an orientation that will cover the following topics:

1. The function of the office, agency, or organization.
2. The nature of the legal work to be performed and the student's role in the office.
3. Relevant office policies and the chain of command.
4. Ethical requirements, including the confidentiality rules governing the student's work and written products.
5. The best methods for communication between the student and the site supervisor.
6. The student's work schedule.
7. How the site supervisor will provide opportunities for performance, feedback, and self-evaluation throughout the field placement.

Communication: Site Supervisor will ensure that the student is given clear deadlines and ongoing guidance for managing the workload.

Skills Development: The student will be engaged in a substantial lawyering experience that includes multiple opportunities for performance, feedback, and self-evaluation.

Assignments: The student will be assigned work that is similar to that of a law clerk, or entry-level staff attorney, including exposure to a broad range of lawyering skills. Assignments may include, but are not limited to, drafting or reviewing documents, researching and writing memoranda, interviewing clients and witnesses, and observing or participating in meetings, depositions, or court proceedings. Administrative work will be kept to a minimum.

Feedback: Site Supervisor, or another attorney or staff member, will provide the student with specific, individualized and timely feedback on his or her work, attitude, professionalism, and fulfillment of other field placement requirements.

Observation: The student will have opportunities to observe court proceedings, client/staff/strategy meetings, or other appropriate professional activities.

Opportunities for Reflection: The student will have the opportunity to meet with Site Supervisor and other attorneys and staff to discuss the student's observations, experiences, and other issues relevant to the profession.

Supervisor Accessibility: The student and supervising attorney will meet at least weekly. In addition to any standing meetings, the supervising attorney will be available to meet with the student as needed to provide support and feedback on assignments.

Contact with Faculty Supervisor: Site Supervisor will maintain contact with the student's faculty supervisor.

Evaluation: Site Supervisor will complete Baylor Law School's evaluation form at the conclusion of the field placement and provide a clear and honest assessment of the student's performance.

Logistics: Site Supervisor will provide the student a designated workspace and access to the resources and

support reasonably necessary to complete assignments.

Bar Admission: Site Supervisor and the student’s other direct supervisors if applicable, are practicing attorneys licensed by the highest court of _____ (state).

Faculty Supervisor

Thank you for supporting our Baylor Law students in their efforts to gain real-world experience. ABA Standard 304 requires that faculty supervisors take an active role in supervising students in field placements.

The Faculty Supervisor should meet the following expectations:

Academic Requirements: Faculty Supervisor will establish requirements (including readings, reflective papers or journals, and/or other assignments) designed to develop the student’s experience in their placement, including encouraging self-evaluation and reflection.

Ongoing, Contemporaneous, Faculty-Guided Reflection: In compliance with ABA Standard 304, Faculty Supervisor will provide the student with ongoing, contemporaneous, faculty-guided experiences as noted below:

- A classroom instructional component,
- regularly scheduled tutorials, or
- reflection papers or a journal on which Faculty Supervisor will provide feedback.

Site Evaluation: Faculty Supervisor will remain in regular contact, including a visit, when practicable, with the field placement site, the student, and the site supervisor(s) to ensure the quality of the educational experience.

Availability: Faculty Supervisor will serve as a resource for the site supervisor(s) and staff should any concerns or issues arise.

Evaluation: Faculty Supervisor will evaluate the student’s academic performance during the placement. The assessment will be based on the supervisor evaluation, timely compliance with requirements, the quality of academic and work assignments, and professionalism. Based upon this evaluation, Faculty Supervisor will determine whether credit should be granted.

III. Signatures

We acknowledge that we received a copy of Baylor Law School’s Student, Site Supervisor, and Faculty Supervisor Memo of Understanding, and we understand the expectations placed on each party for the student to successfully receive academic credit for the field placement experience.

Signature of Student: _____

Signature of Site Supervisor: _____

Signature of Faculty Supervisor: _____

Each should keep copies for your records, and the student must return this form to:

Ms. Lauren Porter
Baylor Law School Career Development Coordinator
Lauren_Porter@baylor.edu
One Bear Place #97288
Waco, Texas 76798

Appendix B – ASSIGNMENT SHEET

Date	Time	Nature of the Assignment	Due Date	Completion Date

Appendix C – WORK LOG

Date	Hours Worked	Work Performed

Total Hours: _____

Signature of Student: _____

Signature of Supervisor: _____

Appendix D - BAYLOR LAW SCHOOL FIELD PLACEMENT EVALUATION FORM

Name of Student: _____

Quarter / Year Enrolled: _____

Name of Agency / Entity: _____

Supervising Attorney: _____

1. Has the student satisfied the requirements listed in the Field Placement Program description?

2. Has the student received feedback concerning his or her performance?

3. Please rate the student's performance:

_____ Exceeded expectations

_____ Met expectations

_____ Did not meet expectations

4. Do you recommend that the student be given academic credit for the field placement?

5. Do you have additional comments concerning the performance of this student?

Signature

Date

Appendix E - FACULTY EMAIL REMINDER

Faculty Member:

Thank you for supervising a field placement this quarter. The Career Development Office has been tasked with maintaining all field placement records and ensuring that all faculty supervisors maintain regular contact with site supervisors and students in accordance with ABA Standard 304. Below is the plan we propose. We will be happy to customize your plan in any way that meets the ABA Standards.

Regular Contact Between Faculty and Site Supervisors

ABA Standard 304 requires: “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.”

We recommend that faculty members reach out to site supervisors by phone or email once per quarter.

If you will email Lauren Porter, Career Development Office Coordinator, the date you talked with the site supervisor and any notes you want to include about your conversation, Lauren will maintain these records so that you do not have to.

Ongoing, Contemporaneous, Faculty-Guided Reflection

ABA Standard 304 also requires the faculty supervisor provide “opportunities for student performance, self-evaluation, and feedback from a faculty member, or ... site supervisor” and “a classroom instructional component, regularly scheduled tutorials, or other means of ongoing, contemporaneous, faculty-guided reflection.”

Angela Cruseturner, Senior Assistant Dean, will require the students she supervises to submit journal entries every other week, rather than one report at the end of their placement. She will give students the following guidance about drafting their report/journal: “The report should consist of a daily journal reflecting on the work performed during the field placement, which includes (1) a description of work performed; (2) thoughts about and reactions to tasks performed and the legal processes involved; and (3) reflections on the student’s own skills and preparedness for the tasks assigned.” Please let the Career Development Office know if you will require something else of your students.

Dean Cruseturner contacts students at least once each quarter to provide opportunities for reflection on the experience and to provide feedback on journal entries.

Site Supervisor Evaluation of Student

Lauren will email each site supervisor the evaluation form before the student’s last day of the placement. If you prefer to provide this form to your site supervisors, please let us know.

Records

Students should copy Lauren on all emails to their faculty supervisor to which they attach a journal entry or a timesheet. We will be happy to send faculty supervisors one email at the end of the placement with the student’s journal entries, timesheet, and the site supervisor’s evaluation.