

**UNIVERSITY OF MINNESOTA LAW SCHOOL
RULES FOR SUPERVISED FIELD PLACEMENTS (SFPs)**

Revised 3/31/20

All enrolled students, faculty supervisors, and field supervisors must review these Rules. The Rules contain important information designed to ensure an appropriate educational experience and compliance with ABA accreditation requirements.

Note to Field and Faculty Supervisors. The most important part of these rules for you are sections 7 and 8, which discuss responsibilities for supervisors.

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1. The Two Types of SFP: TFPs and IFPs

Supervised Field Placements (SFPs) are positions in an organization outside the Law School that offer students valuable professional experience doing legal work. All SFPs are supervised jointly by an attorney at the organization where the student is placed (the “field supervisor”) and a member of the Law School’s faculty (the “faculty supervisor”). Some SFPs fulfill the experiential learning requirements, while others that are more observational do not.

There are two different organizational structures for SFPs at the Law School. The role of the field supervisor is the same for both TFPs and IFPs.

Topical Field Placements (TFPs) are focused on a specific topic or work environment, such as immigration or corporate counsel practice. Multiple students in placements that share this common character are supervised by a single faculty member, who is assigned as the faculty supervisor of a TFP in the same manner as other teaching duties are assigned. Although TFPs vary, in general they provide opportunities for enrolled students to meet in groups with their faculty supervisor. This allows each student to learn from the others’ experiences. TFPs also allow a faculty member to develop relationships with sponsor organizations and field supervisors that should increase the quality of supervision and improve overall student experiences. Finally, TFPs offer efficiencies for faculty supervisors that facilitate improved supervision.

Independent Field Placements (IFPs) are the equivalent of independent study for field placements. Although TFPs should cover the bulk of field placements, IFPs may be appropriate when there is no suitable TFP available. Applications for IFPs are processed through an online form. Students should first secure a potential field placement that, for one of the reasons described below, is not available as a TFP. They should identify the field supervisor at the organization, and then find a faculty member who is willing and able to serve as the faculty supervisor for the IFP. The student will begin the online form, and both the field supervisor and the faculty supervisor will then certify that they will take on the duties associated with supervising the IFP. During an IFP, students provide required documentation to the faculty supervisor about their experience, but because each IFP is a stand-alone placement, group meetings are unlikely.

If a TFP exists for a particular topic, students must seek to enroll in the TFP before attempting to apply for an IFP. Reasons for referring a TFP applicant to an IFP may include a lack of capacity in the TFP or a poor fit between the placement and the TFP. Purely observational placements also must be pursued, if at all, through an IFP.

If a TFP does not exist for a particular topic, the student can proceed directly to identify a placement and follow the steps noted above to apply for an IFP.

2. Credits

A student may enroll in one SFP (of any type) per semester for a maximum of 3 credits per semester. A student may count no more than six credits of IFPs toward a J.D. degree. TFP instructors have discretion to decline to enroll a student in a TFP for the same organization in more than one semester

Any approval of registration by a faculty supervisor or the Associate Dean is made on the assumption that the student is adhering to these rules and does not constitute any waiver of these requirements. The limit of six credits of IFPs counting toward the J.D. degree may only be waived by the Associate Dean in exceptional circumstances and must be waived explicitly in writing. Such waivers are appropriate only where no other opportunities were available to serve similar educational goals.

Students should also be aware of the aggregate cap on non-classroom credits in Academic Rule 3.1(b). Rule 3.1(b) states that at least 64 of the 88 credits required to graduate must be in courses with a classroom component. SFP classes, including TFPs with occasional meetings, do not satisfy the requirement of having a classroom component. A list of other courses that lack a classroom component is on the Law School's website (examples include clinics, journal courses, and student instructor positions).

At least 50 hours of law-related activities are required per credit, including time spent: (a) working at the placement site; (b) performing assigned work off site; and (c) documenting and reflecting on the placement experience.

Permissible credit-earning activities in SFPs include:

- fact gathering;
- research and writing;
- document drafting;
- attending court appearances or conferences with a supervising attorney;
- observing law-related activities within the placement organization;
- appearing in court or otherwise representing clients if the placement structure satisfies Minnesota's Student Practice Rule; and
- other activities at the discretion of the field supervisor and faculty supervisor if the activities are related to the host organization's mission of providing legal advice or legal services.

3. Grading

All TFPs are graded on the H/P/LP/F scale. IFPs are graded on the H/P/LP/F scale by default, but the faculty supervisor may elect in consultation with the student, to use the S/N grading scale instead. Neither type of field placement is graded on the A/F scale. Faculty supervisors assign this grade based upon contact with the student (including participation in any group sessions for TFPs), feedback from the field supervisor, written reflections demonstrating what the student has learned from the experience (see Rule 6(E)), required documentation tracking the number of hours worked in the SFP (see Rule 6(F)), and examples of the student's work product (redacted as necessary).

4. Eligibility for Experiential Learning Credit

All field placements supervised as part of a TFP must qualify for the experiential learning requirement, as expressed in the Academic Rules and ABA Standard 304. The syllabus for each TFP course shall explicate these requirements. IFPs may also fulfill the experiential learning

requirement if the faculty supervisor specifies on the enrollment form that the field placement satisfies the requirement.

To qualify for the experiential learning requirement, the student, faculty supervisor, and field supervisor must certify at the time of registration that:

1. The placement is *primarily* “experiential,” as defined below. The placement may include non-experiential components that are incidental to the primary focus on experiential learning.
2. The placement may be deemed “experiential” if it:
 - (a) includes substantial lawyering experience under the direct supervision of the field supervisor who in turn consults with the faculty supervisor about the student’s performance;
 - (b) integrates doctrine, theory, skills, and legal ethics;
 - (c) engages students in performance of at least two of the following professional skills needed for competent and ethical participation as a member of the legal profession: problem-solving, interviewing, counseling, negotiation, fact development and analysis, trial practice, appellate practice, regulatory practice, document drafting, conflict resolution, organization and management of legal work, collaboration, and cultural competency;
 - (d) develops the concepts underlying the professional skills being taught;
 - (e) provides multiple opportunities for performance; and
 - (f) provides opportunities for feedback from the field supervisor and for self-evaluation.

Note that most placements include some experiential elements. But the placement may count toward the experiential learning requirement only if it is *primarily* experiential. Students may not seek experiential learning credit unless they can demonstrate compliance with the “primarily” element.

5. SFP Educational Objectives and Comparison to Other Forms of Field Work

The Supervised Field Placement program is designed to help students accomplish the following objectives:

- Apply knowledge and skills gained from academic studies to the practice environment.
- Learn new aspects of substantive law related to the practice area.
- Develop and improve legal skills, especially those specific to the practice area.
- Learn to be a reflective professional—to self-assess performance, to learn from experience and observation, and to comprehend and integrate new knowledge for future actions.

- Develop understanding of professional responsibility demands and challenges, especially those specific to the practice area.
- Develop legal problem-solving skills and learn to exercise professional judgment.
- Define career goals and create professional networks.
- Gain skills and knowledge necessary to work with individuals with life experiences different than the student's own.
- Identify and pursue individual learning goals.

The student should keep these program objectives in mind when identifying an appropriate placement. The student should also work with the faculty and field supervisors to ensure that the placement provides an opportunity to accomplish those objectives. Faculty and field supervisors should ensure that the SFP furthers these pedagogical goals.

Students and supervisors should consult the Law School's Learning Outcomes to see where the placement might fit in the student's overall program. The Learning Outcomes are at this link: https://www.law.umn.edu/sites/law.umn.edu/files/learning_outcomes_as_approved_by_faculty_5.5.16.pdf

6. Student's Responsibilities

A. Set goals and identify field activities to achieve those goals. Each student should prepare a written statement of preliminary goals to help guide discussions with both the field and faculty supervisors. The educational objectives listed above can be a helpful starting point. Students should communicate those goals to the supervisors and work with them to identify appropriate activities and learning opportunities for the placement.

When evaluating potential placement sites, students should consider the following questions:

Will a placement help you in acquiring knowledge in a relevant practice area, acquaint you with the range and nature of work done by lawyers and other professionals in the practice area, and provide you an opportunity to perform a variety of relevant professional skills?

Have you had an enjoyable prior experience that you would like to continue as part of an SFP?

Is there a practice area you would like to explore?

Is there a different unit/department in an organization with which you have already worked that you would like to explore?

Are there types of workplace settings you want to explore (such as public interest organizations, corporate general counsel's offices, or government agencies)?

B. Find a Field Supervisor.

For TFPs: The faculty supervisor may have already identified potential placements and field supervisors. Students should contact the faculty supervisor before attempting to locate a field supervisor and work cooperatively with the faculty supervisor if there is not a previously identified field supervisor.

For IFPs: The student must find a qualified supervisor who is willing to fulfill the duties specified in these Rules.

Many resources are available for locating placement sites. Organizations will often post openings for SFPs in [Symlicity](#) or [PSJD](#). Even if an organization does not list a placement, students can often work with organizations to create new opportunities. Students can also work with the [Career Center](#) and the [Minnesota Justice Foundation](#) to identify organizations that can help achieve the educational goals. Remember that placements covered by a TFP presumptively should be pursued in cooperation with the faculty supervisor of the TFP.

When contacting an organization, students should be familiar with its basic operations and should be interested in learning from and contributing to the organization's mission and clients. Applications should generally be sent by email. The email text should include a condensed version of the cover letter, and should attach PDFs of the full cover letter and a resume. Emails typically are similar to the following: "I am a ___ year student at the University of Minnesota Law School and I am interested in working with [NAME OF ORGANIZATION] during the [fall/spring/summer] semester for XX hours per week as part of my school's Supervised Field Placement Program. My skills in XX and XX, as well as my experience in XX, will allow me to contribute to your work. I have attached my resume for your convenience. I can follow up via email, phone, or in person to answer your questions about the program and to explain my interest in your work. I understand that you are busy, so I will follow up in a week with a phone call."

At an appropriate point in discussions with potential supervisors, students should send a copy of these Rules.

C. Find a Faculty Supervisor.

For TFPs: The faculty supervisor for each TFP is designated at the beginning of the academic year and listed in the online course guide.

For IFPs: The student must find a supervisor who is willing to fulfill the duties specified in these Rules. Students should identify a site placement before reaching out to potential faculty supervisors, although in some instances a faculty member might be able to help find a site for a student. Information about faculty members' areas of interest is in the faculty directory on the Law School's website. When contacting potential faculty supervisors, students should explain the nature and objectives of the proposed placement.

D. How to Register for the SFP.

For TFPs: Follow the instructions in the online course guide description for the relevant TFP.

For IFPs: Complete the Independent Field Placement (IFP) Enrollment Form. A link to the form is in the online course guide page for IFPs. The IFP form asks for (1) a statement of the student's specific learning goals for the placement, (2) a description of the student's expected activities that will help accomplish those goals (including opportunities for observation and discussion as well as performing law-related tasks), and (3) identification of the arrangements for providing feedback and instruction from the field supervisor and others. The information on the form should be as specific as possible.

The student should explain on the IFP form, and discuss in detail with the field supervisor, the arrangements to provide educational value to the student, including but extending beyond feedback on written or other performance. Examples of such arrangements, to be identified on the IFP form, may include opportunities to observe hearings, to shadow lawyers in practice, to attend seminars or continuing education programming, to get individualized feedback on written or oral performance, and to meet regularly with attorneys in the office to learn about the broad array of responsibilities undertaken by them in their practice. Placement activities may vary over the term, and additional opportunities for engagement may emerge, but it is important that the student and field supervisor at the outset identify a suitable range of activities that they expect will be included.

E. Written Reflections. The student must keep a contemporaneous journal or otherwise regularly reflect upon and evaluate the placement experience in response papers or other written product. The faculty supervisor will direct the nature of the written reflections and the schedule for submitting them, and will review the written reflections periodically. The reflections/journal are intended to be a confidential communication between the student and the faculty supervisor; they may be shared with the field supervisor only by agreement of the student after consultation with the faculty supervisor. Written reflections are a crucial mechanism to ensure attainment of the program's educational objectives. It is through thinking and then writing that the student will effectively process the experience, recognizing what has been learned and incorporating that learning into the student's professional development. The faculty supervisor may suggest particular topics for the student to address in the journal to ensure consideration of relevant and important matters.

F. Time Sheets. The student is responsible for keeping a contemporaneous log of all time spent in the SFP and submitting the log to the faculty and field supervisors on a regular basis. The log must document the hours required to earn the credits for which the student is registered. The schedule for submission may be set by the faculty and/or field supervisors. The log should identify briefly how the time was spent, consistent with the need not to disclose confidential information. Time devoted to written reflections and response papers as well as on field activities count toward the required number of hours per credit.

G. Certification. By enrolling in an SFP, all students certify that the following statements are true:

1. The Enrollment Form (if any) is accurate in all respects.
2. I have read the Rules for Supervised Field Placements and will comply with each provision.

3. I am responsible for any applicable tuition and I cannot change the number of credits for which I am registered after the end of the drop/add period.
4. I have enrolled in no more than one field placement of no more than three credits in any single semester, I acknowledge that I may count no more than six credits of IFPs as part of the J.D. degree, and that the total number of non-classroom credits I may earn is governed by Rule 3.1(b)).
5. If I seek experiential learning credit for this placement, then I will comply with the additional expectations for experiential learning credit explained in the Rules for Supervised Field Placements.
6. The SFP completion deadline, including field hours and documentation, is no later than the last day of exam period for the semester, unless an extension is granted under the Academic Rules.
7. The SFP will be evaluated on a H/P/LP/F grade basis (or, if agreed in writing by the faculty supervisor of an IFP, on the S/N basis). I will provide the materials necessary for evaluation to my faculty supervisor in accordance with deadlines set by the supervisor. The grade basis cannot be changed after the add/drop deadline
8. I agree to work with professionalism and integrity in the field placement, to follow appropriate directions, and to seek clarification and advice in a timely fashion. I understand that my work in the field placement does not take priority over my other academic obligations, including class attendance.
9. I agree to comply with the Law School's rules regarding compensation for credited work.

7. Field Supervisor's Responsibilities

A. Eligibility. The field supervisor should generally be a licensed attorney; in rare instances, and depending on the nature of the placement, a law-trained person with appropriate legal knowledge and expertise may be able to provide the required guidance and evaluation. Students must consult with the proposed faculty supervisor before selecting a field supervisor who is not a licensed attorney.

B. General Responsibility. The field supervisor is responsible for working with the student to ensure that the placement is an educational experience that warrants an award of credit for the time and effort spent. These Rules outline Law School and ABA expectations and offer suggestions to help make the experience successful and rewarding for both the field supervisor and the student.

C. Specific Responsibilities.

i. Review student's goals & help identify field activities to help achieve those goals. Before the placement is finalized, the student and supervisor should discuss the student's learning goals for the placement, identify opportunities for the student to meet those goals through field

activities, and discuss arrangements for providing feedback and other instruction during the placement.

ii. Orientation. To help the student have a successful start to the placement and to lay a foundation for an effective supervisory relationship and a rewarding experience, we suggest arranging orientation discussions between the student and the field supervisor, and perhaps others in the office. An orientation before or at the beginning of the student's placement should address the following issues:

- **Confidentiality and Professional Responsibility.** Discuss professional obligations such as confidentiality, conflicts of interest, and permissible communications with those outside the office. If there are particular ethical policies that govern the office, please share them as well. It is also helpful for the student to know the title to use on communications, e.g., "law student extern" or "legal intern."
- **Conflicts Check.** Review the student's previous/current employment, clinical work, and affiliations that might potentially implicate the organization's conflicts policy.
- **Function of the Office.** To help orient the student to the work environment, discuss with the student the services provided by the office and who the organization's clients are (if there are clients), as well as the particular substantive areas of law on which the office focuses.
- **Introductions.** Please provide a brief overview of the office space, information about where resources for research are available, and introductions to attorneys and other staff with whom the student will interact.
- **Relevant Office Policies.** Please share with the student the relevant office policies, such as any dress code and the use of office equipment.
- **Schedule of Meetings with Student.** It is important to plan early for both formal and informal communications with the student. We encourage you to have regular meetings with the student, during which you can review work and discuss other matters. If appropriate, you may include (or temporarily delegate such meetings to) others in the office who supervise aspects of the student's work for part of the term.
- **Workspace.** Each student should be provided some form of workspace, whether allocated to her/him individually or shared with others.
- **Work Schedule.** Together with the student, develop a schedule of the specific days and times for the student to be on site and discuss time the student may spend working off site on placement-related tasks. A set schedule provides the student with an opportunity to develop a sense of commitment and responsibility and also allows you to better plan for the student's involvement and to set appropriate deadlines for work assignments.

- **Concerns.** Make sure that the student knows who to contact about any problems encountered during the course of the placement.

iii. Ensure the student is involved, assigned meaningful projects and provided critical feedback.

- **Involvement & Assignments.** Please include the student as much as possible in the full range of activities of the office. As appropriate, invite the student to attend (as observer or active participant) client meetings, conferences, administrative or court hearings and trials, negotiations, settlement conferences, and other opportunities to engage with the legal work in your practice area. Substantive tasks may include appropriately-supervised involvement in activities such as drafting of documents and policies; conducting legal research; interviewing and counseling clients; participating in negotiations; responding to government agencies; writing letters to constituents; and providing advocacy in court proceedings. Students should not be asked to perform more than a minimal amount of clerical duties such as photocopying, filing, and phone coverage.
- **Inform the student of the chain of command for assignments,** i.e., from whom the student should accept work. It is always best if assignments go through the field supervisor, even if a student will work with others in performing some tasks. Inform the student about the review process for the student's work, as well as whether there are any tasks the student may carry out without a supervisor's review or approval.
- **Oversight of Assignments.** It is always helpful to explain assignments thoroughly and ensure that the student understands what is expected. Especially at the outset, the student may be unfamiliar with the protocols and expectations surrounding work product in your office. Provide context for each assignment, i.e., how the work product will fit into the larger picture. Inform the student of available resources that might be helpful, particularly those resources with which the student might not be familiar. Set a deadline for each assignment to help the student plan ahead.
- **Encourage the student to ask questions,** both at the outset and while performing an assigned task. Letting the student know that questions are welcome will ensure that the work fulfills expectations and that the task becomes a learning experience. For relatively complex assignments, please ask the student to check in early and regularly to report on progress on the assignment and identify any questions that have arisen.
- **Feedback.** Field supervisors are expected to meet with each student on a regular basis to provide feedback on specific assignments and overall performance. It is important to identify those aspects of the student's work that are effective, as well as those aspects that require improvement. At the end of the term, the field supervisor will be asked to complete and submit a written evaluation to the faculty supervisor.

iv. Submit written evaluation(s) of the student's performance and experience as requested by the faculty supervisor.

8. Faculty Supervisor's Responsibilities

A. Eligibility. The faculty supervisor may be a Law School faculty member, a full-time Law School staff member with teaching responsibilities at the Law School, or another instructor (including an adjunct faculty member) with approval of the Associate Dean for Academic Affairs. The faculty supervisor cannot also be the field supervisor. Faculty supervisors for TFPs will be determined in the same fashion as other teaching assignments.

B. General Responsibility. The faculty supervisor is responsible for ensuring that the student makes appropriate arrangements for an educational experience in the placement, receives adequate field supervision, and makes good progress toward achieving the stated learning goals.

C. Specific Responsibilities.

i. Review the student's goals and help ensure that the field placement will achieve those goals. Before the placement is finalized, the student and faculty supervisor should discuss the student's learning goals for the placement and arrangements with the field supervisor to identify appropriate activities and provide feedback. The faculty supervisor should help the student plan for conversations with the field supervisor and/or communicate directly with the field supervisor to ensure that the placement is designed to fulfill the program's educational objectives and the student's specific learning goals.

ii. Ensure that appropriate arrangements have been made for an educational experience with adequate oversight and mentoring. The faculty supervisor should also ensure that the student has taken sufficient prior coursework or will receive sufficient contemporaneous training to ensure that the placement will provide an appropriate educational experience. For IFPs: review and approve the IFP Enrollment Form completed by the student.

iii. Oversight of the placement.

The faculty supervisor should set a regular schedule for reviewing the student's time logs and written reflections and communicating with the student about the student's experience, performance, and progress. The student should be encouraged to reflect on his/her goals and how well they are being achieved, and to identify any concerns about the placement, assignments, or feedback, or about relationships with the field supervisor or other personnel at the site. If concerns develop, the faculty supervisor may work with the student to brainstorm appropriate responses, and may work with the field supervisor to help resolve any difficulties. Note that ABA Standard 304(a) requires that field placements include "ongoing, contemporaneous, faculty-guided reflection" by students about their learning in the field placement.

Reflections and logs should be submitted at least monthly. Weekly or bi-weekly submission may be appropriate and will keep the faculty supervisor informed about the student's experience. Logs and reflections should include information about the range of assignments received, opportunities for learning through observation or other activities, and the nature and adequacy of feedback received on written or other work. (Note: For TFPs, the supervisor might modify the reflection

requirement to allow for group reflection sessions with multiple students, consistent with confidentiality requirements.)

The faculty supervisor should also establish a schedule for regular contact with the field supervisor to ensure the quality of the student's educational experience, including the appropriateness of the supervision provided and the assignments given to the student. A mid-term check-in about the student's progress is advisable so that any concerns can be addressed in the semester's remaining weeks.

The questions below can be helpful. You may wish to provide this or a similar list to the student at the beginning of the term and ask him/her to address these issues in the reflective journal, or you may wish to ask individual questions as the placement progresses, including by email.

Substantive Learning:

- What areas of law are you focusing on during your placement? What new aspects of law have you learned about? What area(s) of law have you identified in which you will need additional training or experience?
- What connections, similarities, and differences have you seen between what you learned in your classes and what you are experiencing in your placement?
- What is the most important substantive insight you gained in the placement (in the past week, in the past month, in the placement as a whole)?

Workplace Observation and Issues:

- Describe the work culture at the placement site. What are the expectations for attorneys and others? What have you observed about the interactions between attorneys, and between the attorneys and others at the work site?
- How does your experience assist you in defining the type of work environment that you will seek after graduation?
- What observations have you made about professionalism? Who are your role models and why?
- Have you encountered any ethical issues in your work or as you have observed the work of others? What were the implications and how would you have handled them? How were they resolved?
- Have you had the opportunity to work or interact with people who have different life experiences than yours? What have you learned from those experiences?
- What has surprised you in your placement?

Career:

- How has this experience assisted you in evaluating your abilities and your potential career path?
- Have you been able to establish professional connections at or through the placement that will help you move forward with your professional objectives? What additional networking opportunities can you take advantage of?

Final Meeting:

- Did you achieve your learning goals? Why or why not?
- How will you describe what you have learned from this experience at your next job interview?
- What additional skill sets and experience will be necessary for you to move forward with your career goals? How can I and/or others assist you to get to this next level?

iv. Conflicts of Interest. The faculty supervisor should be alert to and take steps to prevent any conflict of interest between the faculty member’s employment, consulting work, and affiliations and the work supervised through the placement (especially if the faculty supervisor will be reviewing written work or otherwise be privy to non-public information incorporated in the student’s work).

v. Reporting and Grading. The faculty member is responsible for submitting a grade at the end of the semester on the H/P/LP/F scale (or the S/N scale in the case of IFPs where the faculty supervisor and student have so elected). As noted in Rule 3, faculty supervisors assign this grade based upon contact with the student (including participation in any group sessions for TFPs), feedback from the field supervisor, written reflections demonstrating what the student has learned from the experience (see Rule 6(E)), required documentation tracking the number of hours worked in the SFP (see Rule 6(F)), and examples of the student’s work product (redacted as necessary).

In addition to a grade, faculty supervisors of IFPs will submit to the Registrar and the student a short assessment of the student’s work, of 1-2 paragraphs in length, which explicates the basis for the grade.

Grades on the H/P/LP/F scale evaluate the quality of the work done, not simply the effort expended, as described in the Law School Academic Rules:

Honors:	Excellent performance
Pass:	Adequate performance or better
Low Pass:	Minimally acceptable performance
Fail:	Failing performance

vi. Syllabus. Faculty supervisors for TFPs shall prepare and post a syllabus for the TFP course.

9. Associate Dean’s Responsibilities

The Associate Dean for Academic Affairs will arrange qualified faculty supervisors for TFPs through the same process by which other teaching assignments are made. The Associate Dean must approve every application for an IFP. Registration in an IFP cannot occur until the application is fully approved. For TFPs, the Associate Dean does not review enrollment decisions.

The Associate Dean will ensure compliance with the requirements in these Rules, which in turn implement the Law School Academic Rules and American Bar Association Standards and Rules of Approval of Law Schools. While primary responsibility for oversight of a particular field

placement belongs to the faculty supervisor, the participants are encouraged to contact the Associate Dean to resolve any concerns that arise. Such concerns, as well as general questions about the SFP Program, may be directed to: law-ad@umn.edu. Questions about registration logistics can be sent to lawcurr@umn.edu.

10. Non-Discrimination Policy

The University of Minnesota requires SFPs to comply with the following non-discrimination policy:

Equal Opportunity. The University of Minnesota shall provide equal access to and opportunity in its programs, facilities, and employment without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression.

11. Fair Labor Standards Act Compliance

The Department of Labor has provided guidance to identify when an intern may work without compensation, especially in the “for-profit” private sector. The following six criteria are applied to determine that an intern is not an “employee” and therefore need not be paid:

- a. Even though it includes performance of tasks supporting the employer’s operations, the internship is similar to training which would be given in an educational environment;
- b. The internship experience is for the benefit of the intern;
- c. The intern does not displace regular employees, but works under close supervision of existing staff;
- d. The employer that provides the training derives no immediate advantage from the activities of the intern, and on occasion its operations may actually be impeded;
- e. The intern is not necessarily entitled to a job at the conclusion of the internship; and
- f. The employer and the intern understand that the intern is not entitled to wages for the time spent in the internship.

The Law School’s SFP Rules are designed to be consistent with the Department of Labor standards by requiring that all SFPs be arranged for the benefit of the student and with a focus on educational value. Supervisors must ensure compliance with the Department of Labor’s guidance.

12. Rules Governing Compensation

Effective September 1, 2020, law students may receive financial compensation for their work in SFPs. Students must report this compensation to their faculty supervisors, and the online application form for IFPs will ask about financial compensation. Faculty and field supervisors must ensure that compensation does not detract from the educational purpose of the field

placement. The Law School will have no involvement in setting salary or in addressing any issues related to a student's pay, taxation, or employee status.

13. Compliance with Rules

A student's failure to comply with these rules may result in denial of credit for the course. Depending on the circumstances, noncompliance may be treated as an Academic Rules or Honor Code violation that can result in sanctions, including dismissal from the Law School.