



1982

The Internship Program- Blending the Practical and the Theoretical

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Recommended Citation

Warnken, Byron L. (1982) "The Internship Program- Blending the Practical and the Theoretical," *University of Baltimore Law Forum*: Vol. 12: No. 3, Article 14.

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mulating questions, determining the validity of information provided by the client and learn how to provide counseling without committing oneself to a position before all the facts are available. Once again, attorney/judges evaluate and critique student efforts. In this way students are judged on their practical approach to the problem as well as the skills they exhibit.

Recognizing the significance of these intramural competitions in developing the requisite skills so necessary for practicing law and in the further hope of attracting even more student participation, the Maryland Bar Foundation has offered prize money for competition winners. The results have been extremely encouraging. Over one hundred and seventy students have participated in and over sixty members of the Bar and judiciary have donated their services to these competitions.

Students who have successfully competed in intramural competitions have represented the University in several national and regional competitions. The Law School has, in fact, won several regional titles. Last year, for example, the Client Counseling team won the Mid Atlantic regional competition. This year the Trial Advocacy team also received that distinction. In addition, the University hosted the appellate advocacy competition and one of its teams was selected to compete later this year at its national competition in San Francisco.

Without the cooperation of our alumni, the Moot Court Board and the faculty advisors, these programs would be wholly inadequate. It is our hope that this cooperation will continue in the future and the intramural/intermural programs will continue to give the students a chance to improve and test the practical skills of an attorney.

The Internship Program— Blending the Practical and the Theoretical

by Asst. Prof. Byron L. Warnken

The joke in the legal profession used to be that new law school graduates could not find their way to the courthouse. During the last decade, with increased critical examination of the level of lawyer competency and the role of law schools in that process, the joke has ceased to be amusing.

In 1973, the University of Baltimore School of Law instituted the Internship Program with a handful of students and a few interested attorneys and judges. Originally a project of the Student Bar Association, the Internship Program has grown to the point of placing approximately 200 students annually among the approximately 1,000 attorneys and judges registered with the program. Since 1978, the Internship Program has been under the direction of Assistant Professor of Law, Bryon L. Warnken.

The Internship Program is one component of an overall curriculum that recognizes the value of affording law students the opportunity to gain much needed practical experience prior to graduation. The program has worked to the advantage of the law student body, as well as the practicing legal community. On the one hand, students are able to earn non-graded pass/fail academic credits toward graduation, while gaining valuable practical experience; on the other hand, attorneys and judges are able to receive the services of second, third or fourth year law students. Every effort is made to place students according to their areas of interest and provide attorneys and judges talent commensurate with their needs.

The Internship Program operates three semesters a year: fall, spring and summer. Students review the Internship Request Forms filed by attorneys and judges, which are catalogued according to "Private Sector"; "Public Sector—Executive Branch"; "Public Sector—Legislative Branch"

and "Public Sector—Judicial Branch." Students may select from among those catalog entries for which they meet the qualifications. Students may register for two credits in the private sector, two or three credits in the executive or legislative branch, or two to four credits in the judicial branch; but in no event may they earn more than six Internship Program credits toward graduation. About half of the placements are made in the private sector, the other half is almost equally divided between the executive and judicial branches, with a few legislative internships. Since 1978 placements have been made in fourteen Maryland subdivisions, plus twelve other states and the District of Columbia. Counseling is provided to assist students in selecting the best possible internship for them in terms of general category of placement, experience value (both as to areas of the law to which they are exposed and the types of task assignments encountered), jurisdiction selection, resume value and employment opportunities resulting from the internship. By attempting to match as closely as possible the interests of the students with the needs of attorneys and judges, the quality of the internship experience is usually enhanced, as is the chance for an offer of paid employment at the conclusion of the internship. Approximately one-quarter of all interns are hired at the conclusion of their internships.

For each internship credit, students must work sixty hours "in the field" and attend three hours of classroom instruction. The Internship Program Classroom Component contains three parts. Students attend, for each credit one ninety minute class in a series titled, "Transition from the Study of Law to the Practice of Law" and one ninety minute class in a series titled, "Practice Pointers in Selected Areas

of the Law." The classes are presented by members of the bench and the practicing bar. The "transition" series includes: "Practice Before State Trial Courts: The Judge's Perspective"; "Appellate Practice: The Judge's Perspective"; "Legal Economics, Office Management and Case Management in the Private Sector"; "Representing the Public's Interest"; "The Court Clerk's Office and Attorney-Clerk Relations" and "Equity Jurisdiction." The "practice pointers" series covers personal injury, business entities, criminal defense, real property, estates and trusts, and domestic relations. In addition, any intern who has not yet taken the course titled, "Professional Responsibility" is required to attend a ninety minute class titled, "Legal Ethics and the Role of the Law Student Intern."

Both the student and the supervising attorney or judge have specific responsibilities during the internship. The student must perform substantive legal work. This means that at least 75% of the law student's time must be spent in areas such as researching and writing memoranda of law and appellate briefs; drafting pleadings, contracts, agreements, wills, etc.; interviewing clients and witnesses; conferring with their supervising attorney or judge; court observation in connection with a research assignment, etc. Errands, filing papers, office administrative duties and general court observation do not count toward the 75% substantive work requirement.

The student must maintain a log, which must be reviewed and certified biweekly by the supervising attorney or judge and by the Director of the Internship Program at the conclusion of the Internship. Additionally, at the conclusion of the internship, the student must submit a written work product for which the student was solely or primarily responsible, totalling at least five pages times the number of credits, e.g., memoranda of law, appellate briefs, pleadings, agreements, contracts, opinion letters, etc.

During the course of the internship, the supervising attorney or judge must provide guidance and supervision, recognizing that for the dura-

tion of the internship, he or she is one of that student's law school professors. At the conclusion of the internship, the supervising attorney or judge must complete and submit a Supervisor's Internship Evaluation Form. Upon completion of all requirements and the submission of all requirements, the student is awarded pass/fail credits toward graduation based on the supervising attorney's or judge's certification of hours worked.



Correction:

The Medicaid Fraud Control Unit is a division of the Office of the Attorney General of the State of Maryland, not a division of the State Department of Health and Mental Hygiene as stated in the first sentence of the article dealing with Medicaid fraud under the Recent Development section of the *Law Forum*, Winter 1981-82, Volume XII, Number 2.

**"I WOULDN'T
TREAT
MY BIKE
THE WAY YOU
TREAT
YOUR BODY!"**
—Judy Lafferty



When Judy Lafferty prepares for a race like the annual cross-lowa run, she makes sure her bike is in perfect shape.

She inspects and adjusts every part. She tunes and balances the whole machine, so it can go the distance.

Because she treats her body the same way, she discovered a lump in her breast a few years ago.

She discovered it early. And these days, 85% of early breast cancers can be treated successfully.

Judy has since had reconstructive surgery, too. And she feels like herself again. Alive, vibrant, ready to get on her bike and take on the world.

Judy Lafferty is just one example of the kind of progress we're making against cancer in its many forms.

The American Cancer Society takes some credit for that progress. But credit won't finance our work.

We need your money to help us win this race.

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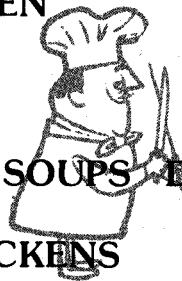
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