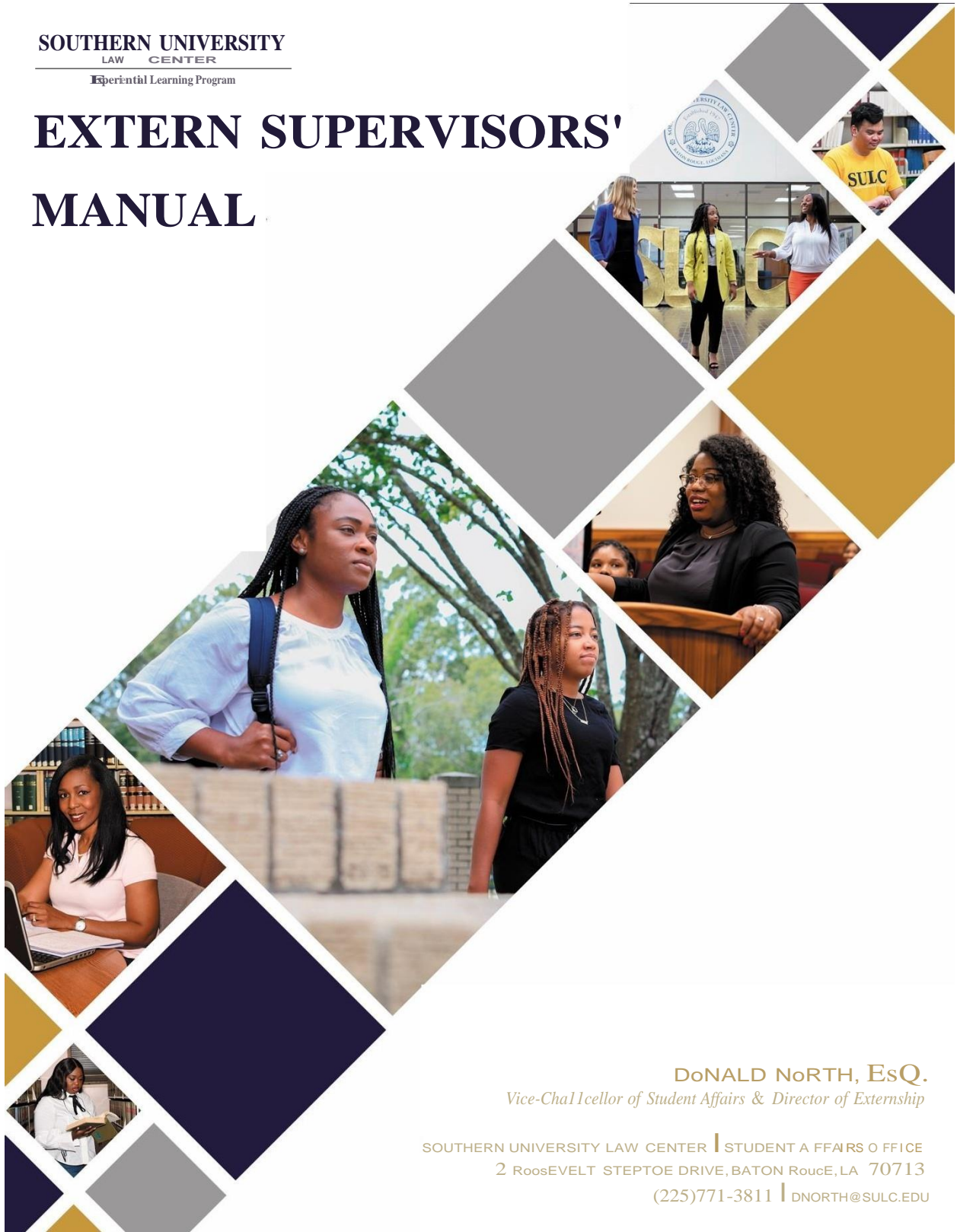


SOUTHERN UNIVERSITY
LAW CENTER

Experiential Learning Program

EXTERN SUPERVISORS' MANUAL



DoNALD NoRTH, EsQ.

Vice-Chancellor of Student Affairs & Director of Externship

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Introduction

Welcome to the Southern University Law Center (SULC) and thank you for your generosity in agreeing to supervise law students for their academic externship. Working with experienced lawyers and judges engaged in legal practice provides SULC law students distinctive opportunities to learn practical skills that cannot be replicated in a classroom. Thank you for partnering with SULC to provide our students with valuable experiential learning opportunities.

Your willingness to serve as a Supervising Attorney to an SULC student as they begin the transition from the classroom to the practice of law is greatly appreciated. We recognize that extern supervision takes time and effort, but we hope your experience as a mentor will also be enjoyable and rewarding. It is not easy taking on a student, especially given the professional shifts caused by the COVID-19 pandemic. You, however, along with other lawyers, judges, and other professionals have stepped up to provide students with both remote and in-person opportunities. Externships are an integral part of our experiential learning program. Through externships, students gain skills required to be successful attorneys—from improving their research, writing, and drafting proficiencies to developing their interpersonal communication skills and strategic decision-making as well as understanding and integrating the values of the profession. Equally important for most students, externships are the first real opportunity to appreciate, in real time, what it means to be a lawyer.

This manual reflects and includes SULC Externship Program policies, which are crafted by the *ABA Standards Rules of Procedure for Approval of Law Schools, Chapter 3. Standard 304*, which governs field placement courses.

The success of the SULC Externship Program is a direct result of the dedication, service, and mentorship of supervising attorneys, judges, and law professionals. Thank you for giving your time and experience. I look forward to working with you and hope to meet you individually. I am available to answer any questions, navigate any concerns, and assist you in any way that I can.

With gratitude,

Donald North, Esq.

Vice Chancellor for Student Affairs/Director of Externships

Purpose of Externships

Externships offer opportunities for second- and third-year students to earn academic credit while working in outside law offices, judicial chambers, and state agencies.

Externships enable students to explore legal work in the Baton Rouge area and across the country that may not otherwise be available through clinics or other courses. In addition, externship students participate in faculty-led seminars and other activities to help them reflect on their field experiences.

The development of the externship/internship opportunities will allow the law school to create a partnership that will create and foster new and additional intern/extern placement opportunities. Lawyers work in all employment settings and work for all types of employers.

The most unique skill that is acquired while in law school is critical thinking. This skill is eagerly sought after by large businesses, who hire and retain qualified employees in a wide variety of positions. By earning a law degree, law graduates have proven that they can perform critical research, are experts at problem-solving, and have honed their creativity and ingenuity.

Southern University Law Center firmly believes that our students are the lawyers in training who will bring about positive change in the communities in which they serve, the communities in which they live, and the world at large—and who will demonstrate seriousness of purpose throughout every experiential learning experience.



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Traditional Externships

Southern University Law Center offers a wide variety of externship offerings that allow students to work in the field. There are traditional and non-traditional externships. The traditional externship are the ones that involve areas that the law school has been intricately involved in for over a decade. Those externships have existing work schedules and have integrated the law school into the normal program of study. They include the District Attorney's office, the Appellate Court of Appeals, the Department of Environmental Quality, the Attorney General's office, Legal Services, and the Public Defender's office. There are other traditional externships that do not occur on a yearly basis due to the workload but may arise based on expectations. The traditional externships routinely qualify for three hours of academic credit per semester with a workload of up to 20 hours per academic week.

Non-Traditional Externships

The non-traditional externships are modeled after the Texas Legislative Internship Program, also known as TLIP. The non-traditional externships are extremely demanding and often exceed 40-hour work weeks. Students are integrated into non-traditional job assignments that provide not only exposure to different aspects of the law, but also to unique and meaningful opportunities to practice law. Non-traditional externships do not focus simply on legal or law-related jobs but allow the students an opportunity to participate in an externship that fulfills the full spectrum of law-related job opportunities. In non-traditional externships, students can earn anywhere between three to 12 credit hours per semester. Non-traditional externships give students an opportunity to become ambassadors for the legal profession and allow them the opportunity to explore the many facets that a Juris Doctorate degree will prepare you for. What is significant about a non-traditional externship is that it has no physical borders. Other non-traditional externships include, but are not limited to, The American Bar Association, The Environmental Legal Defense Fund, Robert Kennedy Center for Justice and Human Rights, and many more.

These and other non-traditional externships may not fit neatly into the traditional law firm, legal aid, or judicial or legislative model. Even so, students in such externships still need to develop and practice their legal skills and work to achieve the learning outcomes listed below. As the supervisor in such an externship, you will need to keep in mind the externship's goal and craft the student's work so that the student will have a chance to learn and develop the learning outcomes and goals (listed below), including developing professional relationships; problem-solving skills, including critical thinking, analysis, and research; professional identity and independent learning; ethical practice skills; and organizational and time-management skills. As importantly, you must make the connections between the duties assigned and the required learning outcomes so that the student can not only receive the best practical learning experience, but also meet the ABA requirements for externship course credit.

Field Placement Work Requirements

1. Student must be monitored/supervised by a Supervising Attorney approved by the Director.
2. Students should perform legal work during the externship—students' work should not consist of more than 10 percent of administrative or clerical duties, nor should students be asked to run personal errands or perform menial tasks.
3. Supervisors and their designees should communicate the value of the task a student has been given so that the student can understand where the task fits in the larger picture of the work of the office, allowing the student to do the best work possible.
4. Students should be given legal research and writing assignments.
5. Students should also be given opportunities to observe the Supervising Attorney and other lawyers in the office in the full panoply of lawyering tasks, to include, but not be limited to, the following:
 - client interviewing and counseling;
 - fact investigation;
 - case strategy discussions;
 - depositions;
 - meetings with co-counsel;
 - negotiations with opposing counsel;
 - witness interviewing and preparation;
 - preparing discovery questions;
 - responding to discovery questions;
 - in-chambers discussions or staff meetings;
 - legal hearings or trials; and
 - legislative hearings/testimonies.

Learning Outcomes

The externship program strives to help develop in students the art of lawyering by teaching skills and values as well as engaging students fully with the intellectual, pragmatic, ethical, and personal issues that arise in the practice of law. Reflection allows students to learn from mistakes, build on what they learn, and apply those lessons to future actions. They can be purposeful in their decision-making and take responsibility for their choices. Through self-awareness and reflection, students can identify and articulate challenges, develop solutions, and learn from experience. Listed below are the learning outcomes expected from students' experience in the externship program.

Skills 1: Problem Solving

To develop and evaluate strategies for solving a problem or accomplishing an objective, a lawyer should be familiar with the skills and concepts involved in:

- 1.1 identifying and diagnosing the problem;
- 1.2 generating alternative solutions and strategies;
- 1.3 developing a plan of action;
- 1.4 implementing the plan;
- 1.5 keeping the planning process open to new information and new Ideas.

Skills 2: Legal Analysis and Reasoning

To analyze and apply legal rules and principles, a lawyer should be familiar with the skills and concepts involved in:

- 2.1 identifying and formulating legal Issues;
- 2.2 formulating relevant legal theories;
- 2.3 elaborating legal theory;
- 2.4 evaluating legal theory;
- 2.5 criticizing and synthesizing legal argumentation.

Skills 3: Legal Research

To identify legal issues and to research them thoroughly and efficiently, a lawyer should have:

- 3.1 knowledge of the nature of legal rules and institutions;
- 3.2 knowledge of and ability to use the most fundamental tools of legal research;
- 3.3 understanding of the process of devising and implementing a coherent and effective Research Design.

Skills 4: Factual Investigation

To plan, direct, and (where applicable) participate in factual investigation, a lawyer should be familiar with the skills and concepts involved in:

- 4.1 determining the need for factual investigation;
- 4.2 planning a factual investigation;
- 4.3 implementing the investigative strategy;
- 4.4 memorializing and organizing information in an accessible form;
- 4.5 deciding whether to conclude the process of fact gathering;
- 4.6 evaluating the information that has been gathered.

Skills 5: Communication

To communicate effectively, whether orally or in writing, a lawyer should be familiar with the skills and concepts involved in:

- 5.1 assessing the perspective of the recipient of the communication;
- 5.2 using effective methods of communication.

Skills 6: Counseling

To counsel clients about decisions or course of action, a lawyer should be familiar with the skills and concepts involved in:

- 6.1 establishing a counseling relationship that respects the nature and bounds of a lawyer's role.
- 6.2 gathering information relevant to the decision to be made;
- 6.3 analyzing the decision to be made;
- 6.4 counseling the client about the decision to be made;
- 6.5 ascertaining and implementing the client's decision.

Skills 7: Negotiation

To negotiate in either a dispute-resolution or transactional context, a lawyer should be familiar with the skills and concepts involved in:

- 7.1 preparing for negotiation;
- 7.2 conducting a negotiation session;
- 7.3 counseling the client about the terms obtained from the other side in the negotiation and implementing the client's decision.

Skills 8: Litigation and Alternative Dispute-Resolution Procedures

To advise a client about the options of litigation and alternative dispute resolution, a lawyer should understand the potential functions and consequences of these processes and should have a working knowledge of the fundamentals of:

- 8.2 litigation at the appellate level;
- 8.3 advocacy in administrative and executive forums;
- 8.4 proceedings in other dispute-resolution forums.

Skills 9: Organization and Management of Legal Work

To practice effectively, a lawyer should be familiar with the skills and concepts required for efficient management, including,

- 9.1 formulating goals and principles for effective practice management;
- 9.2 developing systems and procedures to ensure that time, effort, and resources are allocated efficiently;
- 9.3 developing systems and procedures to ensure that work is performed and completed at the appropriate time;
- 9.4 developing systems and procedures for effectively working with other people;
- 9.5 developing systems and procedures for efficiently administering a law office.

Skills 10: Recognizing and Resolving Ethical Dilemmas

To represent a client consistently with applicable ethical standards, a lawyer should be familiar with:

- 10.1 the nature and sources of ethical standards;
- 10.2 the means by which ethical standards are enforced;
- 10.3 the processes for recognizing and resolving ethical dilemmas.

Paid Externships – Extra Obligations

In 2016, the American Bar Association authorized additional standards that permitted students to receive both academic credit and compensation for an externship. Therefore, the Law Center has amended its policies to allow a student who is working in an externship to receive both academic credit and compensation for that externship simultaneously.

The Law Center does not determine whether an externship opportunity will result in compensation for a student. Such a decision is solely in the discretion of the employer. Where an externship is compensated, the Law Center will simply decide whether academic credit will also be awarded. If a student is interested in seeking both compensation and academic credit for an externship, please be aware of the following:

1. An externship is considered paid if any sort of financial compensation is received by the extern while the extern also receives academic credit. Such financial compensation can come in many different forms, including, but not limited to, an hourly/weekly/monthly wage, stipend, fellowship, or grant. Such financial compensation can be provided by the field placement or another outside source. The Law Center does not provide any payment for externships.
2. A student seeking a paid externship under this policy is required to meet with the Director to discuss and obtain approval for a paid externship prior to starting the externship.
3. Regardless of whether the externship opportunity is paid, both the student and the Supervising Attorney must still agree to abide by all requirements, rules, and regulations surrounding externships as discussed in this policy.
4. The Director will need to communicate with the Supervising Attorney about the paid externship prior to approval of the externship. If the Supervising Attorney is new to our system, a completed Supervising Attorney application is required, as it is for all new supervisors regardless of pay status of the externship.
5. Students seeking credit for work with a current employer may be eligible to receive both pay and credit for an externship with the same employer. A memo describing the increased educational value of the experience and how the work will be substantially different from the work the student is already engaged in as an employee is required. This memo must be submitted by the Supervising Attorney, not the student, to the Director during the semester prior to the student's externship and in advance of the stated externship deadlines. Work might be considered substantially different, for example, if it includes different projects or a new supervisor or if it involves work in a different division of the office. Evening division students and students who are employed part time in legal offices may fall into this category of students.
6. If an opportunity to receive payment presents itself during the semester in which a student is enrolled for an externship for credit through SULC (as opposed to during the pre-enrollment process), then the student must contact the Director to discuss whether that student is able to adjust the externship so that it can become a paid externship.

Overview and Educational Goals

Some of the benefits gained from legal externships are learning practice-ready professional skills, building a professional network, finding a mentor, exploring career options, and clarifying personal goals. The primary objectives of the externship experience include the following.

- Legal Analysis and Expression—students should expand their critical thinking, problem-solving, legal analysis, and oral communication skills.
- Research Skills—in addition to honing their legal research skills, students should engage in fact finding through interviews, document review, and information organization.
- Substantive Law—students should increase their knowledge of a substantive area of law, e.g., civil or criminal procedure, etc.
- Professional Development—students should develop essential professional competencies such as time management and communications; students will further develop their professional identity, examine ethics in a practical setting, and increase their self-awareness as it relates to integrity, civility, bias, etc.
- Practical Skills—students should engage in practice-specific tasks such as document drafting, counseling, interviewing, investigating, trial preparation, client interaction, negotiation, etc.
- Business Development—students should develop strategic relationships, have opportunities for networking, and gain an understanding of the operational management side of a law practice, non-profit organization, or governmental agency.
- Other Professional Skills—may include skills such as trial practice, conflict resolution, collaboration, cultural competency, and self-evaluation.

Experiential Education

I hear and I forget.

I see and I remember.

I do and I understand.

-Confucius (551 BC – 479 BC)-

Supervising Attorney Requirements

1. The Supervising Attorney must submit a Supervising Attorney application and have that application approved by the Director before a student can serve in an externship under the supervision of the Supervising Attorney.
2. The licensed attorney applying to serve as a Supervising Attorney must have a minimum of five (5) years of legal practice experience.
3. The Supervising Attorney must identify the specific duties of the student and after consultation with the Director, determine the learning goals that can be achieved during the externship opportunity; the Supervising Attorney agrees to help the student realize those goals by providing practical, hands-on legal experience in a real-world work environment.
4. The Supervising Attorney should ensure the experience for the student is educational and offer plenty of constructive feedback.
5. The Supervising Attorney should integrate externs into their offices as much as possible and commit to engaging with them on a regular basis.
6. Specifically, the Supervising Attorney must do the following:
 - supervise the field work performed by the student;
 - offer the student plenty of constructive feedback throughout the semester;
 - before the externship begins, complete and sign a “Field Placement Agreement”—along with the student—which outlines the nature and type of fieldwork the student will perform and the learning goals the student will achieve during the externship;
 - limit administrative and clerical duties to no more than 10 percent of the extern’s workload during the externship; and
 - submit an evaluation form to the Director at the conclusion of the externship for each student under supervision.

Expectations for Supervisors

Be Prepared

Before the student's arrival, think about the projects you will assign the student and who would be best to supervise those projects. Many students arrive to find that they are without an assigned desk or workspace, a computer, password access, and/or telephone access for a substantial period. All basic housekeeping should be prepared before the student's arrival so the student can begin work right away.

Schedule an Orientation

Before the student arrives, schedule an orientation to acquaint the student with the office and other staff members. During the orientation, brief the student about the office protocols, including such things as attendance, punctuality, work hours expectations, security, safety and emergency procedures, filing systems, routing phone calls, dress code, computer usage, and use of research databases.

Determine Supervision

Determine for whom the student will be completing assignments. If the student has more than one supervisor, assign an attorney supervisor who has ultimate responsibility for coordinating the student's work. This includes ensuring that the student does not have too much or too little work and that the student has a variety of assignments.

Assign Only Substantive Legal Matters

Students are required to be engaged in substantive legal work to receive academic credit for their externships. Although there are times where everyone pitches in to help with administrative matters—when meeting a deadline, preparing for trial, etc.—administrative work should not be part of the student's regularly scheduled duties. For example, students should not answer phones, photocopy, update databases, or schedule events on a regular basis. Students should never be assigned personal errands. Providing referrals to other agencies may provide some useful experience, but should be a limited portion of the student's work.

Set Goals' Meeting

Within the first few weeks, meet with the student to discuss the student's educational goals for the semester and your goals regarding work product to be completed. The work that students receive should promote the stated goals. Students are also likely to have some personal goals that they may be hesitant to articulate, so go ahead and take the initiative to ask if the student has such personal goals and help a coordinate path achieving them. For example, consider asking your student if the student is interested in producing a writing sample, networking with other attorneys in the field, and/or discussing career strategies.



To avoid frustration and miscommunication, get started early to be on the same page.

Keep the Lines of Communication Open

Many externs may be reluctant to ask questions or seek advice for fear of appearing incompetent. When you make every effort to create and maintain a comfortable and effective working relationship, the extern's educational experiences and their contributions to your office will be maximized. It is important that you, as the supervisor, meet regularly with each student individually to check in, review completed work, address any problems, and discuss future assignments. In these meetings, you should go over both substantive work and professional development when applicable. These scheduled meetings should take place a minimum of once a week. Provide externs with individual, detailed, and timely feedback on the work they have completed. Also review the extern's Learning Agreement, mid-semester self-assessment, and complete a final evaluation.

Diversity of Tasks

Extern will be given work to that of an entry-level attorney or a paid law clerk, and administrative work will be kept to a minimum. This work will expose the student to a broad range of lawyering skills. Extern should produce at least 10 cumulative pages of original work product during the semester.

Create Opportunities to Observe Legal Practice

One of the most important aspects of a legal externship is the opportunity to observe attorneys engaged in the practice of law. Avoid having students spend large amounts of time in relative isolation in the library or other location. Students should be given every opportunity to meet with attorneys and to observe them in action by attending meetings, client interviews, witness interviews, witness preparation sessions, strategy (legal theory of the case) sessions, depositions, settlement conferences, hearing and trials, appellate arguments, CLE events, and any other substantive activities involving the attorneys working in the office. In addition, students should be allowed to see the application of their work to the final product. Ensure that students are included on the lists of those receiving office memoranda.

Bar Admission/Status

Supervising attorney or judge must be a member of a state bar and have been a barred attorney for at least five years.

Remote Work

In light of the COVID-19 pandemic, an extern will be able to work remotely if appropriate under public health guidelines and considering the student's personal circumstances. Given the uncertainty of the moment, all field placements should have systems in place to ensure that students can work remotely should the necessity arise. If in-person work is legally permissible during externship, the student may opt to work in person, subject to SULC approval. It is essential that field placement supervisors and students have conversations about remote work policies prior to commencement of the placement.

Currently, the norms are working remotely or hybrid. The challenge now is creating new work relationships with limited in-person work. The juggling of multiple responsibilities has provided limited energy or mental capacity required to deal with a situation. Legal practice has also changed because of the shutdowns of court shifting to virtual hearings. These are some main issues to address with the extern at the beginning of the work experience.

Program of Legal Education Standard 301

OBJECTIVES OF PROGRAM OF LEGAL EDUCATION

- (a) A law school shall maintain a rigorous program of legal education that prepares its students, upon graduation, for admission to the bar and for effective, ethical, and responsible participation as members of the legal profession.
- (b) A law school shall establish and publish learning outcomes designed to achieve these objectives.

Standard 302. LEARNING OUTCOMES

A law school shall establish learning outcomes that shall, at a minimum, include competency in the following:

- (a) Knowledge and understanding of substantive and procedural law.
- (b) Legal analysis and reasoning, legal research, problem-solving, and written and oral communication in the legal context.
- (c) Exercise of proper professional and ethical responsibilities to clients and the legal system; and
- (d) Other professional skills needed for competent and ethical participation as a member of the legal profession.

Interpretation 302-1

For the purposes of Standard 302(d), other professional skills are determined by the law school and may include skills such as, interviewing, counseling, negotiation, fact development and analysis, trial practice, document drafting, conflict resolution, organization and management of legal work, collaboration, cultural competency, and self-evaluation.

Interpretation 302-2

A law school may also identify any additional learning outcomes pertinent to its program of legal education.

Standard 303. CURRICULUM

(a) A law school shall offer a curriculum that requires each student to satisfactorily complete at least the following:

- (1) one course of at least two credit hours in professional responsibility that includes substantial instruction in rules of professional conduct, and the values and responsibilities of the legal profession and its members.
- (2) one writing experience in the first year and at least one additional writing experience after the first year, both of which are faculty supervised: and
- (3) one or more experiential course(s) totaling at least six credit hours. An experiential course must be a simulation course, a law clinic, or a field placement, as defined in Standard 304.

(b) A law school shall provide substantial opportunities to students for:

- (1) law clinics or field placement(s); and
- (2) student participation in pro bono legal services, including law-related public service activities.

Interpretation 303-1

A law school may not permit a student to use a course to satisfy more than one requirement under this Standard. For example, a course that includes a writing experience used to satisfy the upper-class writing requirement [see 303(a)(2)] cannot be counted as one of the experiential courses required in Standard 303(a)(3). This does not preclude a law school from offering a course that may count either as an upper-class writing requirement [see 303(a)(2)] or as a simulation course [see 304(a) and 304(b)] provided the course meets all the requirements of both types of courses and the law school permits a student to use the course to satisfy only one requirement under this Standard.

Interpretation 303-2

Factors to be considered in evaluating the rigor of a writing experience include the number and nature of writing projects assigned to students, the form and extent of individualized assessment of a student's written products, and the number of drafts that a student must produce for any writing experience.

Interpretation 303-3

Rule 6.1 of the ABA Model Rules of Professional Conduct encourages lawyers to provide pro bono legal services primarily to persons of limited means or to organizations that serve such persons. In addition, 19 ABA Standards and Rules of Procedure for Approval of Law Schools 2020-2021 lawyers are encouraged to provide pro bono law-related public service. In meeting the requirement of Standard 303(b)(2), law schools are encouraged to promote opportunities for law student pro bono service that incorporate the priorities established in Model Rule 6.1. In addition, law schools are encouraged to promote opportunities for law students to provide over their law school career at

least 50 hours of pro bono service that complies with Standard 303(b)(2). Pro bono and public service opportunities need not be structured to accomplish any of the outcomes required by Standard 302. Standard 303(b)(2) does not preclude the inclusion of credit-granting activities within a law school's overall program of law-related pro bono opportunities so long as law-related non-credit bearing initiatives are also part of that program.

Interpretation 303-4

Law-related public service activities include (i) helping groups or organizations seeking to secure or protect civil rights, civil liberties, or public rights; (ii) helping charitable, religious, civic, community, governmental, and educational organizations not able to afford legal representation; (iii) participating in activities providing information about justice, the law or the legal system to those who might not otherwise have such information; and (iv) engaging in activities to enhance the capacity of the law and legal institutions to do justice.

Standard 304. EXPERIENTIAL COURSES: SIMULATION COURSES, LAW CLINICS,
AND FIELD PLACEMENTS

- (a) Experiential courses satisfying Standard 303(a) are simulation courses, law clinics, and field placements that must be primarily experiential in nature and must:
 - (1) integrate doctrine, theory, skills, and legal ethics, and engage students in performance of one or more of the professional skills identified in Standard 302,
 - (2) develop the concepts underlying the professional skills being taught,
 - (3) provide multiple opportunities for performance,
 - (4) provide opportunities for student performance, self-evaluation, and feedback from a faculty member, or, for a field placement, a site supervisor,
 - (5) provide a classroom instructional component; or, for a field placement, a classroom instructional component, regularly scheduled tutorials, or other means of ongoing, contemporaneous, faculty-guided reflection; and
 - (6) provide direct supervision of the student's performance by the faculty member; or, for a field placement, provide direct supervision of the student's performance by a faculty member or a site supervisor.
- (b) A simulation course provides substantial experience not involving an actual client, that is like the experience of a lawyer advising or representing a client or engaging in other lawyering tasks in a set of facts and circumstances devised or adopted by a faculty member.
- (c) A law clinic provides substantial lawyering experience that involves advising or representing one or more actual clients or serving as a third-party neutral.
- (d) A field placement course provides substantial lawyering experience that (1) is reasonably like the experience of a lawyer advising or representing a client or engaging in other ABA Standards and Rules of Procedure for Approval of Law Schools 2020-2021 20 lawyering tasks in a setting

outside a law clinic under the supervision of a licensed attorney or an individual otherwise qualified to supervise, and (2) includes the following:

- (i) A written understanding among the student, faculty member, and a person in authority at the field placement that describes both (A) the substantial lawyering experience and opportunities for performance, feedback, and self-evaluation; and (B) the respective roles of faculty and any site supervisor in supervising the student and in assuring the educational quality of the experience for the student, including a clearly articulated method of evaluating the student's academic performance,
 - (ii) A method for selecting, training, evaluating, and communicating with site supervisors, including regular contact between the faculty and site supervisors through in-person visits or other methods of communication that will assure the quality of the student educational experience. When appropriate, a school may use faculty members from other law schools to supervise or assist in the supervision or review of a field placement program.
 - (iii) Evaluation of each student's educational achievement by a faculty member; and
 - (iv) Sufficient control of the student experience to ensure that the requirements of the Standard are met. The law school must maintain records to document the steps taken to ensure compliance with the Standard, which shall include, but is not necessarily limited to, the written understandings described in Standard 304(d)(i).
- (e) Credit granted for such a simulation, law clinic, or field placement course shall be commensurate with the time and effort required and the anticipated quality of the educational experience of the student.
- (f) Each student in such a simulation, law clinic, or field placement course shall have successfully completed sufficient prerequisites or shall receive sufficient contemporaneous training to assure the quality of the student educational experience. Interpretation 304-1 When appropriate, a school may use faculty members from other law schools to supervise or assist in the supervision or review of a field placement program.

Interpretation 304-1

When appropriate, a school may use faculty members from other law schools to supervise or assist in the supervision or review of a field placement program.

Anti-Discrimination and Harassment Policy

Title IX of the U.S. Education Amendments of 1972 ("Title IX") is a federal civil rights law that prohibits discrimination on the basis of sex in education programs and activities. Southern University Law Center (SULC) does not discriminate on the basis of sex in the education programs or activities that it operates including admissions and employment.

Under Title IX, discrimination on the basis of sex can also include sexual harassment which is defined as conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the College conditioning the provision of education benefits on participation in unwelcome sexual conduct (i.e., quid pro quo); or
2. Unwelcome conduct that a reasonable person would determine is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the institution's education program or activity; or
3. Sexual assault (as defined in the Clery Act), dating violence, domestic violence, or stalking as defined in the Violence Against Women Act (VAWA).

Any person may report sex discrimination, including sexual harassment (whether the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours) by using the electronic mail address titleix@sulc.edu, by the online reporting system, or by mail to the office address listed for the Title IX Coordinator.

The following person has been designated to handle inquiries regarding the non-discrimination policies and/or laws:

Tracie Washington, Director of Title IX Compliance/Title IX Coordinator, 2 Roosevelt Steptoe, Office 116, Baton Rouge, LA, 70813; 225/771-5818, ext. 35; tracie.washington@sulc.edu.

"SULC's Title IX Grievance Policy and Procedures are found at <https://www.sulc.edu/assets/sulc/TitleIX/Signed-Title-IX-Policy.pdf> and provide information on SULC's grievance procedures and grievance process, including how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment, and how SULC will respond."

Office of Civil Rights

For other questions or concerns related to Title IX, you can contact the Office for Civil Rights:

Dallas Office
U.S. Department of Education
1999 Bryan Street, Suite 1620
Dallas, TX 75201-6810
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