INTRODUCTION

Welcome to the 2012-13 academic year at Cornell Law School!

Along with our website at www.lawschool.cornell.edu this Student Handbook is designed to answer many of your questions regarding personnel at the law school, academic matters, student services, etc. However, please do not view these on-line and printed resources as substitutes for speaking directly to members of the law school administration. You chose to attend a small law school—take advantage of it! Also, please be aware that much official information is contained in the weekly newsletter, Scoops. We urge you to read it every Monday to avoid the consequences of being unaware of new policies, program offerings, and official information such as deadlines.

If you have a question, or if a problem arises, do not hesitate to call or e-mail the appropriate administrator. Our names, phone numbers, email addresses, and areas of responsibility are listed in this handbook. If you are not sure who to call, call us--as dean of students and dean for student & career services, we may not know the answers to all of your questions, but we can point you in the right direction.

Best wishes for a successful year.

Anne Lukingbeal
Associate Dean and Dean of Students

John DeRosa
Assistant Dean for Student & Career Services

August 2012
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A. ACADEMIC AND ADMINISTRATIVE STAFF

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Assistant Dean for Student & Career Services

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Facilities Manager

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Director of Financial Services

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Assistant Dean for Graduate Legal Studies
Sital Kalantry  252MTH  255-3736
Faculty Director, Avon Global Center for Women and Justice
Elizabeth Brundige  248MTH  254-4768
Executive Director, Avon Global Center for Women and Justice
Annelise Riles  120MTH  255-2330
Director, Clarke Program in East Asian Law and Culture
Chantal Thomas  116MTH  255-9023
Director, Clarke Initiative for Law and Development in the
Middle East and North Africa

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Femi Cadmus  365MTH  255-5857
Edward Cornell Law Librarian and Associate Dean for
Library Services and Senior Lecturer in Law
B. ACADEMIC MATTERS

Mission Statement
Cornell Law School’s mission remains that articulated by Cornell President Andrew Dickson White upon the founding of the law school 120 years ago: “Our aim is to keep its instruction strong, its standard high, and so to produce … a fair number of well-trained, large-minded, morally based lawyers in the best sense.”

Cornell Law School offers a 3-year J.D. program for 200 students per class, a one-year LL.M. program for 75 students from countries throughout the world, and a doctoral (J.S.D.) program for about 4 new students per year. Cornell Law School has 44 tenured and tenure-track faculty, including 14 with chaired faculty positions; and 12 clinical professors in the legal research and writing program and in clinics at the local, national, and international level. The Cornell Law School faculty is consistently ranked among the top in the country for scholarly productivity and influence. The faculty has pre-eminence in many areas, including quantitative and qualitative empirical legal studies, international and comparative law, and robust doctrinal scholarship in core fields.

Our commitment is to continue to be recognized as the leader among law schools at combining inspiring theoretical, doctrinal, and experiential teaching with cutting-edge scholarship in a supportive, intellectually rich community, so that our graduates can achieve excellence in all facets of the legal profession.

Learning Outcomes
(a) A law school shall require that each student receive substantial instruction in:
   (1) the substantive law generally regarded as necessary to effective and responsible participation in the legal profession;
   (2) legal analysis and reasoning, legal research, problem solving, and oral communication;
   (3) writing in a legal context, including at least one rigorous writing experience in the first year and at least one additional rigorous writing experience after the first year;
   (4) other professional skills generally regarded as necessary for effective and responsible participation in the legal profession; and
   (5) the history, goals, structure, values, rules and responsibilities of the legal profession and its members.

(b) A law school shall offer substantial opportunities for:
   (1) live-client or other real-life practice experience, appropriately supervised and designed to encourage reflection by students on their experiences and on the values and responsibilities of the legal profession, and the development of one’s ability to assess his or her performance and level of competence;
   (2) student participation in pro bono activities; and
   (3) small group work through seminars, directed research, small classes, or collaborative work.
ACADEMIC DEGREE REQUIREMENTS
The Law School offers several law programs and a number of joint degree programs. Each program has specific credit and course requirements.

Please consult the website at http://www.lawschool.cornell.edu/registrar for specific details, or consult directly with the Terry L Thompson, Registrar, (162 Myron Taylor Hall, 255-3628, law.registrar@cornell.edu).

Juris Doctor
Candidates for the degree of Doctor of Law (J.D.) must satisfactorily complete seventy-eight (78) weeks of law study and eighty-four (84) semester credit hours, and six full semesters.

First Year Program:
Required first year courses are the following:

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<th>Fall Credit Hours</th>
<th>Spring Credit Hours</th>
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<td>Civil Procedure</td>
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<td>Constitutional Law</td>
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<td>Contracts</td>
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<td>Torts</td>
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<td>Civil Procedure</td>
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In the first semester all students are assigned to a small section in Civil Procedure, Constitutional Law, Contracts, or Torts. In addition, each student is assigned to a small section of Lawyering. The Law School’s Lawyering Program, a required full-year course for first-year students, introduces the fundamentals of legal research, analysis, and writing. Full-time legal research and writing faculty provide instruction. The full-year curriculum guides students through a series of integrated research and writing assignments that address case and statutory analysis, objective and persuasive writing techniques, and research skills necessary for the preparation of legal memoranda and briefs. The spring semester culminates with a moot court exercise that introduces students to the techniques of oral advocacy in a courtroom setting. Clinical Professor Joel Atlas (307 Myron Taylor Hall, 255-6499, jba23@cornell.edu) is the Director of the Lawyering Program for J.D. students.

Upperclass Courses: After the first year, the curriculum remains structured but students enjoy a wide range of course choices.

Particular upperclass courses are usually not required, but prior to graduation, a student must complete the writing requirement, a skills course, and take a course in professional
A Law School may not permit a student to be enrolled at any time in coursework that would exceed 20 percent of the total coursework required by that school for graduation. Therefore, the Dean of Students will not allow students in the JD program to take more than 16 credits in any one semester. Students in the JD/LLM program will be allowed (with permission of the Dean of Students) to take a maximum of 20 credits per semester. The Registrar will provide similar maximum semester credit information for those in various joint degree programs in separate registration documents. See ABA Standard 304(e).

Students may take no more than 18 credits outside of regularly scheduled law school classes. These eighteen credits include full-term externships, part-time externships, directed readings, supervised writings, supervised teaching (including Lawyering Honors Fellows), courses taught in other university divisions, and clinics taught by instructors whose primary professional employment is not within the Law School. The Registrar's course registration materials will identify the courses that are subject to the 18-credit maximum. For students particularly interested in doing a full-term externship, advance planning will be more critical to avoid disappointment. See ABA Standard 304(b) and Interpretation 304-3.

A student is permitted to take a maximum of twelve credits from courses in other university divisions. There are also per course limits and per semester limits for such courses as directed readings and supervised writings. For example, only one three-credit supervised writing course will be allowed per semester. All externships and directed reading, supervised writing and supervised teaching are graded S/U. (Note that students also have the ability to take two graded upperclass courses S/U if that option is made available by the course instructor).

**Writing Requirement:** The upperclass writing requirement for the J.D. degree is met by satisfactorily completing one colloquium, seminar or problem course. The course cannot be taken S/U. Courses satisfying the requirement are identified each semester at: https://support.law.cornell.edu/students/forms/CurrRecommendations_and_DegreeRequirements.pdf

Problem courses explore actual or simulated problems in a field of law. Students prepare memoranda of law, legal instruments, legislative drafts, and similar documents. Seminars entail extensive reading and reflection in a field of law. Students prepare one or more substantial research papers in article, comment, or note form.

**Skills Requirement:** All students must satisfactorily complete at least one skills class that emphasizes the application of legal theory in the performance of fundamental lawyers’ tasks. See ABA Standard 302(a) (4). Courses satisfying the requirement are identified each semester at:
Professional Responsibility Requirement: All law students must satisfactorily complete an upperclass course in professional responsibility of at least two credits before graduation. Every year, the school offers several different classes which satisfy this requirement. Courses satisfying the requirement are identified each semester at: https://support.law.cornell.edu/students/forms/CurrRecommendations_and_DegreeRequirements.pdf

Second Year Recommended Core Courses: Although no particular course is required in the upperclass years, the faculty strongly recommends that students take core courses during the second year: Administrative Law, Business Organizations, Evidence, Federal Income Taxation. Course enrollment may need to be limited by availability of classroom capacity.

Transferring to Cornell Law School
(1) Students transferring into Cornell Law School from another ABA approved law school may receive up to 32 credit hours toward the 84 credit hours required for a JD degree. The amount of credit is determined by the Registrar and depends upon the particular courses taken by the transfer student.

Students at Cornell Law School who are enrolled in the JD program may receive up to 6 credits of advanced standing for work done at other ABA-approved law schools, including work done in summer and winter session programs. Transfer credit will not be given unless the work done is completed at the C or better level. Such work must be approved in advance by the Dean of Students.

More information about the transfer process can be found at http://www.lawschool.cornell.edu/admissions/FAQ/admission_and_preparation.cfm

(2) The Law School has a number of formal programs through which participating students are eligible to receive advanced standing credit of up to 24 credit hours for satisfactory work completed. The list of participating institutions with which the Law School has written agreements for transfer dual degree credit can be found at http://www.lawschool.cornell.edu/international/study_abroad/international_dual_degrees/index.cfm

This link http://www.lawschool.cornell.edu/international/study_abroad/semester_abroad/contains more information about the law school’s exchange programs. J.D. students may earn up to 12 credits for a semester abroad.

Concentration Options: Third-year students may concentrate in a particular field of law. To encourage such focus, the school grants certificates to students who complete the requirements of one of four concentrations: advocacy, business law and regulation,
general practice, and public law. A student may receive recognition for fulfilling only one concentration. Each concentration program requires the completion, before graduation, of 14 credit hours, including a writing course in the designated area. Consult the Law School Registrar’s staff (160 Myron Taylor Hall) for details or the web at: https://support.law.cornell.edu/students/forms/Concentration_Option.pdf

**J.D. With Specialization in International Legal Affairs**

At the beginning of their second year of law study, students may elect to become candidates for the degree of J.D. with Specialization in International Legal Affairs. The Law School offers from twenty to thirty courses in international law, comparative law, international economic law, and related fields. To receive the degree of J.D. with specialization in international legal affairs, candidates must satisfactorily complete eighty-nine credit hours of study, which must include required courses of comparative law, conflict of laws, and public international law. For more information, Laura Spitz, Associate Dean of International Affairs (107 Myron Taylor Hall, 255-3104, lms76@cornell.edu) or the web at: http://www.lawschool.cornell.edu/admissions/degrees/jd/index.cfm#CP_JUMP_2387

**J.D./LL.M. Program in International and Comparative Law**

The Cornell Law School offers certain J.D. students the opportunity to receive both the J.D. degree and an LL.M. (Master of Laws) in International and Comparative Law in three years. The requirements for the program include completing an additional 20 credit hours of study in international, comparative and foreign law subjects (including the required courses of comparative law, conflict of laws, and public international law), in addition to the credits required for the J.D. degree. The twenty credits must include participation in the Paris Summer Institute for at least 4 credits. In no event may a student receive a total of more than 12 credits toward the required 20 credits from summer/winter intersession courses, including credits earned from the Paris Summer Institute. Students in the program must maintain an overall grade point average of at least 2.80 in order to graduate with the dual degrees. Students may apply for the program in their initial application to the Law School or following matriculation. Current students interested in applying for the program should contact Laura Spitz, Associate Dean of International Affairs (107 Myron Taylor Hall, 255-3104, lms76@cornell.edu) for additional information or the web at: http://www.lawschool.cornell.edu/admissions/degrees/jd/index.cfm#CP_JUMP_32581

**Three-year J.D./LL.M. in Chinese Law**

The Law School offers a three-year J.D./LL.M. in Chinese Law, a dual degree program with KoGuan Law School, Jiao Tong University, Shanghai, China. The LL.M. instruction is in English. Students may apply for the program during the Spring semester of their first year at Cornell Law School. Admitted students study at Cornell for two years, followed by one year at KoGuan Law School. Following successful completion of the program at KoGuan, which includes submission of a graduate thesis in the year following the year in residence, the participants receive both the J.D. from Cornell University and the LL.M. from KoGuan Law School, Shanghai Jiao Tong University.
This program is extremely small and selective. For additional information, please contact Laura Spitz, Associate Dean of International Affairs (107 Myron Taylor Hall, 255-3104, lms76@cornell.edu).

**Four Year J.D./French Master en Droit Degree Program**

The Law School offers a four-year J.D./Master en Droit dual degree program with the Université Paris I Panthéon-Sorbonne. The J.D./Master en Droit requires complete fluency in French and English and involves legal studies for two years at Cornell followed by two years at Paris I. Following completion of studies in Paris the participants receive both the J.D. degree from Cornell University and the Master en Droit degree (either an M-1 degree or both an M-1 and an M-2 degree) from the Université Paris I. The dual degree program is small and extremely selective. For additional information, please contact Laura Spitz, Associate Dean of International Affairs (107 Myron Taylor Hall, 255-3104, lms76@cornell.edu) or the web at: http://www.lawschool.cornell.edu/international/study_abroad/international_dual_degrees/jd_master.cfm

**Three-Year J.D./Master of German and European Law and Legal Practice (M.LL.P.) Degree Program**

The Law School offers a unique three-year J.D./Masters of German and European Law and Legal Practice (M.LL.P.) dual degree program with Humboldt-Universität zu Berlin. The J.D./M.LL.P. requires complete fluency in German and English. Students may apply for the program in their initial application to the Law School or following matriculation. For J.D. students, the J.D./M.LL.P. program involves legal studies for two years at Cornell followed by one year at Humboldt-Universität zu Berlin. Following completion of studies in Berlin, the participants receive both the J.D. from Cornell University and the Master of German and European Law and Legal Practice from Humboldt-Universität zu Berlin. The German students in the program must first complete the first state examination in Germany with an outstanding score followed by either one year of study at Cornell for the LL.M. degree or two years of study for the J.D. degree. The dual degree program is small and extremely selective. For additional information, please contact Laura Spitz, Associate Dean of International Affairs (107 Myron Taylor Hall, 255-3104, lms76@cornell.edu) or the web at: http://www.lawschool.cornell.edu/international/study_abroad/international_dual_degrees/jd_mllp.cfm

**LL.M. Program**

The LL.M. (Master of Laws) program is designed primarily for holders of a non-U.S. first degree in law and provides the opportunity for students to gain basic and specialized knowledge about U.S. domestic law, as well as international and comparative law. LL.M. students should address any questions about the program and the requirements to Assistant Dean Charles D. Cramton (109 Myron Taylor Hall, 255-5850, cdc7@cornell.edu) or the web at http://www.lawschool.cornell.edu/international/degrees.cfm
To be considered for transfer to our J.D. program, a current Cornell LL.M. student, at the time an application is reviewed, will need to have completed and received grades for at least 20 credit hours of work in our LL.M. program and submitted an LSAT score. Transfer admission is rare and requires an exceptional academic record at Cornell. In general, admission decisions will be made in June or July. For information, contact Associate Dean and Dean of Admissions Richard Geiger (240c Myron Taylor Hall, 255-5141, rdg9@cornell.edu).

J.S.D. Program
The J.S.D. (Doctor of the Science of Law) program is extremely limited. An applicant to the J.S.D. program is accepted only when, in the judgment of the Law School faculty, the applicant has exceptional qualifications, the Cornell program offers sufficient advanced courses in the applicant’s field of interest, and the Law School faculty is in a position to provide supervision of the proposed course of study. Questions about the J.S.D. program should be addressed to Assistant Dean Charles D. Cramton (109 Myron Taylor Hall, 255-5850, cdc7@cornell.edu) or on the web at http://www.lawschool.cornell.edu/international/degrees.cfm

Student Exchanges and International Terms Away
A student may not spend more than a total of one upperclass semester away in our off-campus programs, such as term away, study abroad, and full-term externship, except for participation in a special Cornell Law School program such as the JD/Master in Global Business Law that extends for more than a semester.

Students in the J.D. program have an opportunity to study for a semester with law faculties at the following partner institutions:

American University in Cairo
Cairo, Egypt, an English-language exchange

Amsterdam Law School
Amsterdam, The Netherlands, an English-language exchange

Bucerius Law School
Hamburg, Germany; an English-language exchange

University of Cape Town
Cape Town, South Africa; an English-language exchange

Universidade Católica Portuguesa School of Law
Lisbon, Portugal; and English-language exchange

Central European University
Budapest, Hungary; an English-language exchange
University of Chile  
Santiago, Chile; a Spanish-language exchange

ESADE (Escuela Superior de Administración y Dirección de Empresas)  
Barcelona, Spain; a Spanish-language exchange, with limited English-language options

University of Heidelberg  
Heidelberg, Germany; a German-language exchange

University of Hong Kong  
Hong Kong, China; an English-language exchange

Humboldt University  
Berlin, Germany; a German-language exchange

O.P. Jindal Global Law School  
near Delhi, India, an English-language exchange

Keio University  
Tokyo, Japan; a Japanese-language exchange, with limited English language options

KoGuan Law School, Jiao Tong University  
Shanghai, China, an English-language exchange

University College London  
London, England; an English-language term away

University of Oslo  
Oslo, Norway; an English-language exchange

University of Paris I Panthéon-Sorbonne  
Paris, France; a French-language exchange

Peking University Law School (Beida)  
Beijing, China; an English-language exchange

Pompeu Fabra University  
Barcelona, Spain; a Spanish-language exchange

University of Sydney  
Sydney, Australia; an English-language exchange

Tel Aviv University  
Tel Aviv, Israel: an English-language exchange (also Hebrew, if fluent)
Individually-designed international “term away”
The program is available to students in their fourth, fifth or sixth semesters. For additional information, please contact Laura Spitz, Associate Dean of International Affairs (107 Myron Taylor Hall, 255-3104, lms76@cornell.edu).

Joint Degree Programs With Other Cornell University Graduate Divisions
The Law School offers the following joint degree programs with other Cornell University graduate divisions:
* J.D./M.B.A. (4 year) - Master of Business Administration
* J.D./M.B.A. (3 year) - Master of Business Administration
* J.D./M.I.L.R. - Master of Industrial and Labor Relations
* J.D./M.P.A. - Master of Public Administration
* J.D./M.R.P. - Master of Regional Planning
* J.D./Ph.D. or M.A. - in Philosophy
* J.D./Ph.D. - in Developmental Psychology
* J.D./Ph.D. or M.A. - in other fields of the Cornell Graduate School
* M.S.L.S. - Master of Science - Legal Studies Program

* Admission to these joint degree programs is obtained by applying directly to the other schools. Contact the admissions office in the other school as soon as your interest arises as deadlines and procedures vary. In general, after completing your first year of Law School, the second year is completed entirely in the other unit, but some variations on this pattern have been permitted in individual cases. Admissions criteria in other units may be quite different than the Law School’s criteria, so make no assumptions about your admissibility! Once you have been admitted to the other program, please contact Terry L. Thompson, Registrar, (162 Myron Taylor Hall, 255-3628, law.registrar@cornell.edu).

Cornell A.B.A. Approved Summer Study Program
Cornell Summer Institute of International and Comparative Law in Paris: Cornell Law School jointly sponsors a five-week program held at the Université Paris I every July. Six to ten Cornell Law School courses are offered each summer. All instruction is in English. Students in the summer program come from Cornell, other U.S. law schools, and from 15-20 other countries.

Attendance at the Paris Summer Institute is mandatory for all students enrolled in the J.D./LL.M. program.

For more information about the Paris Institute, please visit http://www.lawschool.cornell.edu/international/study_abroad/paris_summer/
Other A.B.A. Approved Law Schools: Candidates for the various J.D. degrees may obtain up to six credits for satisfactory work done in summer or winter programs sponsored by American Bar Association approved law schools, including ABA approved programs in foreign countries. For students in the J.D./LL.M. program, these credits may be in addition to the required Cornell-Paris I summer credits. Specific requests should be directed to Associate Dean for Student Affairs Anne Lukingbeal (165 Myron Taylor Hall, 255-5839, al50@cornell.edu) in writing.

CLINICAL AND EXTERNSHIP PROGRAMS

Clinics
The Law School provides second and third year students with a number of opportunities, through its clinical program, to engage in the actual representation of clients under the direct and close supervision of faculty. Students receive academic credit for clinical coursework. The Clinics include: Advocacy for LGBT Communities Clinic 1, 2 & 3, Attorneys for Children, Capital Punishment Clinic 1 & 2, Criminal Defense Trial Clinic, E-Government Clinic 1 & 2, Family Law Clinic, Global Gender Justice Clinic, Immigration Appellate Law and Advocacy Clinic, International Human Rights Clinic (and Advanced International Human Rights Clinic), Labor Law Clinic 1 & 2, Prosecution Trial Clinic, Securities Law Clinic 1, 2 & 3, and US Attorney’s Office Clinic 1 & 2. In some of these clinics the student is actually admitted under a student practice rule of the New York courts to practice law while under the direct and close supervision of a faculty member. Clinical students are involved in all phases of representation, e.g. interviewing and counseling clients, fact investigation, pre-trial litigation, hearings and trials, brief writing and appellate argument. There are also clinics that provide background legal and factual research assistance to non-profit organizations, and other clinics that provide legal practice experience through simulation exercises. For most students this clinical experience is the student's first opportunity to apply what s/he learned in the classroom to the actual practice of law, and it is the responsibility of the faculty to insure that that transition is smooth, helpful and provides high quality legal service to the clients being represented as well.

The academic credit for each of these courses ranges between four and six credit hours per semester. Students may earn no more than twenty credit hours through clinical and externship courses to be applied to the J.D. degree requirements.

Externships
Occasionally second and third year students find that their educational and career goals would be best achieved by spending a portion of their law school time working at a placement outside the law school. The courses include: Externship-Full Time; Externship-Part Time, Neighborhood Legal Services; Externship-Part Time, Judicial; and Externship-Part Time, Other Local. The externships allow the student to work under the supervision of an attorney at a placement with a non-profit or governmental agency virtually anywhere in the world and for as much as an entire semester, for course credit commensurate to the level of time worked. As with the clinical courses, the students have the opportunity to immerse themselves in the actual practice of law under the direct
and close supervision of the placement attorney while also maintaining contact with the faculty member and the other externs.

The academic credit for each of these courses ranges between four and twelve credit hours per semester. Students may earn no more than twenty credit hours through clinical and externship courses to be applied to the J.D. degree requirements.

**Courses in Other Cornell University Divisions**

In addition to courses that are part of the Law School curriculum, courses relevant to legal careers are sometimes offered in other colleges in the University. All Cornell University courses are listed in Courses of Study, available at the University Registrar’s Office website: [http://www.cornell.edu/academics/courses.cfm](http://www.cornell.edu/academics/courses.cfm)

Students may not elect courses outside the Law School during the first year. Thereafter, students may enroll in any university course subject to certain limitations. The course is recorded on the student’s transcript. Students who want to receive Law School credit for courses offered in other departments or schools at Cornell should apply to the Associate Dean for Academic Affairs, Laura Underkuffler. Forms are available in the Law School Registrar’s Office, 160 Myron Taylor Hall or on-line at: [http://registrar.lawschool.cornell.edu](http://registrar.lawschool.cornell.edu) under course registration. The application must show: (1) that the outside course offers an educational opportunity not available in the Law School; (2) that the course is significantly related to the student’s Law School program; and (3) that the substantive content and instructional approach of the outside course are sufficiently rigorous and sophisticated to make a significant contribution to the law student’s professional education. Students may be granted up to 12 hours of credit for approved outside courses, including language courses.

Grades for courses taken outside the Law School are not included in merit point computations. A student electing a course outside the Law School, for credit or otherwise, must be registered for at least 9 credit hours in the Law School each term. Regardless of the number of courses taken outside the Law School, a student must earn at least 72 semester credit hours in the Law School.

**Auditing Courses**

With the permission of the instructors, law students may register for law courses as auditors. Auditors may not sit for exams. The courses will appear on their official transcripts. The majority of non law courses may not be audited.

**Externships – Full Time or Part Time**

Occasionally students find that their educational and career goals would be best achieved by spending one semester working at a placement outside the law school. The Full-Term Externship course allows students to earn 12 credit hours as externs working full time for a minimum of 65 days at various approved placement sites. Students can enroll in the
Full-Term Externship during the spring semester of their second year, or the fall or spring semester of their third year. The sites, usually non-profit organizations or governmental agencies, are initially selected by the student. Approval preference is given to sites that meet the student’s educational needs and sites close to Ithaca or in New York City, Washington, D.C., or other cities identified on the basis of student demand. The Legal Aid Clinic (G40 Myron Taylor Hall, 255-4196) has notebooks with information about sites where students previously externed. Students interested in this course need to review the BlackBoard website for the course.

Interested students are required to submit a written application for the Full-Term Externship course to the instructor by the deadline set during the semester preceding the externship. The application must include, among other things, a description of the placement and the activities that the extern expects to perform, a statement of the extern’s educational and career goals, and an explanation of how those goals are better met at the placement than at the law school. The instructor will review the applications and decide whether each applicant should be granted conditional approval. For students to receive final approval, the placement site must accept the student for the placement and meet specified criteria including identification of an attorney at the placement who will closely supervise and mentor the extern.

In addition to his or her work responsibilities for the placement, the extern will participate in weekly web-based Blackboard discussions, prepare a learning agenda and weekly journal entries for the faculty instructor, host the instructor for a site visit, do a written evaluation of the placement and the placement experience for the law school’s files.

If there are open positions remaining in the course, students may take the course for less than 12 credit hours with the permission of the instructor. These are Externships – Part Time. The students must meet the same course requirements as the students who take the course for 12 credit hours, except that the number of weekly work hours and credits will be proportionately lower.

If there is over enrollment in the course, students not admitted may petition the Associate Dean for Academic Affairs for approval of an individualized externship opportunity. The instructor for the Full-Term Externship does not act as the faculty supervisor for the individualized externships. Therefore, those students must find a faculty member who will agree to serve as the student’s faculty supervisor and, in that capacity, to supply supervision essentially equivalent to that provided by the course instructors. A student whose petition is granted is expected to fulfill the requirements described in the paragraph immediately above for students enrolled in the Full-Term Externship course.

A student, except in the case of severe personal hardship and except for participation in a special program such as the J.D./Master in Global Business Law that itself extends for more than a semester, may not spend more than a total of one upperclass semester away in our off-campus programs, such as term away, study abroad, and full-term externship.
Term Away for Educational Reasons

Each year a few students may obtain permission to enroll at another law school for the fourth or fifth semester of their J.D. program. The program is not available to students who have already spent a term away from Cornell or who plan to do so. To qualify a student must have unique educational objectives that can be met at the other institution, but not at Cornell. A significant portion of the credits to be earned at the host institution must be in courses not offered by Cornell and must relate to a clearly defined educational or professional objective. The proposed host school must be of comparable quality to Cornell Law School and must be willing to entertain an application for admission as a special student. Additionally, if the proposed host school is in the United States, permission will be granted only to students who wish to practice in a particular specialized area of law and cannot do so successfully without course work unavailable at Cornell, and who can demonstrate a firm commitment to practice such law as evidenced by a job offer in the specialized area, a written statement of serious interest from a prospective employer in the specialized area, or a written statement from one of the Law School's career counselors that the student has actively and vigorously pursued employment in the specialized area.

Students who wish to pursue this option at another law school in the United States must request permission from the Associate Dean for Academic Affairs. Students wishing to pursue this option at a foreign law school should contact the Executive Director of International Programs. Because the number of terms away approved by the school is very limited, students should submit their written request as early as possible and in any event no later than October 1 for the following spring semester and January 20 for the following fall semester. The written statement should address the criteria indicated above for approval of a term away. The student is responsible for securing any information from the proposed host school that may be needed to act on the request for the term away. Any details of applying to the host school are also the student’s responsibility to ascertain and address.

Permission to study at another school is contingent upon the student actually being admitted to the courses he or she claims to need. Credit for the term away is granted when the student submits satisfactory evidence of completing a semester’s course work of 12 to 16 credit hours. Because grading systems vary, course work completed at the host school is not included in computing the student’s merit point ratio at Cornell.

A student, except for participation in a special program such as the JD/Master in Global Business Law that itself extends for more than a semester, may not spend more than a total of one upperclass semester away in our off-campus programs, such as term away, study abroad, and full-term externship.

ACADEMIC DEFICIENCY

A student who receives a grade of D+ or below in a first-year course must either repeat the course or take an upperclass course or courses to be designated by the Dean of Students in order to remedy this gap in the student’s legal education.
A J.D. student will be placed on informal probation if, at the close of the first year of law study or at the end of any subsequent term, the student’s merit point ratio is less than 2.80.

A J.D. student will be dropped for scholastic deficiency:
(a) if at the close of the first year of law study or at the end of any subsequent term, the student’s merit point ratio is less than 2.50 or 
(b) if in the judgment of the faculty the student’s work at any time is markedly unsatisfactory. Work is considered markedly unsatisfactory if, for example, in each of two successive terms, the merit point ratio for the work of each term (considered separately) is lower than 2.50.

Visiting students may be dropped for unsatisfactory scholastic work at any time.

ACADEMIC HONORS AT GRADUATION
The faculty awards academic honors at graduation as follows: The faculty awards the J.D. degree summa cum laude by special vote in cases of exceptional performance. The school awards the J.D. degree magna cum laude to students who rank in the top 10% of the graduating class. Students who rank in the top 30% of the class receive the J.D. degree cum laude unless they are receiving another honors degree. Recipients are notified by a letter from the Dean and a notation on their official and unofficial transcripts.

The Order of the Coif is also granted to those who rank in the top 10% of the graduating class. To be eligible for consideration for the Order of the Coif, a graduate must take 63 graded credits at Cornell Law.

Dean’s List: Each semester all students whose semester grade point average places them in the top 30% of their class are awarded Dean’s List status. Students are notified of this honor by a letter from the Dean of Students and a notation on their official and unofficial transcripts.

Beginning with the Class of 2014, JD students in the top 30% of the class after the second year of law school will receive the “Charles Evans Hughes Scholar” designation.

ACADEMIC INTEGRITY
The faculty certifies candidates for receipt of a Cornell degree. Academic integrity is a component of receipt of a Cornell Law degree, as well as academic competence. In addition, the Dean of the Cornell Law School certifies to bar examiners that a graduate possesses the good character necessary to be a member of the bar. The Law School’s Code of Academic Integrity and the Campus Code of Conduct are included in this Student Handbook. The Law School Code is also available at the Registrar’s website: http://www.lawschool.cornell.edu/registrar/ under Law School policies.
ACADEMIC PRIZES
A number of prizes are awarded each year at the law school. Many are based on academic achievements. Associate Dean for Student Affairs Anne Lukingbeal notifies prize recipients by letter as soon as the awards are made.

Prizes and Awards
Peter Belfer Memorial Prize
Boardman Third-Year Law Prize
CALI Excellence for the Future Award
Arthur S. Chatman Labor Law Prize
Daniel B. Chernoff Prize
Cornell Law Library Prize for Exemplary Student Research
Cuccia Prize
Fraser Prize
Freeman Award for Civil-Human Rights
Morris P. Glushien Prize
Stanley E. Gould Prize for Public Interest Law
Harry G. Henn Prize in Corporations
Seymour Herzog Memorial Prize
International Academy of Trial Lawyers Award
Louis Kaiser Prize
Marc E. and Lori A. Kasowitz Prize for Excellence in Legal Writing and Oral Advocacy
John J. Kelly, Jr., Memorial Prize.
Ida Cornell Kerr and William Ogden Kerr Memorial Prize
Langfan Family Moot Court Fund
David Marcus Memorial Prize
Robert S. Pasley Memorial Prize Fund
Herbert R. Reif Prize
Gustavus Hill Robinson Moot Court Award
The Esther and Irving Rosenbloom Prize Fund
Helen Belding Smith and Henry P. Smith III Moot Court Fund
The Honorable G. Joseph Tauro Dean’s Prize
Frederic H. Weisberg Prizes

CLASS ATTENDANCE
Regular and punctual class attendance, beginning on the first day of the semester, is required of all students. Faculty members monitor attendance and may enforce the rule by
reporting the student to the Associate Dean for Student Affairs; by removing a student from the course or excluding a student from an exam (after reasonable written warning); or by another mechanism announced in the course syllabus prior to the end of add/drop. If a student is excluded from an exam, a grade of F is entered. Faculty members are encouraged to utilize photo seating charts which will be prepared at instructor request by administrative assistants. Students who are ill or have another valid reason for missing class are encouraged to contact the instructor directly and are required to notify the Associate Dean for Student Affairs if more than three days are missed.

CLASS RANK
As a matter of faculty policy we do not release the academic rankings of our students. Interested individuals, including employers, have access to the top 10% approximate cumulative grade point cut off for the most recent semester of completion. In addition, after four semesters, and subsequent semesters thereafter, the top 5% approximate cumulative grade point average is also available. Additionally, after four semesters, the top five students in the class are ranked. Current information is available at the Law School Registrar’s office at 160 Myron Taylor Hall and at: http://registrar.lawschool.cornell.edu

COMPUTERS IN THE CLASSROOM
Many instructors (but not all) allow students to use laptop computers to take notes in class. However, some instructors impose particular seating requirements on laptop users, due to noise disruption to other students.

Students are not allowed to record classes without the instructors’ permission.

COURSE EVALUATIONS
Toward the end of every semester, students have the opportunity to evaluate each course through completing a course evaluation. The results give valuable feedback to the instructor, the associate dean for academic affairs, and the Dean of the Law School.

In addition, the Cornell Law Student Association does its own course evaluation survey. Results of the CLSA survey are available on the CLSA website: http://www.lawschool.cornell.edu/students/www.clsevals.com

CAPITAL PUNISHMENT CLINIC
The Cornell Death Penalty Project is an undertaking of the Cornell Law School. The Project sponsors two clinics that provide students with the opportunity to assist in the representation of capital defendants, both at trial and at various stages of the appeals process. The Project also sponsors periodic symposia related to capital punishment, and in addition, conducts empirical research on jury decision making in capital cases. This research is frequently published in law reviews, and is sometimes brought directly to the attention of the courts in cases where the Project appears as amicus curiae. For more
EXAMS
The majority of courses, except seminars and problem courses, have an examination. Exams are scheduled and administered by the Law School Registrar and his staff. The exam schedule is generally available before course registration.

Materials permitted in the exam room vary widely according to instructor preference. Students are expected to pay close attention to the instructor’s announcement as to those materials that are permitted in the exam room. (It is a violation of the Code of Academic Integrity to have unauthorized materials in an exam room as well as to fail to observe scrupulously other exam procedures such as precise time limits.) The Code of Academic Integrity is included in this Student Handbook. The Code is also available at the Registrar’s website: http://www.lawschool.cornell.edu/registrar/lawschool_policies.cfm under Law School policies.

Law School course examinations are graded by the course instructor on an anonymous basis. Identification of the student with the grade is made only after the anonymous grades have been recorded with the Law School Registrar.

The course instructor may exclude a student, after reasonable written warning, from any examination because of irregular attendance or neglect of work during the term. Exclusion from an examination results in a grade of F, which is calculated in the student’s cumulative merit point ratio.

A collection of Law School exams is available from the registrar’s website: http://registrar.lawschool.cornell.edu

Exam Deferrals: An examination may be deferred only if a student has examinations scheduled in direct conflict with each other, two in one day, more than two exams in the first week, three in three days (same week), or four in one week.

Deferrals for illness or other serious personal reasons may be approved by Associate Dean for Student Affairs Anne Lukingbeal (165 Myron Taylor Hall, 255-5839, al50@cornell.edu) or Assistant Dean for Student Services John DeRosa (153 Myron Taylor Hall, 255-9982, jrd29@cornell.edu). Students who experience unusual problems or personal crises during exams should call Dean Lukingbeal of Dean DeRosa as soon as the problem arises. In all cases, deferred examinations must be taken at the earliest available time under the deferral policy.

Students are never permitted to take an exam before the scheduled exam date. It is a violation of the Code of Academic Integrity to discuss an exam with a student who has
not yet taken the test. The *Code of Academic Integrity* is included in this *Student Handbook*. The Code is also available at the Registrar’s website: [http://registrar.lawschool.cornell.edu](http://registrar.lawschool.cornell.edu) under Law School policies.

**Practice Exam for Students Enrolled in First-Year Courses:** A practice exam is given each year in late October or early November for students enrolled in first-year courses during the fall semester. Each student will be given a practice exam in Civil Procedure, Constitutional Law, Contracts, or Torts prepared by the student’s instructor in that course. An announcement informing each student of the subject of his or her practice exam will be posted prior to the practice exam.

The time for taking the practice exam is 50 minutes, and like all examinations at the Law School, the practice exam is given anonymously.

Students are encouraged to take the practice exam, but they are not required to do so. The practice exam is intended entirely as a learning experience. It should help give students a sense of the type of questions that appear on law school exams and the type of answers that are expected.

Faculty members typically write comments on the practice exams rather than assign letter grades. In any event, even if the faculty member gives the practice exam a grade, the grade is not officially recorded and will have no effect on the student’s final grade in the course.

**Exams and Dictionaries:** J.D. students whose native or working language is not normally English may request the use of a non legal dictionary for exam use by submitting a written request to the Associate Dean for Student Affairs Anne Lukingbeal (165 Myron Taylor Hall, 255-5839, al50@cornell.edu). The non-legal dictionary must be supplied by the student and the dictionary may be in print or electronic format; provided, however, that any electronic dictionary must be a stand-alone dictionary with a set memory (e.g., a dictionary program that is loaded on a laptop computer does not qualify). All electronic dictionaries must be approved by the Registrar well in advance of the examinations.

**LL.M. students** with questions regarding the use of a non-legal dictionary for examinations should contact Assistant Dean Charles Cramton (109 Myron Taylor Hall, 255-5850, cdc7@cornell.edu).

**Computers Used For Exams:** Laptops are permitted in the exam room provided that the instructor has approved the use of laptops. All electronic devises, except those approved for use in taking the examination, must be turned off and then stowed away in a backpack or the like, so as to be inaccessible to the student during the examination. A student may not use a laptop for examinations not on the approved roster, unless the student has a documented disability and has received advanced approval from Associate Dean for Student Affairs Anne Lukingbeal and the Administrative Committee. A full description
of the Law School’s Disability Policy is in the Student Handbook, online at the Law School Registrar’s site: https://support.law.cornell.edu/students/forms/Disability_Accommodations_Memo.pdf or call the Law School Registrar’s Office (160 Myron Taylor Hall, 255-7190) for a copy.

FACULTY ADVISORS
A first year student’s primary faculty advisor is his or her small section teacher. In addition, a number of faculty members have volunteered to serve as faculty advisors. A complete list of faculty advisors is available from the registrar’s site: https://support.law.cornell.edu/students/forms/Faculty_Advisors.pdf

In general, students are welcome to call on members of the faculty in their offices for discussion and assistance in connection with problems arising in their program of study. Many faculty have regular office hours posted on their office door. Dean Lukingbeal and Dean DeRosa serve as general academic advisors to all J.D. students. For an appointment, call or stop by Dean Lukingbeal’s office (165 Myron Taylor Hall, 255-5839, al50@cornell.edu) or Dean DeRosa’s office (144A Myron Taylor Hall, 255-9982, jrd29@cornell.edu).

Assistant Dean Charles Cramton serves as the primary academic advisor for each of the LL.M. students and will meet individually with them at the beginning of each term to discuss and review their courses of study. In addition, if a particular student needs more specific guidance, Dean Cramton will refer him or her to faculty members with expertise in the student’s desired area(s) of study. Contact Dean Cramton directly for more information on LL.M. advising (109 Myron Taylor Hall, 255-5850, cdc7@cornell.edu).

GRADES
JD Grading Policy: Faculty grading policy calls upon each faculty member to grade a course, including problem courses and seminars, so that the mean grade for J.D. students in the course approximates 3.35 (the acceptable range is 3.2 to 3.5).

However, faculty who announce to their classes that they might exceed the cap are free to do so. If the 3.5 cap is exceeded in any class pursuant to such announcement, the transcript of every student in the class will carry an asterisk* next to the grade for that class, and for various internal purposes such as the awarding of academic honors at graduation, the numerical impact of such grades will be adjusted to be the same as it would have been if the course had been graded to achieve a 3.5 mean. Because the possibility of higher grades and a transcript asterisk may be relevant to some students in selecting courses, all faculty must announce their intentions regarding this aspect of the grading policy. As a practical matter, this can be as simple as a statement by faculty that they intend to grade within the cap set by faculty policy, or, alternatively, that they reserve their right under the policy to award asterisked grades with a course mean above that specified by the policy.
Faculty are not obliged to adhere to the 3.35 goal in grading courses with fewer than ten J.D. students receiving letter grades. They are expected, however, to be mindful of the goal.

Students who opted for Satisfactory/Unsatisfactory grading in the class should be awarded a grade of S if they would have received a C- or better. A grade of U should be given to any student who would have received a D+ or worse.

Actual grade distribution data for all law courses is made available to students at the end of each semester. Grades awarded are:

\[
\begin{array}{cccccc}
   & A + & 4.33 & B + & 3.33 & C + & 2.33 & D + & 1.33 & F & 0.00 \\
   A & 4.0 & B & 3.00 & C & 2.00 & D & 1.00 \\
   A - & 3.67 & B - & 2.67 & C - & 1.67 & D - & 0.67 \\
\end{array}
\]

**Grading Option:**
Each J.D. student, after the first year, may elect to take up to two upperclass courses at Cornell Law School on an S/U basis. Students must make this election in writing to the Law School Registrar’s Office in the two week period immediately following the end of the course add/drop period. If made, the election shall be irrevocable. Students may not make this election in courses that they use to satisfy the law school’s upperclass writing requirement. The Registrar’s Office will issue a grade verification slip after the add/drop period has ended for students to declare grading options.

In addition, instructors may designate specific courses that they teach as not eligible for the S/U election. Instructors of courses offered solely within the Cornell Law School program may not require S/U grading for students, except when expressly approved by the faculty for distinctive courses such as directed reading and writing, supervised teaching, multicultural work environment, and full-term externships.

**Grade Point Average (Merit Point Ratio):** A student’s merit point ratio (MPR) is determined by dividing the total number of merit points awarded by the number of credit hours of work taken. Credit hours of course work for which a grade of F was given are included in the computation. Grades on course work outside the Cornell Law School are not included in the merit point ratio.

Grades in seminars, problem courses and clinical courses are generally based upon written projects, oral presentations, and class participation, according to instructor preference. Grades in most other courses are based upon an exam and other written and oral projects, if the instructor so chooses. In addition, class participation may be an element of a student’s final course grade.

**Graduate Program Grading Policy:**
LL.M. candidates do not receive letter grades, but instead are graded only in terms of:
High Honors or Honors (HH or H), Satisfactory (S), and Unsatisfactory (U)

There is no faculty policy regulating the proportion of HH, H, S, and U grades that faculty may give to LL.M. students. However, under guidelines adopted by the faculty in 2011 effective with the Fall 2011 semester, a grade of HH is appropriate for students who would have received an A or higher, H is appropriate for students who would have received a grade in the B+ to A- range, and S is appropriate for students who would have received a grade in the range of C- to B, and U is appropriate for students who would have received a D+ or lower grade.

Merit points are currently not assigned to HH, H, S, and U grades. For LL.M. candidates, the Law School faculty determines whether the student's course work meets the necessary standard for the award of the LL.M. degree.

For J.S.D. candidates, each student's Special Committee determines whether the student's course work meets the necessary standard for the award of a graduate degree.

Grade Review: No final grade may be changed by a faculty member after submitting the grade except upon written statement to the Dean of the Law School explaining the reason for the change. In general, Cornell Law School faculty change grades only when the original grade is caused by a mechanical or mathematical error. The law school has no formal grade appeal procedure.

Grade Confidentiality: All student grades are considered by Cornell Law School to be strictly confidential information. Release of grade information to faculty members and administrators is granted only for bona fide educational purposes. The Law School Registrar will release grade information to prospective employers, investigators, or any other person only with written permission of the student. This policy reflects that of the University and the requirements of the Family Educational Rights and Privacy Act of 1974 (FERPA), which gives students the right to (1) inspect their own records; (2) challenge incorrect information in those records; (3) keep their records private; and 4) file a complaint with the U. S. Department of Justice. For details, refer to the Policy Notebook for Cornell Community. Up-to-date versions of currently recognized University policies are available at http://www.policy.cornell.edu

Incomplete Grades: An incomplete grade for a law course may be submitted by an instructor only if the student has a substantial equity at a passing level in the course with respect to work completed and also has been prevented by circumstances beyond the student’s control from completing all course requirements on time. An incomplete grade must be removed by the student a) at the next regular examination in the subject (providing such examination is taken within one calendar year from the entry of the incomplete grade), or b) in the case of courses in which the grade is based in whole or in part on written work, no later than the end of the semester following that in which the incomplete was entered. Failure to remove the incomplete grade within the specified time limit will result in an automatic entry of F on the student’s transcript.
Policy on Student Complaints Relating to ABA Program of Legal Education Standards
The Cornell Law School invites students to share any concerns they might have about the Law School’s program of legal education as it relates to matters that directly connect to ABA Standards. Students having such a concern should submit the concern, in writing, to the Associate Dean for Student Affairs or the Associate Dean for Academic Affairs. The student’s written complaint should identify the ABA accreditation standard that is at issue and must be signed by the student. The Associate Dean for Student Affairs or the Associate Dean for Academic Affairs will work with the appropriate administrator to investigate the issue and if possible, to address the concern. The Associate Dean for Student Affairs or the Associate Dean for Academic Affairs, as appropriate, shall keep a record of all such complaints for and of follow-up action taken for eight years. The student who filed the complaint will be provided with a written update on the response within 30 days of receipt of the complaint.

GRADUATION - CORNELL UNIVERSITY COMMENCEMENT AND LAW SCHOOL CONVOCATION
Students enjoy two opportunities to celebrate the conclusion of their law school experience. Official graduation for law students takes place at Cornell University Commencement. In addition, the law school holds its own Final Class Convocation. Dates are set forth below:

<table>
<thead>
<tr>
<th>Year</th>
<th>Date of Law School Convocation</th>
<th>Date of University Commencement</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>Sunday, May 12</td>
<td>Sunday, May 26</td>
</tr>
<tr>
<td>2014</td>
<td>Sunday, May 11 (Tentative)</td>
<td>Sunday, May 25</td>
</tr>
<tr>
<td>2015</td>
<td>Sunday, May 10 (Tentative)</td>
<td>Sunday, May 24</td>
</tr>
</tbody>
</table>

For both Convocation and Commencement, students are urged to make hotel and dinner reservations as soon as possible. Some area hotels and restaurants will take reservations as early as three or four years in advance. For information about local hotels and restaurants, or if you have any questions about Convocation and/or Commencement, contact Linda Majeroni, Events Coordinator, at 255-6536, lam32@cornell.edu.

IN-ABSENTIA STUDY
Without exception, all Cornell law students must successfully complete two full academic years in residence at Cornell and six full semesters in order to qualify for the Cornell J.D. degree. Subject to administrative limitation, permission may be granted for a student to spend the second or third year of the J.D. program at another law school for a reason of extreme personal hardship. Applications for in-absentia study should be submitted to Associate Dean for Student Affairs Anne Lukingbeal (165 Myron Taylor
Hall, 255-5839, al50@cornell.edu) as soon as the hardship arises. Decisions are made by the Administrative Committee.

REGISTRATION

**University Registration:** All students must register with Cornell University each semester. To become a registered student at Cornell University, a person must: complete course enrollment according to individual college requirements, pay tuition for the current semester, satisfy New York State health requirements, and remove any “holds” from the college, the office of the Judicial Administrator, Gannett Clinic, the University Registrar, or the Bursar. Students must accomplish the above requirements by the end of the third week of the semester. Cornell University does not allow persons who are not registered with the University and who are not enrolled in courses in a given semester to attend classes. The University reserves the right to require unauthorized, unregistered persons who attend classes or in other ways seek to exercise student privileges to leave the University premises. The University does not permit retroactive registration and does not record courses or grades for unregistered persons.

All law students must have a complete admissions file and provide proof of prior study and degree(s) in the form of an official transcript before matriculation with Cornell Law School.

As a student at Cornell Law School, you are required to provide the law school administration with an accurate email address and working phone number. Both of these contact points must be kept it working order so that the law school faculty and administration is able to contact you within a short period of time. It is your ongoing obligation to regularly check for emails or phone calls from the faculty or administration and to respond to them within 48 hours or sooner during the academic year.

**University ID Cards:** The Cornell University identification card serves principally to identify persons as faculty, staff, or students currently employed or registered at Cornell University, as well as access to University services. The identification card is the property of the University. Upon matriculation with Cornell University, each student is issued an identification card.

**Law School Course Registration:** First-year law students are enrolled in courses by section. Sections are assigned randomly by the Law School Registrar. Students are notified of their section assignment during the orientation process. Students are not permitted to switch sections.

**Course Selection for Second and Third Year Law Students and LL.M. Students:** Pre-course enrollment for each semester at Cornell Law School generally takes place in June for the fall semester and October for the spring semester. Dates are announced in advance and are published in the weekly newsletter, *Scoops*, on the events monitors, on the student registration site at [http://www.lawschool.cornell.edu/registrar](http://www.lawschool.cornell.edu/registrar) and by email.
Students are provided information as to status of the satisfaction of degree requirements prior to each semester’s registration. Students are also provided with detailed information about the course offerings and registration procedures, including procedures for enrollment in seminars. Course enrollment may be limited by classroom capacity or by instructor choice.

**Add/Drop Policy:** All law course changes must be made on-line at: http://registrar.lawschool.cornell.edu

1. **Unlimited Enrollment Course Add and Drop Policy:** A student may add or drop upperclass courses with unlimited enrollment until Friday, August 31, 2012, for fall courses and Tuesday, January 29, 2013, for spring courses. Limited enrollment courses constitute exceptions to the rule; see below.

   After the add/drop period, students may not add a course and may drop a course only with the approval of Associate Dean for Student Affairs Anne Lukingbeal. Requests for permission to drop courses after the third week of the term are approved by Dean Lukingbeal only in cases of illness or extreme personal hardship, which do not include work assumed in curricular or extracurricular activities.

2. **Limited Enrollment Course Add and Drop Policy:** All requests to drop a problem course, seminar, or other limited enrollment upperclass course for fall term 2012 must be submitted by 12 Noon, Thursday, August 30, 2012. For spring term 2012, the date is 12 Noon, Monday, January 28, 2013. No special permission to drop is needed during this period except for those courses which have indicated special rules. A student who wishes to drop a limited enrollment course after this deadline may do so only with the permission of the instructor and Dean Lukingbeal. A student who drops after the initial deadline will not be permitted to add a different problem or seminar course.

3. **Waiting Lists:** Students will be contacted by email if a place becomes available in a limited enrollment offering for which they are on the wait list. Students must check their email and schedules every day. Anyone admitted to a limited enrollment course who no longer wishes to enroll in the course, must drop the course on-line by 12 Noon, Thursday, August 30, 2012, for fall courses, and 12 Noon, Monday, January 28, 2013, for spring courses.

**TRANSCRIPTS**

**Official Transcript:** Official transcripts are available only from the Office of the University Registrar, B07 Day Hall, telephone number 255-4232, without cost. The order procedure is available at: http://transcript.cornell.edu. An official transcript does not post gpa. Office hours are Monday through Friday, 8:00 A.M. to 4:30 P.M.
Unofficial Transcript: Unofficial transcripts are available from the Law School Registrar’s Office, 160 Myron Taylor Hall. The request must be submitted in writing by filling out a form at the Registrar’s office or on the website at http://www.lawschool.cornell.edu/registrar/index.cfm under academic matters. Allow a minimum of two business days for processing. A student may request an unofficial transcript with or without gpa.

WITHDRAWALS AND LEAVES-OF-ABSENCE
A student may withdraw from the law school at any time by submitting a written notice of withdrawal to the Law School Registrar. Subject to the provisions of paragraph D (2) below, the withdrawal is effective on the date the written notice is received by the Registrar. A student who withdraws from the Law School is not entitled to return.

All students are eligible to request a leave of absence from the Law School by submitting a written petition to the Law School Administrative Committee c/o the Law School Dean of Students. The petition should describe in detail the circumstances surrounding the request. For a copy of the Law School’s leave of absence policy and for procedures for return, including procedures for reentry following a health leave of absence, write or call the Law School Registrar at 255-3628.

C. NON-ACADEMIC MATTERS
BAR ADMISSION
Graduates of the Law School sit for state bar examinations in many states. In the most recent examination year, the three most common states were New York, California and Massachusetts.

The rules of certain states (not New York) require either notification to the bar admission authorities of intent to begin the study of law or registration with the authorities when law studies begin. Students should obtain instructions from the proper source (usually the state board of bar examiners or the clerk of the court of highest jurisdiction) in the state in which they intend to practice. Failure to comply with the instructions may substantially delay admission to the bar as well as increase costs. For current bar requirements, students should consult The Comprehensive Guide to Bar Admission Requirements, published annually by the American Bar Association Section of Legal Education and Admissions to the Bar and National Conference of Bar Examiners. A copy is available at the Law School Registrar’s office, 160 Myron Taylor Hall or the web at: http://www.ncbex.org/comprehensive-guide-to-bar-admissions

Students should be aware that all state bar authorities will request the Dean of the Law School or the Dean of Students to certify that an applicant is of good moral character and fit to be a member of the bar. Questions or concerns about this process should be directed to Dean Lukingbeal.
Any student matriculating at Cornell Law School consents to the mutual exchange of information, for educational and bar admission purposes, between the school and the bar examiners or other authorities of any jurisdiction to which that student seeks admission.

COMMUNICATION

Bulletin Boards
There are a number of bulletin boards throughout the building for student announcements. Use of those in the pendaflex room is controlled by CLSA, so comments and suggestions should be directed to the CLSA President.

The bulletin board enclosed in glass opposite the Saperston Student Lounge is used for official announcements and maintained by the Registrar’s Office. Students should regularly check “The Glass Case” for important information.

E-Mail
Students at Cornell Law School use the Cornell University email system. This system is accessed using the student’s CU NetID, which is provided by the University. Email is used as a significant means of communication between faculty, staff, and students. All students are expected to read their email on a daily basis. This account can be used to send and receive Internet mail as well as internal mail. Listing of student email addresses are provided to the faculty at the beginning of each semester. For additional information please contact the CIT Helpdesk at 607-255-8990 or helpdesk@cornell.edu. Technical support is also available in the CLS Computing Lab, room 373.

The Law School also provides for internal student use the following list-serves.

Events (lawstudent-events-L@cornell.edu) This list is for event announcements that apply to the entire student body; Discussion (lawstudent-discussion-L@cornell.edu) This list is for commentary, news, and opinion.; and Marketplace (lawstudent-marketplace-L@cornell.edu) This list is for rides, items for sale, sublets, and lost & found.

Law School Directory
The Law School provides an annual online directory providing faculty, student and staff photos and a local student address directory available only to the law school community at: http://www.lawschool.cornell.edu/registrar/

In addition, the Career Office publishes a separate student photo directory for employers who interview on campus or at our job fairs.

Mail
U.S. mail and express mail is delivered Monday through Friday to the mailroom located at 225 Myron Taylor Hall and distributed to your individual pendaflexes. Personal mail should be directed to your residence. Standard U.S. stamps are available from the
mailroom (no more than ten stamps at a day). A U.S. outgoing mailbox is located along Central Avenue in front of Anabel Taylor Hall. The closest U.S. Post Office is located at the ILR Research Center on the Cornell campus.

**Pendaflexes**
Each student is assigned a communications folder, which is a hanging file folder. The pendaflex room is located on the ground floor on the south end of Myron Taylor Hall. Students should check their “flexes” frequently.

**Scoops**
Students are responsible for knowing the information in *Scoops*, so please make a habit of reading it.

*Scoops* is the Law School’s weekly newsletter and is available every Monday morning during the semester while classes are in session at the following website: http://support.law.cornell.edu/technology/scoops/scoops.html or from the *Scoops* link on the Registrar’s website at: http://www.lawschool.cornell.edu/studentlife/scoops.cfm. Back issues are also available at this site.

Student organizations are strongly encouraged to list events in the *Scoops* weekly calendar. Items are due by Thursday noon. They may be submitted in person to Lyndsey Y Clark, Assistant Registrar in the Registrar’s office (161 Myron Taylor Hall, 255-5837) or by email to: law.scoops@cornell.edu

**Cornell Law Forum**
The *Cornell Law Forum* is published by Cornell Law School each spring, summer and winter. The *Forum* consists of articles, profiles, news of the law school, and alumni news and class notes. Students are occasionally asked to contribute news items about Law School events. Copies are distributed to students in the pendaflex room, and are mailed to alumni and friends of the Law School.

**Website**
You may access the School’s website through the following address:
http://www.lawschool.cornell.edu

**COMPUTER SERVICES**
Technology is a key component of legal education at Cornell Law School. Computers are used by faculty, staff, and students to enhance communications, share information, and conduct research. Cornell Law School provides students with a variety of computer services. All students have laptop access to the Law School’s wireless local area network (LAN). This allows students to use network applications, exchange files and email with the faculty, and locate information on the Internet. Wireless cards must be registered with
The Law School maintains a student computing center (374 Myron Taylor Hall) containing a total of 45 PCs for student use. The labs provide students with access through the Law School’s LAN to word processing, email, legal research, and Internet applications. The Law School provides wireless connections in designated areas of the Law School for use by students who have a laptop computer and a wireless 802.11b/g/n network card. Laser printing is available in the lab through the University’s Net Print system. Students will be given a 500-page free printing allocation during the fall and spring semesters. Students who exceed the 500-page allocation will need to set up a cash account through the Cornell Information Technology (CIT) Helpdesk, 607-255-8990, or have additional printing billed directly to the student’s bursar account at 9 cents per page for black and white, 30 cents per page for color. Bursar accounts can be set up through CIT’s Net Print website: http://www.it.cornell.edu/net-print. Several other machines located throughout the building allow access to email and the Internet. Remote access to some network resources is available.

The Law School’s Information Technologies Department provides primary support for the following software applications: Windows, WordPerfect, MS Office, Westlaw, and Lexis. Support for other applications may be provided on a case-by-case basis. For additional information please contact the CLS Helpdesk at 607/255-2829 or email the helpdesk at: law-helpdesk@cornell.edu

**CORNELL STORE**

Law School books can be purchased from the Cornell Store. Regular hours are 8:00 A.M. to 5:00 P.M. Monday through Friday. For information call 607-255-4111. The Cornell Store website address is: www.store.cornell.edu

A link is available from the law school registrar’s site, http://www.lawschool.cornell.edu/registrar/ which provides textbook and other course material information for law courses.

**DISCIPLINARY PROCEDURES**

Law students’ interactions and behavior are regulated by three different documents: the Cornell University Campus Code of Conduct, the Law School Code of Academic Integrity (Honor Code) and the Law School Code of Professional Standards. A copy of the different documents is included in the Student Handbook and is also available at the Registrar’s website: http://www.lawschool.cornell.edu/registrar/

*Campus Code of Conduct:* The Campus Code of Conduct prescribes substantive rules of nonacademic student conduct, as well as outlines policies, principles and procedures of
the Campus Judicial System. Questions about the *Campus Code of Conduct* should be
directed to Mary Beth Grant ’88, Judicial Administrator (500 Day Hall, 255-4680, e-
mail: meg36@cornell.edu). A copy is included in the *Student Handbook* and is also
available at the Registrar’s website: [http://www.lawschool.cornell.edu/registrar/](http://www.lawschool.cornell.edu/registrar/)

*Law School Code of Academic Integrity*: The *Law School Code of Academic Integrity* is
the Law School’s separate code of academic integrity which we often refer to as the
Honor Code. Cheating, plagiarism, misrepresentation in the placement process, and
violation of exam procedures are among the behaviors prohibited by the Honor Code. A
copy is included in the *Student Handbook* and is also available at the Registrar’s website:
[http://www.lawschool.cornell.edu/registrar/](http://www.lawschool.cornell.edu/registrar/) Questions about the Honor Code should be
directed to Associate Dean for Academic Affairs Laura Underkuffler (322 Myron Taylor
Hall, 255-1245, lu27@cornell.edu).

*Law School Code of Professional Conduct*: The *Law School Code of Professional
Conduct* is an aspirational code adopted by the Law School faculty in 1994. A copy is
included in the *Student Handbook* and is also available at the Registrar’s website:
[http://www.lawschool.cornell.edu/registrar/](http://www.lawschool.cornell.edu/registrar/)

**EMPLOYMENT**

**Career Services Office**
The Cornell Law School Career Services Office (144 Myron Taylor Hall) provides
students with comprehensive career counseling and placement services. John DeRosa is
the Assistant Dean for Student & Career Services (255-9982, jrd29@cornell.edu). 
Tiffany Sepulveda is the Director of Career Services (255-1427). Lyndsey Bullock is the
Assistant Director of Career Services (255-9723, ldb27@cornell.edu).

**Public Service Office**
The Public Service Office works with students pursuing employment with judges,
government agencies, non-profits and small law firms. Karen Comstock is the Assistant
Dean for Public Service (255-3597, kvc2@cornell.edu). Elizabeth Peck is the Director of
Public Service (255-9057, ep83@cornell.edu).

Early in the fall semester, all new students will be invited to attend small group meetings
during which the full array of services offered by the Career Services and Public Service
Offices will be discussed.

The Career Services and Public Service Offices websites can be accessed at
[http://www.lawschool.cornell.edu/careers](http://www.lawschool.cornell.edu/careers)
and [http://www.lawschool.cornell.edu/publicservice](http://www.lawschool.cornell.edu/publicservice), respectively.

**Judicial Clerkships**
In addition to the Public Service Office, a faculty clerkship committee assists students who are interested in post-graduation judicial clerkships. Information sessions are held regularly and the Public Service Office has a detailed manual for students interested in judicial clerkships; students are encouraged to pick up a copy from the Public Service Office or view it on the Public Service website.

**Part-Time Employment During School**

Students working part-time during the academic year are limited (by an ABA regulation) to a maximum of twenty hours per week. A number of part-time student jobs are available at the Law School and the University during the academic year for second and third year law students. First year students are not encouraged to work during the school year, especially during first semester. Positions at the Law School include research assistants for the faculty, teaching assistants in a number of courses, tour guides, computer lab consultants, as well as a number of administrative support positions. Available positions in the Law School are generally listed in the weekly Law School activities newsletter, *Scoops*, or by an e-mail notice. Additionally, positions may be advertised in the glass bulletin board on the ground floor across from the student lounge. Positions in other areas of the University, as well as the University Counsel’s Office, are available from time to time and are often listed in *Scoops*, or on the Student Employment website.

The first step interested students should take in seeking employment at the University (or in public or non-profit agencies in town) is determining if they qualify for federal work study funds. This is done in the Financial Aid Office of the Law School. Work study funding significantly reduces the cost of employment to the Law School, and permits more students to be employed. Students who do receive an offer of employment at the School must complete appointment papers prior to the start of their employment. Students will need to bring appropriate documents to verify their employment eligibility. To find out what documents are required for employment, as well as any questions regarding the student appointment process, questions may be directed to Nicola Hanna (257 Hughes Hall, 255-4299, nh37@cornell.edu).

**Public Interest Opportunities, Including Volunteer and Pro Bono**

Increasing numbers of law students develop a commitment to a career “in the public interest.” Such positions cover a wide variety of jobs, from serving as attorneys for federal, state or local government agencies, to civil legal services, to the criminal areas of public defending and prosecution, as well as legal careers with private non-profit organizations both in the U.S. and abroad. The Public Service Office staff actively reaches out to employers in the public interest area to make them aware of the interest of Cornell students in such positions, and participates in national public sector job fairs in New York City and Washington, DC. Numerous public interest programs are arranged, often featuring alumni speakers. Despite the lower salaries, the personal satisfaction of such positions has made them extremely popular. Attorney staff turnover in such positions is often low and public funding for legal positions has not been increasing, so competition for permanent openings, when they do occur, is intense. Despite the odds,
the good news is that almost all of the Cornellians who have decided to embark upon a serious public interest job search have ultimately been successful. This is a testament to the students’ dedication and enthusiasm which should serve as an inspiration to those who are daunted by the hard work often involved in locating such a job. Cornell’s Public Interest Low Income Protection Plan provides loan repayment assistance to our graduates in public interest and government careers. Additionally, term-time pro bono opportunities with local legal services organizations are available. Finally, the Office of Public Service administers the Frank H. T. Rhodes Public Interest Law Fellowship, a two-year post-graduate fellowship that provides a salary and benefits to new Cornell Law School graduates who, in partnership with nonprofit organizations, create projects to further the delivery of legal services to underserved communities. Contact Karen Comstock, Assistant Dean for Public Services (152 Myron Taylor Hall, 255-3597, kvc2@cornell.edu) for more information.

**Employment for Spouses/Partners**

Due to Ithaca’s small size (30,000 plus 20,000 students) employment can be difficult to find, and spouses/partners should be prepared for a job hunt that lasts at least several months. All available positions with the University are posted and must be applied for on-line at [http://www.ohr.cornell.edu/jobs](http://www.ohr.cornell.edu/jobs). Positions are also published every Thursday in the Cornell Chronicle’s “Career Opportunities” section. Subscriptions to the Chronicle can be obtained by calling 607/254-8370. For other employment opportunities in the area, job seekers should consult the Ithaca Journal - particularly the Saturday edition. Subscriptions to the Journal are available by calling 607-272-2321; the internet address is [http://www.TheIthacaJournal.com](http://www.TheIthacaJournal.com)

**FACILITIES**

**Building Hours**

All students have 24 hour access to the law school with their ID card using the Central Avenue entrance, the Foyer entrance or the Legal Aid Clinic entrance. Students should not prop building doors open. Security of our building is a continuing source of vigilance for all community members.

Myron Taylor Hall is open to the Cornell community during the following regular semester hours:

- Monday through Thursday 8:00 A.M.-8:00 P.M.
- Friday 8:00 A.M.-5:00 P.M.
- Saturday 12:00 noon-5:00 P.M.
- Sunday 12:00 noon-8:00 P.M.

Special holiday hours and summer hours are posted on outside doors and in “The Official Glass Case.”
Law School ID Card
Each law student is issued a pink ID card in their orientation packet. The pink card authorizes the student to be in the law school after official public closing. Law students are encouraged to keep the pink card with them at all times.

Building Maintenance
Any maintenance issues in the law school, including classroom conditions, should be brought to the attention of the facilities manager, Michael J. Pado, (G62 Myron Taylor Hall, 255-8858, mip20@cornell.edu). Maintenance issues in the dormitory should be brought to the attention of Hughes Graduate Community Assistants Malissa Osei 2L, and Anthony Collins, 3L, in Hughes Hall (on-call number 227-5748), or to Mary Ann Krisa, Graduate Residence Manager, Hasbrouck Community Center (255-3445, e-mail: mck35@cornell.edu

Lockers
Student who do not live in Hughes Hall are assigned a book and coat locker. Due to scarcity, lockers are often shared by two students. Assignments are generally made at orientation and are communicated by notices in student orientation packets. Individual locker information (locker numbers, combinations) is also available on the Law School Registrar’s website: http://registrar.lawschool.cornell.edu under My Information.

Postering Policy
The Law School abides by the policy and procedures for posting material as outlined in the current University Postering Policy available at: https://support.law.cornell.edu/students/forms/Postering_Policy.pdf
For the Law School, Michael Pado, Facilities Manager (G62 Myron Taylor Hall, 255-8858, mip20@cornell.edu), in conjunction with the custodial staff, is responsible for what is placed upon or attached to the walls of the building. Materials may not be attached to walls, doors, or windows either inside or outside the building without prior approval of Mr. Pado. Please contact Mr. Pado if you have questions regarding posting of materials in the Law School. The Law School postering policy is available at the Registrar’s website: http://registrar.lawschool.cornell.edu under Law School policies.

Recycling
Recycling of certain materials and items is mandatory throughout New York State. You must separate recyclable newspapers, glass bottles, metal cans, and corrugated cardboard from trash. The Law School has specially marked garbage cans throughout the building: green for cans and bottles, blue for paper. Corrugated cardboard should be discarded in the blue side of the dumpster at the loading dock behind the law school. Questions? Contact Michael Pado, Facilities Manager (G62 Myron Taylor Hall, 255-8858, mj20@cornell.edu).

Smoking Policy
In general, individuals are prohibited from smoking or carrying lighted cigars, cigarettes, or pipes in any indoor facilities, enclosed bus stops and university-owned or controlled vehicles, as well as within twenty-five feet of the entrance to any university-owned or controlled building.

**Saperston Student Lounge**
The Saperston Student Lounge is located on the ground floor of Myron Taylor Hall in room G65 and is open to law students twenty-four hours a day, seven days a week. The CLSA television, and certain newspapers such as *The National Law Journal*, *New York Law Journal*, *Lawyers Weekly USA*, and the *Chicago Daily Bulletin* are available in the student lounge.

**FACULTY COMMITTEES**
Each year the Dean of the Law School appoints faculty and senior administrators to committees involved in policy decisions at the Law School. The Committees are as follows: Academic Programs and Planning Committee, Administrative Committee, Admissions and Financial Aid Policy Committee, Alumni Affairs and Development Committee, Alumni in Teaching Committee, Career Planning and Placement Committee, Clerkship Committee, Faculty Appointments Committee, Graduate and International Committee, Jurist-in-Residence Committee, Practitioner-in-Residence Committee, Public Service Committee, and the Library/Information Technology Committee. Most of the faculty committees have a student representative as a voting member. The CLSA Board selects the student representatives. Committee assignments will be distributed as a Scoops attachment. Students are encouraged to communicate their concerns about committee topics directly with the student representative or the Committee Chair.

**FINANCIAL MATTERS**

**Bursar Bills**
Cornell University tuition and room and board charges are billed by the University Bursar’s Office. Tuition and room and board charges will be billed in July and December and must be paid prior to registration. It is possible that some charges will not be listed on the first bill and will appear on a later bill. A student must be prepared to pay any charges appearing on a later bill even though the student receives a financial aid refund before the charges are billed. All bills are due by the date stated on the bill; all payments must be received by that date to avoid finance charges. For more information about bursar bills please visit: [http://www.dfa.cornell.edu/treasurer/bursar/](http://www.dfa.cornell.edu/treasurer/bursar/), you may also call (607) 255-2336 or email uco-bursar@cornell.edu (please include your 7 digit ID#).

If you experience problems in dealing with the University’s Bursar’s Office, contact the Law School Director of Financial Aid Patina Janisko, (226A Myron Taylor Hall, 255-5141).

**Law School Emergency Loans**
Short-term emergency loans are available for students awaiting the proceeds of financial
aid. These loans are generally limited to $1,000 and are usually available in two business days. Speak to the Law School Director of Financial Aid Patina Janisko (226A Myron Taylor Hall, 255-5141, pc52@cornell.edu) for details. This request can be made once per semester. Short term emergency loans cannot be processed until 10 days prior to the start of class.

Financial Aid
The Law School Financial Aid Office is located in Room 226A Myron Taylor Hall. All aspects of financial aid are handled in that office. Students experiencing financial difficulties or who have concerns should speak to the Law School Director of Financial Aid Patina Janisko (226A Myron Taylor Hall, 255-5141, pc52@cornell.edu). Financial aid at the Cornell Law School is comprised of loans, institutional grants, and federal work study. Institutional grant awards are made for a three year period and are generally not adjusted unless a significant change in family circumstances should occur. Students who spend a semester or a year registered at another law school are not eligible to receive Cornell grants during that term or year.

Summer Work Study Grants
Many first and second year law students obtain summer employment in the public or private non-profit sector. Work study grants may be available through the Law School Financial Aid Office for such employment. See the Law School Financial Aid Office Patina Janisko (226A Myron Taylor Hall, 255-5141, pc52@cornell.edu) early in the spring semester for information on the summer work study grant application process.

Public Interest Fellowships
Another source of funding for public interest and private non-profit summer jobs is the student organized Public Interest Fellowship (PIF) program. Students raise money through a variety of activities including the PIF Cabaret, an alumni phonathon, and direct contributions from faculty, staff and students. The Public Interest Law Union (PILU) announces meetings about the PIF application process during fall semester. For information, contact the student Chair of the PILU or Karen Comstock, Assistant Dean for Public Services (145 Myron Taylor Hall, 255-3597, kvc2@cornell.edu).

Public Interest Low Income Protection Plan
Cornell Law School offers a post graduation Public Interest Low Income Protection Plan for students who are employed in public interest positions. A description of the PILIPP is available in the Law School Financial Aid Office or on the web: http://www.lawschool.cornell.edu/admissions/tuition/pilipp.cfm. In addition, the Law School Director of Financial Aid Patina Janisko (226A Myron Taylor Hall, 255-5141, pc52@cornell.edu), counsels students on plan benefits.

FOOD
Cornell Dining
**Hughes Hall Dining:** In the Law School itself, Hughes Hall Dining offers both Co-op and cash service for breakfast and lunch; it also has takeout service while open. For standard hours of operation, consult http://www.campuslife.cornell.edu/campuslife/dining

**University Dining Services:** Cornell’s Campus Life Dining has earned a reputation as one of the best dining services in the country. It offers a wide variety of meal plans, ranging from lunches only, Monday through Friday, to a full-board plan. A Campus Life plan, implemented for graduate and professional students, is “Meals by Design.” This debit-card plan allows for cash-free purchasing at any Campus Life dining facility. Co-op dining eliminates the need for cash; it’s tax free and can be paid for in installments or all at once.

For further information, including hours of operation for Campus Life dining facilities, contact the Campus Life Co-op Dining Office (201 Robert Purcell Community Center, 255-8582). The website address is: http://www.campuslife.cornell.edu/campuslife/dining

**Law School Food Policy**

**Food and Beverage Policy For Classrooms:**

With the consent of the instructor during Law School classes and examinations, nonalcoholic beverages such as coffee, tea, and soda are permitted in classrooms if in a container with a cap or a lid. Also with an instructor’s consent, it is permissible to eat foods which will not disturb others or damage the furniture or carpets.

Outside of class hours, food is generally not allowed in classrooms when used for group meetings and organizational events. Receptions with food can be held in the Saperston Student Lounge and in the Myron Taylor Foyer with the permission of Michael Pado, or in the Berger Atrium with the permission of Associate Dean for Administration and Finance Richard F. Robinson (Administration Offices, Myron Taylor Hall, 255-4299, rfr4@cornell.edu).

**LAW SCHOOL REGISTRAR’S OFFICE**

The Law School Registrar and staff handle all aspects of course registration and maintain the students’ educational records. The staff also administers all Law School exams. The Law School Registrar’s office (160 Myron Taylor Hall) is open to the public Monday through Friday, 9:00 A.M. to noon and 1:00 P.M. to 4:00 P.M., and longer hours during exams and registration period. Questions regarding registration, exams and educational records can be directed to the Terry L. Thompson, Registrar, by calling 255-3628 during regular business hours or by email at: law.registrar@cornell.edu. The Law School Registrar’s website is: http://www.lawschool.cornell.edu/registrar/

**LEGAL INFORMATION INSTITUTE (LII)**
Founded in 1992, Cornell Law School's Legal Information Institute (LII) was the first provider of free legal information on the Internet, harnessing the power of information technology to spur the "free access to law" movement. The LII is a not-for-profit organization that believes everyone should be able to read and understand the laws that govern them, without cost. LII carries out this vision by publishing law online, for free; creating materials that help people understand the law; and exploring new technologies that make it easier for people to find the law. Today, the LII website accounts for approximately one quarter of Cornell University's web traffic, serving over 11 million unique visitors each year including students, lawyers, academics, government employees and private citizens, and many others throughout the United States and abroad. It is also a center for applied research in information science in the domain of law. Under the supervision of LII Director Thomas R. Bruce, students are involved in preparing and revising the full range of the LII’s electronic publications, as researchers, writers, editors, web developers and programmers. The website address for LII is: www.law.cornell.edu.

LIBRARY

The Law Library is one of the nation’s outstanding centers for legal research, with a collection of more than 700,000 volumes and access to worldwide electronic information sources. The library staff, a number of whom are librarians who earned law degrees, provides information services and research assistance to students in numerous ways. They teach research classes, including the research component of the Lawyering program, eight Advanced Legal Research classes, seminars on the Internet and summer practice skills, and offer individual appointments for in-depth consultation. Their professional expertise extends from Anglo-American, foreign, and international law research, to information technology and rare books.

Computer work stations throughout the library offer access to the on-line catalog, the Internet, Lexis, Westlaw, Bloomberg, HeinOnline, BNA, and more. Wireless network connections are available in the Reading Room and in most study carrels. Law students can check out laptops, iPads, Kindle, digital flip camera, portable dvd player, umbrellas, football, Frisbee, soccer ball, Scrabble game, and much more.

There are a number of reserved study carrels available in the library. Carrel request forms are available at the Circulation Desk and on the web. Several small study rooms are also available.

For details on library services and policies, see the Cornell Law Library website at: http://library.lawschool.cornell.edu/. Students are encouraged to stop by the reference desk with questions. Individual appointments may be made for more in-depth assistance on the web or by calling 255-9577.

Library hours are:

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<th>Days</th>
<th>Hours</th>
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<td>Monday through Thursday</td>
<td>8:00 A.M.-8:00 P.M.</td>
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<tr>
<td>Friday</td>
<td>8:00 A.M.-5:00 P.M.</td>
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</tbody>
</table>
Saturday 12:00 noon-5:00 P.M.
Sunday 12:00 noon-8:00 P.M.

The library is available twenty-four hours a day to law students with a University and law school ID.

The twenty libraries that are part of the Cornell University Library are all available for the use of law students and hold over seven million volumes.

**NOTARY PUBLIC**
The following staff members at the Law School are public notaries:

- Donna Dingy (151 Myron Taylor Hall, 255-5252).
- Patricia Halstead (160 Myron Taylor Hall, 255-4748).
- Rosemary Lacey (160 Myron Taylor Hall, 255-5839).
- Connie Pendergast (226 Myron Taylor Hall, 255-7474).

Please contact one of these individuals directly to make arrangements for use of the notary public services.

**ROOM RESERVATIONS**
Law School student groups may reserve rooms in Myron Taylor Hall for a meeting or event. Please contact Lisa Carberry at 255-5873 for more information. As a general matter, rooms in Myron Taylor Hall are not available for use by student organizations not affiliated with the law school.

**D. STUDENT ACTIVITIES**

**EVENT PLANNING**
Student groups are encouraged to organize and sponsor intellectual and social events throughout the academic year. A comprehensive description of funding sources, policies and procedures is available at [http://ww3.lawschool.cornell.edu/stueventinfo](http://ww3.lawschool.cornell.edu/stueventinfo). Students with questions about event planning should also feel free to contact Linda Majeroni (138 Myron Taylor Hall, 255-6536, lam32@cornell.edu), the law school’s events coordinator.

The Department of Communications offers event publicity for student events each semester in the form of custom digital screen displays, which are broadcast on TV monitors throughout the law school prior to an event. Students interested in advertising their events are encouraged to request communications support when reserving a room for an event, or to contact Martha Fitzgerald (117 Myron Taylor Hall, 255-6596, mpf28@cornell.edu) or Jackie Dowdell (121 Myron Taylor Hall, 255-7477, jad43@cornell.edu) at least two weeks prior to an event to coordinate promotion.
STUDENT ORGANIZATIONS

Journals

There are presently four student-run journals at the law school. The writing competition referred to in the following descriptions of Cornell International Law Journal, Cornell Journal of Law and Public Policy, and Cornell Law Review is generally held in late May/early June after first year exams are completed.

Cornell International Law Journal: The Cornell International Law Journal publishes pieces by academics, activists, politicians, sophisticated practitioners, and students on contemporary issues in international, transnational, and comparative law. Edited by students, the journal publishes three issues each year on a continually expanding variety of international legal topics. The journal also hosts a symposium on a contemporary issue in international law. Admission to the journal is through the writing competition at the end of the first year.

Cornell Journal of Law and Public Policy: The Cornell Journal of Law and Public Policy is a student journal dedicated to exploring the intersections of law and public and social policy. The journal strives to be interdisciplinary and publishes articles by experts in government, the judiciary, public policy and the social sciences, and by legal scholars and student authors. The journal publishes three issues annually, with one issue dedicated to a journal-sponsored symposium. The journal selects members on the basis of academic performance or a writing competition: students can join the writing competition conducted jointly with the Cornell Law Review and the International Law Journal, or they can write in the journal’s supplemental competition. All other students are welcome to join the journal after having fulfilled a full semester of quality work, strong skills and commitment with the journal.

Cornell Law Review: The Cornell Law Review is a leading national law review. Issued six times a year, it is edited by second- and third-year students. The Law Review determines membership after the completion of the first-year writing competition held at the close of each academic year. Membership eligibility is based on academic standing, writing ability, or a composite score of the two that also provides students with an opportunity to demonstrate how they will bring diverse viewpoints to the organization. The Cornell Law Review publishes articles submitted by both leading scholars and up-and-coming junior faculty members. In the past, the Cornell Law Review has also published articles submitted by practitioners, judges, and public officials. The Law Review also aims to encourage student scholarship. In this role, the Law Review publishes ten student notes each year.

LIIBULLETIN

Established and distributed by Cornell’s Legal Information Institute (LII), LIIBULLETIN is an electronic journal delivered to over 20,000 subscribers worldwide. The bulletin’s student editors, working in teams, prepare analyses of cases pending oral argument before the U.S. Supreme Court. The bulletin is delivered by email to an important and diverse audience, which includes judges, practitioners, journalists, academics, students, and a
wide variety of non-lawyer professionals. It reaches another set of users via LII’s website, where each commentary is published alongside the full text of the relevant decision. The bulletin selects members in late April by means of a competitive application and interview process.

**Cornell Law Students Association and other Student Organizations**

The Cornell Law Students Association (CLSA) promotes community building, fosters school pride, coordinates the efforts of student groups by serving as an umbrella organization, and serves as a liaison with the administration and outside groups.

Among CLSA’s many responsibilities: distribution of funds, office space and bulletin board space; planning and execution of large scale events such as Fall Ball and Barrister’s Ball; and law school students representation on internal faculty committees and external committees like the Graduate Professional Student Assembly.

There are many other active student organizations within the law school community. First-year students seeking information about any of our student organizations are encouraged to attend the student activities fair held during orientation in late August. In addition, a full list of all Cornell Law School student organizations, including officer names and contact information, is available at [www.lawschool.cornell.edu](http://www.lawschool.cornell.edu).

**E. SUPPORT SERVICES FOR LAW STUDENTS**

**LAW SCHOOL DEAN OF STUDENTS**

The Law School has its own Dean of Students, Anne Lukingbeal. Her office is right next to the Registrar’s Office (165 Myron Taylor Hall, 255-5839, al50@cornell.edu). For an appointment, call her administrative assistant, Rosemary Lacey, at 255-0565, rtl1@cornell.edu. If you feel the matter is urgent, please advise Ms. Lacey and Dean Lukingbeal will get back to you as soon as possible. The Law School’s Dean of Students is responsible for a number of student services, including academic, career, and personal counseling. Law students are encouraged to discuss any issue related to education at Cornell Law School with Dean Lukingbeal. In addition, the Law School’s Dean of Students serves as a source of information and advice regarding Cornell University resources, such as psychological services.

**LAW SCHOOL ASSISTANT DEAN FOR STUDENT & CAREER SERVICES**

John R. DeRosa is the Assistant Dean for Student & Career Services (144A Myron Taylor Hall, 255-9982, jrd29@cornell.edu). In addition to counseling students on career-related matters, Dean DeRosa is available for personal and academic counseling. He is also available to advise student organizations on budgeting, event planning and related matters. For an appointment, contact Lisa Carberry (144 Myron Taylor Hall, 255-5873, lac16@cornell.edu). Please be sure to indicate the nature of your questions (career-related, personal, etc.), and whether there is an emergency.
DISABILITY SERVICES
Students who feel that they may need special accommodations due to a permanent or temporary disability should make an appointment to see Associate Dean for Student Affairs Anne Lukingbeal (165 Myron Taylor Hall, 255-5839, al50@cornell.edu) when they enroll or, if later, as soon as the disability arises. A copy of the Law School’s procedures for arranging disability accommodations is available in this Student Handbook and at www.lawschool.cornell.edu. All final decisions about academic accommodations for law students are made by the Administrative Committee. Please read the policy now as the process of applying for and arranging accommodations can be quite time-consuming.

Students with questions regarding available services should contact Katherine Fahey, Director of Student Disability Services at the Center for Teaching and Learning, (Room 420, Computing and Communications Center [CCC], 254-4545, kf75@cornell.edu).

LAW SCHOOL SUPPORT SERVICES FOR LL.M. STUDENTS
The Assistant Dean for Graduate Legal Studies, Charles D. Cramton (109 Myron Taylor Hall, 255-5850, cdc7@cornell.edu), serves as the primary counselor for those in the LL.M. program. If questions or problems arise, LL.M. students are encouraged to contact Dean Cramton.

F. UNIVERSITY & LOCAL RESOURCES
We are fortunate to be part of a large and diverse community which provides an enormous spectrum of services, activities and events to our students. For a comprehensive list of all such resources, please visit http://www.dfa.cornell.edu/dfa/ treasurer/bursar/services/resources/index.cfm
G. LAW SCHOOL CALENDAR

Cornell Law School
2012-13 Academic Calendar

Fall Term 12

Tuesday, August 14  Orientation & University Registration for new LL.M. students
[one-year Masters program]
Monday, August 20  Orientation & University Registration for all new J.D. students
[three-year J.D. program]
Wednesday, August 22  Fall term instruction begins [first day follows Monday class schedule, second day reverts to normal Thursday schedule]
Monday, September 3  Labor Day, no classes
Saturday, October 6  Fall recess begins
Monday, October 15  Instruction resumes
Thursday, November 22  Thanksgiving recess begins
Monday, November 26  Instruction resumes
Friday, November 30  Instruction ends
Wednesday, December 5  Final examinations begin
Friday, December 14  Final examinations end

Spring Term 13

Tuesday, January 15  Lawyering Program instruction begins for first-year students
Monday, January 21  Spring term instruction begins in all other first-year courses & for upperclass students
Saturday, March 16  Spring recess begins
Monday, March 25  Instruction resumes
Friday, April 26  Spring term instruction ends
Wednesday, May 1  Final examinations for upperclass students begin
Thursday, May 2  Final examinations for first-year students begin
Friday, May 10  Final examinations for upperclass students end
Sunday, May 12  Law School Convocation
Tuesday, May 14  Final examinations for first-year students end
Sunday, May 26  University Commencement
H. 2012-13

STANDARDS FOR PROFESSIONAL CONDUCT WITHIN THE CORNELL LAW SCHOOL

Members of the law school community who are law professors, lawyers, or are training to be lawyers are expected to treat members of the law school community with courtesy, decency and respect under all circumstances, and with professionalism in professional settings. A diversity of views and styles are welcomed, but all are subject to the obligation of treating others as full human beings and colleagues.

It is impossible to be exhaustive about professional obligations, and perhaps impossible to list all conceivable exceptions to such obligations. Nevertheless, the following specific guidelines have been written to suggest some of the contours of professional behavior for law students and faculty. These guidelines necessarily address conduct that varies greatly in its gravity. They should all be understood and interpreted in the spirit of the underlying general obligation to treat others as full human beings and colleagues:

1) Classroom disagreements may be heated, but should be expressed in terms of the merits of the position taken, rather than the worth of the person taking the position. epithets and other ad hominem attacks are always inappropriate, although arguments drawn from one’s own experience - and responses to such arguments - are not. thus, for example deriding a speaker’s position on parochial schools with a religious slur is unprofessional, but saying “Growing up as a member of a religious minority, I felt coerced into saying the pledge of allegiance,” is not.

2) Respect for and consideration of the educational and professional aspirations of others is required. Thus, for example, a student who retains library materials that are in demand by others after they are no longer needed, or fails to decline a job offer as soon as she knows she will not accept it, acts inappropriately.

3) Destroying the notices, posters or bulletin boards of other individuals or groups is not appropriate. Where either the author or the forum suggests that comment is invited, comment is permissible unless it violates some other standard.

4) Professional obligations should not be assigned on the basis of gender, race, ethnicity, religion, sexual orientation or disability, although publicly expressed views on related issues may sometimes be taken into account when assigning obligations.

Thus, for example, assigning the research of a particular question to a student because of her Asian surname is unprofessional, but an assignment based on the view she had expressed on the Korematsu case is not.

5) Persons with evaluative authority such as professors, law review editors, moot court
board members and teaching assistants should seek to make their questions and examinations as fair and undistracting to various subgroups of students as is consonant with pedagogical and evaluative purposes. Thus, for example, the deliberate use of sexual innuendo in a law review competition is unprofessional, but a question concerning the validity of an abortion regulation is not.

6) Touching another person in a sexual way on law school premises or while engaged in law school business is not appropriate absent prior knowledge that the person consents to such touching. Touching should also be in keeping with the context and institutional roles of the parties. Thus, for example, an arm around the shoulder may be appropriate between friends during lunch, but not appropriate during class.

7) Comments made on law school premises to a person about his or her physical appearance should not be overtly sexual absent prior knowledge that the person consents. Other comments on personal appearance should be consonant with the professional obligations of the context. Thus “you look great in that dress,” is not per se objectionable in the hallway, but is inappropriate during the critique of a moot court argument.

8) Intentional physical intimidation, whether or not it rises to the level of harassment, is always inappropriate. Thus, deliberately blocking a person’s way in the hall or cornering a person in the locker room is unprofessional.

9) When a person asks not to be touched in a particular way, that request should be honored regardless of whether or not the touch was intended to be sexual or intimidating, or would be construed as sexual or intimidating by a reasonable person.

The above guidelines are aspirational and are not intended to create new sanctions or to provide authority for the interpretation of any preexisting sanctions under either the Campus Code or the criminal law.
I. 2012-13

AUGUST 1989

LAW SCHOOL CODE OF ACADEMIC INTEGRITY
(CORNELL LAW SCHOOL HONOR CODE)

Section 1. The Law School adopts as its Honor Code the University’s code of Academic Integrity as now or later in effect, read reasonably as applicable to the Law School and subject to the amendments hereinafter provided for.

Section 2. Section I.B of the Code of Academic Integrity is amended to read as follows:
The following actions are examples of activities that violate the Code of Academic Integrity and subject their actors to proceedings under the Code. This is not a definitive list.
1. Knowingly representing work of others as one’s own.
2. Knowingly using, obtaining, or providing unauthorized assistance on examinations, papers, or any other academic work. Any person (e.g. one who is taking an examination on a deferred basis) who inadvertently receives unauthorized information regarding an examination must report relevant details to the instructor as soon as possible. Failure to do so may constitute an Honor Code violation.
3. Knowingly depriving another member of the Law School community (which herein means students and members of the faculty and staff, including law library staff) of the use of such person’s books, notes, or other study materials without such person’s prior or subsequent permission.
4. Knowingly using or restricting the availability of library materials in violation of library regulations and in a manner prejudicial to the interests of others.
5. Knowingly violating rules relating to the integrity of Law School extracurricular activity, including but not limited to professional publications, moot court competitions, and placement services.
6. Knowingly making material misrepresentations concerning academic or employment matters to a member of the Law School community or a potential employer.
7. Submitting for credit in a Law School course, without prior approval of the instructor, a piece of writing that is based primarily on written work performed in another course or in the course of prior employment.

Section 3. The Academic Integrity Hearing Board established under II.C.1. of the Code of Academic Integrity shall include as the chairperson and the faculty
members respectively the chairperson of and the three faculty members on the Academic Standards Committee, and shall include as the student members the President and First Vice-President of the C.L.S.A. and the Student Representative to the Academic Standards Committee. In the event of any refusal or inability to serve, the Dean of the Law School or the C.L.S.A. shall name an interim replacement for the absent faculty member or student member respectively. The chairperson shall be non-voting. Additionally, the Dean of Students shall act as the Board’s non-voting executive secretary.

Section 4.1 The original jurisdiction bestowed by II.C.2. of the Code of Academic Integrity shall also extend to any proceedings instituted by a signed written complaint from someone other than a teaching staff member in charge of a particular course.

Section 4.2 Officers and members of student organizations, such as journals and the Moot Court Board, shall cooperate with any investigation or other proceeding under this Honor Code with respect to an alleged violation that has occurred in the course of the organization’s activities.

Section 4.3 The associate dean for academic affairs shall be responsible for investigating any reported violation of the Honor Code not involving course work for a faculty member. If the associate dean considers it appropriate, the associate dean may initiate a proceeding, including a primary hearing under Section II.B of the Honor Code. A complainant who elects to do so may request the associate dean to investigate or prosecute a reported Honor Code violation.

Section 5.1 Section II.C.4. of the Code of Academic Integrity is amended to read as follows:

The Board may act in one or more of the following ways:

a. Find the student innocent of the charge.

b. Find the student guilty of the charge and
   i. Recommend that the faculty member reduce the penalty given.
   ii. Affirm the faculty member’s decision.
   iii. Recommend that the faculty member record a failing grade for the course, or for some portion of it.
   iv. Recommend to the dean that the student be placed on probation for a maximum of three semesters, which may include but is not limited to exclusion from journal activity, moot court competition, writing competition, any C.L.S.A. committee, any elected or appointed Law School office, and use of placement services.
   v. Recommend to the dean that the student be suspended from the University for a period of time.
vi. Recommend to the dean that the words “declared guilty of violation of the Code of Academic integrity” be recorded on the student’s transcript. The Hearing Board may set a date after which the student may petition the Board to have these words deleted from the transcript.

vii. Recommend to the dean that the student be expelled from the University.

viii. Recommend to the dean that any remedial measure to correct the results of the student’s violation be imposed.

ix. Recommend to the dean any other suitable action, including counseling, community service, or written reprimand.

Section 5.2 In any proceeding, the Board may find a violation of the Honor Code if shown by clear and convincing evidence.

Section 6. The fact of an alleged violation, the identity of the accused, and the content of any hearing shall be treated as confidential by the Academic Integrity Board and other participants, subject to the need for the Board to gather information relevant to the proceedings. The accused may waive this right to confidentiality.

In the event of a conviction:

a. The chairperson of the Board (or the responsible faculty member in the event of an unappealed conviction in a primary hearing) shall arrange for the posting of a notice to the Law School community indicating the nature of the violation and the penalties involved, but not the identity of the student convicted.

b. The record of an Honor Code conviction shall become a permanent part of the student’s file, available to faculty and staff with legitimate right of access to the file. Faculty may, in their discretion, disclose this information in appraising the student’s professional qualifications. In addition, the Dean of the Law School may authorize disclosure of records of convictions upon inquiry from officials of the Bar, prospective employers or other academic institutions. The Dean may also authorize disclosure of relevant aspects of any proceeding under this code where necessary to permit the faculty to carry out its legitimate functions, such as the award of certain honors or the consideration of possible amendments to this code.

c. As indicated above (Section 5.1), the Board may recommend to the Dean that the words “declared guilty of violation of the Code of Academic Integrity” be recorded on the student’s transcript. The Hearing Board may set a date after which the student may petition the Board to have these words deleted from the transcript.

d. The Board may recommend further disclosure in appropriate circumstances.

Section 7. The Law School’s faculty remains free to amend this Honor Code from time to time.
CODE OF ACADEMIC INTEGRITY

Principle
Absolute integrity is expected of every Cornell student in all academic undertakings. Integrity entails a firm adherence to a set of values, and the values most essential to an academic community are grounded on the concept of honesty with respect to the intellectual efforts of oneself and others. Academic integrity is expected not only in formal coursework situations, but in all University relationships and interactions connected to the educational process, including the use of University resources. While both students and faculty of Cornell assume the responsibility of maintaining and furthering these values, this document is concerned specifically with the conduct of students.

A Cornell student’s submission of work for academic credit indicates that the work is the student’s own. All outside assistance should be acknowledged, and the student’s academic position truthfully reported at all times. In addition, Cornell students have a right to expect academic integrity from each of their peers.

I. GUIDELINES FOR STUDENTS
A. General Responsibilities

1. A student shall in no way misrepresent his/her work.
2. A student shall in no way fraudulently or unfairly advance his/her academic position.
3. A student shall refuse to be a party to another student’s failure to maintain academic integrity.
4. A student shall not in any other manner violate the principle of academic integrity.

B. Examples of Violations
The following actions are examples of activities that violate the Code of Academic Integrity and subject their actors to proceedings under the Code. This is not a definitive list.

1. Knowingly representing the work of others as one’s own.
2. Using, obtaining, or providing unauthorized assistance on examinations, papers, or any other academic work.
3. Fabricating data in support of laboratory or field work.
4. Forging a signature to certify completion of a course assignment or a recommendation to graduate school.
5. Unfairly advancing one’s academic position by hoarding or damaging library materials.
6. Misrepresenting one’s academic accomplishments.
C. Specific Guidelines for Courses

1. Examinations. During in-class examinations no student may use, give, or receive any assistance or information not given in the examination or by the proctor. No student may take an examination for another student. Between the time a take-home examination is distributed and the time it is submitted by the student for grading, the student may not consult with any persons other than the course professor and teaching assistants regarding the examination. The student is responsible for understanding the conditions under which the examination will be taken.

2. Course Assignments. Students are encouraged to discuss the content of a course among themselves and to help each other to master it, but no student should receive help in doing a course assignment that is meant to test what he or she can do without help from others. Representing another’s work as one’s own is plagiarism and a violation of this Code. If materials are taken from published sources the student must clearly and completely cite the source of such materials. Work submitted by a student and used by a faculty member in the determination of a grade in a course may not be submitted by that student in a second course, unless such submission is approved in advance by the faculty member in the second course. If a student is submitting all or part of the same work simultaneously for the determination of a grade in two or more different courses, all faculty members in the courses involved must approve such submissions.

3. Academic Misconduct. A faculty member may impose a grade penalty for any misconduct in the classroom or examination room. Examples of academic misconduct include, but are not limited to, talking during an exam, bringing unauthorized materials into the exam room, and disruptive behavior in the classroom.

   a. The faculty member must promptly notify the student of the reason for the imposition of a penalty for academic misconduct and the degree to which his or her grade will be affected.

   b. Academic misconduct is not a violation of academic integrity. The student may, however, seek review by the Academic Integrity Hearing Board on the basis either that the finding of guilt is arbitrary and capricious or that the penalty for academic misconduct is excessive or inappropriate to the circumstances involved. (“Arbitrary and capricious” describes actions which have no sound basis in law, fact, or reason or are grounded solely in bad faith or personal desires. A determination is arbitrary and capricious only if it is one no reasonable mind could reach.)

D. Principles for Computer Use and Network Systems

The use of computers and network systems in no way exempts students from the normal requirements of ethical behavior in the Cornell University community. Use of a computer and network system that is shared by many users imposes certain additional obligations. In particular, data, software and computer capacity have value and must be treated accordingly. Although some rules are built into computer and network systems, such restrictions
cannot limit completely what students can do. In any event students are responsible for their actions whether or not rules are built in, and whether or not they can circumvent them.

**Standards of behavior include:**
1. Respect for the privacy of other users’ information, even when that information is not securely protected.
2. Respect for the ownership of proprietary software. For example, unauthorized copies of such software for one’s own use, even when that software is not protected against copying is inappropriate.
3. Respect for the finite capacity of the system and limitation of use so as not to interfere unreasonably with the activity of other users.
4. Respect for the procedures established to manage the use of the system.

**E. Variances**
A faculty member is responsible for informing his/her students and teaching assistants of variances from this Code that apply to work in his/her course. These variances should be clearly stated in writing at the beginning of the course or activity to which they apply.

**F. Jurisdiction and Penalties**
The authority to determine whether a specific action shall be treated as a violation of the Code of Academic Integrity lies with the Academic Integrity Hearing Board. Those who violate the Code of Academic Integrity will be subject to penalties under this Code and may also be subject to penalties under state and federal laws.

**II. ORGANIZATION AND PROCEDURES**

A. Students and staff members discovering an apparent violation should report the matter to the faculty member in charge of the course or to the chairperson of the appropriate Hearing Board. The chairperson is responsible for ensuring that all members of the school or college know to whom the report should be made.

**B. Primary Hearing**
1. **Primary hearings** are to be held by the faculty member unless the penalties available to him/her are inadequate, in which case, s/he may refer the case directly to the Hearing Board.

2. **Notification.** If, after investigation, possibly including discussion with the student, a faculty member believes that a student has violated the Code of Academic Integrity, the faculty member shall present the student with the charge. The charge shall include notification of a primary hearing to be held as soon as practical after the alleged infraction has come to the attention of the faculty member, but with at least one week’s notice to the student. This notification period may be shortened by the
agreement of both parties. The charge shall also include notice of the availability of
the Judicial Codes Counselor.

3. **Composition.** At the primary hearing the following shall be present: the faculty
member concerned, the student in question, and a third party independent witness.
The independent witness shall be a faculty member or a student appointed by the
Hearing Board Chairperson or the chairperson of the faculty member’s department.
The student may also bring to the hearing an advisor and additional witnesses to
testify to his/her innocence.

4. **Procedure.**
   a. At the primary hearing, the faculty member shall present evidence in support of
      the charge against the student. The student shall be given an opportunity to
      respond and, if s/he wishes, to present evidence refuting the charge.
   b. The function of the independent witness is to observe the proceedings
      impartially, and in the event of an appeal from the judgment of the faculty
      member, be prepared to testify as to the procedures followed.
   c. After hearing the student, the faculty member may either dismiss the charge or,
      if there is clear and convincing evidence that the student has violated this Code,
      find the student guilty. (“Clear and convincing” as a standard of proof refers to a
      quantum of evidence beyond a mere preponderance but below that characterized
      as “beyond a reasonable doubt” and such that it will produce in the mind of the
      trier of fact a firm belief as to the facts sought to be established.) If the student is
      found guilty, the faculty member may impose any suitable grade punishment
      including failure in the course.
   d. A student wishing to seek review of the decision may bring the case before the
      Academic Integrity Hearing Board of the faculty member’s college.
   e. A faculty member who gives a penalty for a violation of academic integrity shall
      immediately report this action and the nature of the violation in writing to the
      student and to the record-keeper of the faculty member’s Academic Integrity
      Hearing Board. This record-keeper shall then be responsible for its
      communication to the record-keeper in the student’s college.
   f. If the student fails to attend the primary hearing without a compelling excuse, the
      hearing may proceed in his/her absence.

C. **College Academic Integrity Hearing Boards**

1. **Composition.** Each college and school in the University, including the Graduate
   School and the Division of the Summer Session, Extramural Study and Related
   Programs, shall establish its own Academic Integrity Hearing Board. A model
   Hearing Board consists of the following:
   a. A chairperson who is a member of the faculty and, preferably, an experienced
      Board member, appointed by the dean of the college for a two-year term.
   b. Three faculty members elected for three year terms by the faculty of the college,
except that in the case of the Division of Summer Session, Extramural Study, and Related Programs the faculty members shall be appointed by the dean.

c. Three students elected by the student body of the college or appointed by the dean of the college for at least one year, and preferably two-year terms. When possible, student terms should be staggered.

d. A nonvoting record-keeper responsible for keeping clear and complete records of the proceedings.

2. Jurisdiction.

a. The student may seek review of the decision of the primary hearing if:
   i. S/he believes the procedure was improper or unfair.
   ii. S/he contests the finding of the faculty member.
   iii. S/he believes the penalty was too strict considering the offense.

b. After holding a primary hearing, the faculty member may bring the case to the Hearing Board if s/he believes a failing grade is too lenient considering the offense.

c. A student found guilty of more than one violation of the Code may be summoned before the college Hearing Board by the dean of his/her college. The Hearing Board may impose an additional penalty for such repeated offenses.

d. The dean of the student’s college who receives a report that a student has committed a violation of academic integrity while attending another academic institution or while enrolled in a Cornell-sponsored off-campus program may, if he or she feels the situation warrants, summon the student to appear before the College Hearing Board. The Hearing Board may impose any penalty, including an additional penalty; it feels appropriate for the violation involved.

e. The Academic Integrity Hearing Board shall hear all cases that come before it de novo. While the Hearing Board may recommend an increase in any penalty imposed at the primary hearing, it should consider raising the penalty, if it is the student seeking review, only in the exceptional case.

f. The individual seeking review shall notify the chairperson of the Hearing Board of the faculty member’s college within ten working days of the primary hearing. An exception to this deadline may be granted at the discretion of the Chairperson of the Hearing Board on a showing of good cause.

3. Procedures.

a. Each Board shall conform to procedures established by the Faculty Council of Representatives. Any college or school wishing to adopt a Board or procedures varying from this model must receive prior approval from the Dean of Faculty.

b. The Academic Integrity Hearing Board shall convene as soon as practical after notification of a request for review, although seven days notice should be given to all parties if possible. If a grade for the student in the course must be submitted before a case can be decided, the faculty member shall record a grade of incomplete, pending a decision by the Hearing Board.
c. Those present at the Hearing shall be:
   i. The student, who has the right to be accompanied by an advisor and/or by relevant witnesses
   ii. The faculty member, who has the right to bring relevant witnesses
   iii. The third party independent witness, if a primary hearing was held
   iv. Any other person called by the chairperson

d. Should the student or faculty member fail to appear before the Hearing Board, the Board shall have the full authority to proceed in his/her absence.

e. The Board members shall hear all available parties to the dispute and examine all the evidence presented. The Board may solicit outside advice at the discretion of the chairperson. The chairperson shall preside over the hearing to ensure that no party threatens, intimidates, or coerces any of the participants.

f. The student shall have the right to present his/her case and to challenge the charges or the evidence. The student’s advisor may assist the student in the presentation and questioning.

g. At least two-thirds of the voting Board members shall be present at every hearing, including two students and two faculty members. Both parties may agree in writing to waive this quorum. Of those present, a simple majority shall decide the issue. The chairperson shall vote only in the case of a tie vote. The Board shall find the student guilty only if there is clear and convincing (see the definition at section II.B.4.c.) evidence indicating that the student has violated this Code.

h. The chairperson shall notify each party to the dispute, in writing, of the Board’s decision and, if appropriate, the penalty imposed. If the judgment of the faculty member is affirmed by the Board, or if the Board decides a different penalty is warranted, the dean of the faculty member’s college and the dean of the student’s college shall also receive the report.

i. If the student’s college is different from the faculty member’s, the chairperson shall alter the composition of the Board hearing the case by substituting or adding one faculty member and one student from the Hearing Board of the student’s college.

4. The Board may act in one or more of the following ways:
   a. Find the student innocent of the charge
   b. Find the student guilty of the charge and
      i. Recommend to the faculty member that s/he reduce the penalty given
      ii. Affirm the faculty member’s decision
      iii. Recommend that the faculty member record a failing grade for the course, or for some portion of it
      iv. Recommend to the dean of the student’s college that the student be placed on probation (or the college’s equivalent)
      v. Recommend to the dean of the student’s college that the student be suspended
from the University for a period of time
vi. Recommend to the dean of the student’s college that the words “declared guilty of violation of the Code of Academic Integrity” be recorded on the student’s transcript. The Hearing Board may set a date after which the student may petition the Board to have these words deleted from the transcript
vii. Recommend to the dean of the student’s college that the student be expelled from the University
viii. Recommend to the dean of the student’s college any other suitable action, including counseling, community service, or reprimand

5. Review of Decision. The student may seek review of the decision of a Hearing Board to the dean of the student’s college within four weeks of the Board’s decision. Exceptions to this deadline may be granted by the dean on a showing of good cause. The dean may not increase the penalty recommended by the Hearing Board unless the Hearing Board had original jurisdiction in the case. The dean of the student’s college should ensure that the recommendation of the Hearing Board is carried out and should give notification to the parties or should give the Hearing Board and the parties a written explanation of why the recommendation was disregarded.

6. Annual Reports. Each college Academic Integrity Hearing Board shall submit a summary report of its proceedings (without identifying any particular student) to the Dean of the Faculty at the end of the academic year. The names of the members of the Board and any significant departures in procedure should be reported as well.

7. Honor Codes. The existing school honor codes as in the College of Veterinary Medicine and the Law School are not governed by the foregoing legislation, but current versions of these honor codes must be kept on file with the Office of the Dean of Faculty. In the case of allegations against a student enrolled in a course subject to a school honor code but registered in another college, all actions beyond the primary hearing revert to the Hearing Board of the student’s college.

8. Records of Actions. If the student is found guilty, a record of the outcome of the case and the nature of the violation shall be kept by the Hearing Board, and copies shall be sent to the record-keeper in the student’s college, if different. Unless the decision provides for notation on the student’s transcript, this record shall be disclosed only to deans of colleges or Hearing Boards considering other charges against the same student. A student may waive this right to confidentiality.

If the student is found not guilty by the Hearing Board, all records of the case, including the report of the primary hearing, shall be expunged from the files of the record-keeper.
EXAMPLES OF VIOLATIONS OF THE CODE OF ACADEMIC INTEGRITY

Examples of activities which may violate the Code include, but are not limited to, the following:

A. In Exams
   1. Using “crib sheets” or other unauthorized materials during exams.
   2. Having other students, “pinch hit” for the student - having someone other than the student take his/her exam.
   3. Looking at other students’ exam papers to obtain answers.
   4. In take-home exams, collaborating with students or other unauthorized persons to obtain answers.
   5. Giving unauthorized assistance to another student taking an exam.

B. On Papers
   1. Having someone other than the student write his/her paper for him/her.
   2. Plagiarizing, or representing someone else’s written work as one’s own without acknowledgment or with insufficient, or improper acknowledgment. (For more information on plagiarism, see Acknowledging the Work of Others, p. 18).
   3. Receiving unauthorized help in writing the paper, including deciding on paper topic, drawing conclusions, analyzing data, etc. or not giving credit to another for these contributions.
   4. Using the same paper for two courses without explicit permission having been given by faculty in both courses.
   5. Giving unauthorized assistance to another student writing a paper.

C. In Research
   1. Fabricating data in support of laboratory or field work.
   2. Sabotaging other student’s research.
   3. Stealing other student’s research ideas.
   4. Taking credit for work not done by oneself, or not giving credit to those who have assisted in one’s work.
   5. Hoarding materials or equipment to advance one’s own research at the expense of others.
   6. Using unauthorized materials or equipment.

D. In the Library
   1. Stealing materials from the library.
   2. Not returning materials promptly when asked to do so.
   3. Hoarding scarce copies of materials needed by others in order to advance one’s own
position.
4. Deliberately damaging library materials, e.g. cutting pages out of books or magazines.
5. Helping another student steal, hoard, and/or damage library materials.

E. In Academic Records
1. Forging signatures on petitions to add/drop a course after the final date.
2. Falsifying letters of recommendation to graduate schools.
3. Forging signatures on certifications of completed course work.
4. Misrepresenting one’s academic accomplishments.

F. In Using Computers or Network Systems (For supporting voice or data communications systems)
1. Accessing, or attempting to access, another individual’s or entity’s data or information without proper authorization regardless of the means by which this is accomplished. It is also a violation to give another individual the means with which to access such data or information.
2. Supplying, or attempting to supply, false or misleading information or identification in order to access computers or network systems, or to access data or information stored in or transmitted across computers or network systems.
3. Improperly obtaining another’s password; or improperly obtaining or using another’s password to access computers or network systems, or to access data or information stored in or transmitted across computers or network systems.
4. Inspecting, modifying, distributing or copying proprietary data or software without proper authorization. It is also a violation to give another individual the means by which to inspect, modify, distribute or copy proprietary data or software.
5. Subverting or obstructing, or attempting to subvert or obstruct, the operation of any computer or network system such as by introducing a virus, worm, or other rogue program into the system; or modifying, altering or otherwise tampering with the system’s hardware or software; or hoarding computer or network resources in ways that interfere with the operation of the system.
6. Initiating or encouraging the promulgation of chain letters and other types of electronic broadcast messages.

ACKNOWLEDGING THE WORK OF OTHERS
Education at its best, whether conducted in seminar, laboratory, or lecture hall, is a dialogue between teacher and pupil in which questions and answers can be sought and evaluated. If this dialogue is to flourish, students who enter the University must assume certain responsibilities. Among them is the responsibility to make clear what knowledge is theirs and what is someone else’s. Teachers must know whose words they are reading or listening to, for no useful dialogue can occur between a teacher and an echo or ghost. Students who submit written work in the University must, therefore, be the authors of
their own papers. Students who use facts or ideas originating with others must plainly distinguish what is theirs from what is not. To misrepresent one’s work knowingly is to commit an act of theft. To misrepresent one’s work ignorantly is to show oneself unprepared to assume the responsibility presupposed by work on the college level. It should be obvious that none of this prohibits making use of the discoveries or ideas of others. What is prohibited is simply improper, unacknowledged use (commonly known as “plagiarism”).

The computer program is a form of written work, and, although composed in a formal rather than a natural language, it possesses many of the attributes of the essay. The guidelines for acknowledging the help of others in written work should be used for acknowledging help in writing computer programs as well.

When writing a program assignment, a student may discuss general strategies to be employed and perhaps receive some help in learning how to test the program to find errors, but unless closer cooperation is expressly permitted on the assignment, the actual writing of the program and its detailed testing must be the work of the individual student. Any other assistance should be expressly acknowledged.

In the area of architecture and the arts, incorporating existing graphic images into one’s work without acknowledging the source is also a form of plagiarism.

To acknowledge the work of others, observe the following conventions:

1) If you adopt someone else’s language, provide quotation marks and a reference to the source, either in the text or in a footnote, as prescribed by such publications as Format, The MLA Style Sheet, or the manual of style recommended by the course instructor.

Footnote form varies from discipline to discipline. In some fields, writers group references to a number of sources under a single footnote number, which appears at the end of a sentence or even of a paragraph. In other fields, writers use a separate footnote for each reference, even if this means creating two or three footnotes for a single sentence. It seems pointless, indeed counterproductive, to make the mechanics of footnoting unnecessarily complicated. If in a short, informal paper you cite a passage from a work all the members of your class are reading in the same edition, it may be entirely sufficient simply to cite page numbers (and if necessary the title of the text) parenthetically within your own sentences: “Hobbes suggests that life outside civil society is likely to be ‘solitary, poor, nasty, brutish, and short’ (Leviathan, p.53).” To ascertain what form to follow in these matters, ask your instructor.

2) If you adopt someone else’s ideas but you cannot place them between quotation marks because they are not reproduced verbatim, then not only provide a footnoted reference to the source but also insert in the text a phrase like one of the following: “I agree with Blank,” “as Blank has argued,” “according to some critics”; or embody in the footnote a statement of indebtedness, like one of these: “This explanation is a close paraphrase of Blank (pp.__),” “I have used the examples
discussed by Blank.” “The main steps in my discussion were suggested by Blank’s treatment of the problem,” “Although the examples are my own, my categories are derived from Blank.”

A simple footnote does no more than identify the source from which the writer has derived material. A footnote alone does not indicate whether the language, the arrangement of fact, the sequence of argument, or the choice of examples is taken from the source. To indicate indebtedness to a source for such features as these, the writer must use quotation marks or provide an explanation in his or her text or in the footnote.

3) If some section of the paper is the product of a discussion, or if the line of argument adopted is such a product, and if acknowledgment within the text or footnote seems inappropriate, then furnish in a prefatory note or a footnote an appropriate acknowledgment of the exact nature of the assistance you have received.

Scholarship is, after all, cumulative, and prefatory acknowledgements of assistance are common. For example: “I ... wish to express my appreciation to Dr. Harlow Shapley of the Harvard Observatory, who read the original manuscript and made valuable suggestions and criticisms, with particular reference to the sections dealing with astronomy” (Lincoln Barnett, The Universe and Dr. Einstein [New York: the New American Library, 1958]).

A similar form of acknowledgment is appropriate when students confer about papers they are writing. It is often fruitful for students to assist each other with drafts of papers, and many instructors encourage such collaboration in class and out. All students need to do to avoid misunderstandings is to acknowledge such help explicitly, in a footnote.

The examples and discussion of improper use of a source given below, excerpted from a book by Harold C. Martin*, and reprinted with his permission, should answer most questions concerning the proper use of sources. For further advice, students should consult their instructors.

THE SOURCE

The importance of the Second Treatise of Government printed in this volume is such that without it we should miss some of the familiar features of our own government. It is safe to assert that the much criticized branch known as the Supreme Court obtained its being as a result of Locke’s insistence upon the separation of powers; and that the combination of many powers in the hands of the executive under the New Deal has still to encounter opposition because it is contrary to the principles enunciated therein, the effect of which is not spent, though the relationship may not be consciously traced. Again we see the crystallizing force of Locke’s writing. It renders explicit and adapts to the British politics of his day the trend and aim of writers from Languet and Bodin through Hooker and Grotius, to say nothing of the distant ancients, Aristotle and the Stoic school of natural law. It sums up magistrally the arguments used through the ages to attack authority vested in a single individual, but it does so from the particular point of view engendered by the Revolution of 1688 and is in harmony with the British scene and mental climate of the growing bourgeoisie of that age. Montesquieu and Rousseau, the framers of our own
Declaration of Independence, and the statesmen (or should we say merchants and speculators?) who drew up the Constitution have re-echoed its claims for human liberty, for the separation of powers, for the sanctity of private property. In the hands of these it has been the quarry of liberal doctrines; and that it has served the Socialist theory of property based on labor is final proof of its breadth of view.


EXAMPLE 1: WORD-FOR-WORD PLAGIARIZING

It is not hard to see the importance of the Second Treatise of Government to our own democracy. Without it we should miss some of the most familiar features of our own government. It is safe to assert that the much criticized branch known as the Supreme Court obtained its being as a result of Locke’s insistence upon the separation of powers; and that the combination of many powers in the hands of the executive under the New Deal has still to encounter opposition because it is contrary to the principles enunciated therein, the effect of which is not spent, though the relationship may not be consciously traced. The framers of our own Declaration of Independence and the statesmen who drew up the Constitution have re-echoed its claims for human liberty, for the separation of powers, for the sanctity of private property. All these are marks of the influence of Locke’s Second Treatise on our own way of life.

In this example, after composing half of a first sentence, the writer copies exactly what is in the original text, leaving out the center section of the paragraph and omitting the names of Montesquieu and Rousseau where he [or she] takes up the text again. The last sentence is also the writer’s own.

If the writer had enclosed all the copied text in quotation marks and had identified the source in a footnote, he [or she] would not have been liable to the charge of plagiarism; a reader might justifiably have felt that the writer’s personal contribution to the discussion was not very significant, however.

EXAMPLE 2: THE MOSAIC

The crystallizing force of Locke’s writing may be seen in the effect his Second Treatise of Government had in shaping some of the familiar features of our own government. That much criticized branch known as the Supreme Court and the combination of many powers in the hands of the executive under the New Deal are modern examples. But even the foundations of our state - the Declaration of Independence and the Constitution - have re-echoed its claims for human liberty, for the separation of powers, for the sanctity of private property. True, the influence of others is also marked in our Constitution - from the trend and aim of writers like Languet and Bodin, Hooker and Grotius, to say nothing of Aristotle and the Stoic school of natural law; but the fundamental influence is Locke’s Treatise, the very quarry of liberal doctrines.

Note how the following phrases have been lifted out of the original text and moved
into new patterns:
crystallizing force of Locke’s writing
some of the familiar features of our own government
much criticized branch known as the Supreme Court
combination of many powers in the hands of the executive under the New Deal
have re-echoed its claims for human liberty....property
from the trend and aim....Grotius
to say nothing of Aristotle and....natural law
quarry of liberal doctrines
As in the first example, there is really no way of legitimizing such a procedure. To put
every stolen phrase within quotation marks would produce an almost unreadable, and
quite worthless, text.

EXAMPLE 3: THE PARAPHRASE

PARAPHRASE: One can safely say that the oft-censured

ORIGINAL: It is safe to assert that the much criticized

Supreme Court really owes its existence to the Lockeian

....Court obtained its being as a result of Locke’s
demand that powers in government be kept separate;
insistence upon the separation of powers;
equally one can say that the allocation of varied and
and that the combination of many
widespread authority to the President during the era of
powers in the hands of the executive under
the New Deal has still to encounter opposition because
the New Deal has still to encounter opposition because
it is contrary to the principles enunciated therein.
it is contrary to the principles enunciated therein...

Once more it is possible to note the way in which
Again we see
Locke’s writing clarified existing opinion.
the crystallizing force of Locke’s writing.

The foregoing interlinear presentation shows clearly how the writer has simply traveled
along with the original text, substituting approximately equivalent terms except where his
[or her] understanding fails him [or her], as it does with “crystallizing,” or where the
ambiguity of the original is too great a tax on his [or her] ingenuity for him [or her] to
proceed, as it is with “to encounter opposition...consciously traced” in the original.

Such a procedure as the one shown in this example has its uses; it is valuable for the
student’s own understanding of the passage, or one thing; and it may be valuable for the reader as well. How, then, may it properly be used? The procedure is simple. The writer might begin the second sentence with: “As Sherman notes in the introduction to his edition of the Treatise, one can safely say...” and conclude the paraphrased passage with a footnote giving the additional identification necessary. Or he [or she] might indicate directly the exact nature of what he [or she] is doing, in this fashion: “To paraphrase Sherman’s comment...” and conclude that also with a footnote indicator.

In point of fact, the source here used does not particularly lend itself to honest paraphrase, with the exception of that one sentence which the paraphraser above copied without change except for abridgment. The purpose of paraphrase should be to simplify or to throw a new and significant light on a text; it requires much skill if it is to be honestly used and should rarely be resorted to by the student except for the purpose, as was suggested above, of his [or her] personal enlightenment.

**EXAMPLE 4: THE “APT” TERM**

The Second Treatise of Government is a veritable quarry of liberal doctrines. In it the crystallizing force of Locke’s writing is markedly apparent. The cause of human liberty, the principle of separation of powers, and the inviolability of private property - all three, major dogmas of American constitutionalism - owe their presence in our Constitution in large part to the remarkable Treatise which first appeared around 1685 and was destined to spark, within three years, a revolution in the land of its author’s birth and, ninety years later, another revolution against the land.

Here the writer has not been able to resist the appropriation of two striking terms - “quarry of liberal doctrines” and “crystallizing force”; a perfectly proper use of the terms would have required only the addition of a phrase: “The Second Treatise of Government is, to use Sherman’s suggestive expression, a ‘quarry of liberal doctrines.’ In it the ‘crystallizing force’ - the term again is Sherman’s - of Locke’s writing is markedly apparent...”

Other phrases in the text above - “the cause of human liberty,” “the principle of separation of powers,” “the inviolability of private property” - are clearly drawn directly from the original source but are so much matters in the public domain, so to speak, that no one could reasonably object to their reuse in this fashion.

May 24, 1996.
J. LAW SCHOOL WITHDRAWALS & LEAVES OF ABSENCE

A student may withdraw from the law school at any time by submitting a written notice of withdrawal to the Law School Registrar. Subject to the provisions of paragraph D (2) below, the withdrawal is effective on the date the written notice is received by the Registrar. A student who withdraws from the Law School is not entitled to return.

All students are eligible to request a leave of absence from the Law School by submitting a written petition to the Law School Administrative Committee c/o the Law School Dean of Students. The petition should describe in detail the circumstances surrounding the request. For a copy of the Law School’s leave of absence policy and for procedures for return, including procedures for reentry following a health leave of absence, write or call the Law School Registrar at 255-3628.

TUITION REFUND POLICY

Amounts personally paid for tuition may be refunded if the student requests a leave of absence or withdrawal from the Law School. The date of the written request will determine the tuition liability for the semester. Previously matriculated students who terminate their registration with the university during a fall or spring semester in this manner will be charged tuition from registration day through the date of their request as follows: first six days of the semester (including registration day), no charge; seventh day of the semester, 10 percent; second week, 20 percent; third week, 30 percent; fourth week, 40 percent; fifth week, 60 percent; sixth week, 80 percent; seventh week to the end of the semester, 100 percent.

First-time matriculates will be charged tuition from the university registration day through the date of their request as follows: first six days of the semester (including university registration day), no charge; seventh day of the semester, 10 percent; second and third weeks, 20 percent; fourth week, 30 percent; fifth and sixth weeks, 40 percent; seventh week, 50 percent; eighth and ninth weeks, 60 percent; tenth week to the end of the semester, 100 percent.

Repayment policy. Students receiving financial aid from Cornell University or the Law School who withdraw or take a leave of absence during a term will have their aid reevaluated, possibly necessitating repayment of a portion of aid received. Repayment to aid accounts depends on the type of aid received, government regulations, and the period of time in attendance. Students with questions should consult with the Law School’s director of financial aid.

Return of Federal/Title IV Funding – Calculation. This policy applies to students who withdraw, are administratively withdrawn, are approved for a leave of absence for longer than 180 days, or are academically dismissed from Cornell Law School. Refunds for these students are determined according to the following policy:
1) The term “Title IV Funds” refers to the federal financial aid programs authorized under the Higher Education Act of 1965 (as amended) and for students enrolled at Cornell Law School includes all federal educational loan programs applicable to Law School.

2) A student’s withdrawal/leave of absence date is:
   a) The date the student began the Law School’s withdrawal process or officially notified the Law School of intent to withdraw; or
   b) The student’s last date of attendance at a documented academically related activity; or
   c) The midpoint of the period of enrollment for a student who leaves without notifying the Law School.

   The determination of the student’s withdrawal/leave of absence date shall be made by the Law School.

3) Determining the amount of Title IV funds to be returned:

   Refunds on all allowable charges including tuition and fees will be prorated on a per diem basis based on the number of days in attendance as a proportion to the number of days in the term or period of enrollment, up to the 60% point in the semester. There are no refunds after the 60% point in time, as the federal regulations view the aid has been “100% earned” after that point in time. A worksheet for this calculation and examples can be requested from the Law School Financial Aid Office.


POLICIES AND PROCEDURES GOVERNING LEAVES OF ABSENCE

1. The expectation of the Law School is that, once a student begins his or her studies, he or she will complete the degree program in the standard length of time (e.g., three years for a J.D. student). However, in appropriate cases, a Cornell law student in good academic standing may apply for a leave of absence prior to completing the degree, such leave to take effect immediately upon completion of the semester in which the application is made. (Only in extraordinary circumstances, e.g., those involving severe medical/psychological problems, will permission be given for a leave to begin during the course of a given semester.)

2. To apply for a leave, a student must submit a written petition to the Administrative Committee describing the reasons for the leave. In the event a student is incapacitated due to medical/psychological problems, a petition for a health leave of absence may be
submitted by a parent, spouse, or any other person designated by the student in advance. In extraordinary circumstances, e.g., where the student’s conduct has been unusually disruptive to the Law School or University community or where the student’s conduct suggests that remaining in school poses a significant risk to the health or safety of the student or others in the Law School or University community or a significant risk of disruption to the Law School or University environment, the Dean, in consultation with the Administrative Committee, may require the student to take a leave of absence.

3. Leaves are typically granted for one year only. Where the leave begins during a given semester, the student would normally be expected to return at the beginning of that same semester the following year. Prior to the expiration of the leave, a student may request, in writing, a one year extension of the leave. Only in extraordinary circumstances will a leave be extended beyond two years, and a decision to extend a leave beyond two years may be made only by the Dean in consultation with the Administrative Committee. Only in extraordinary circumstances will a student who has already taken one leave of absence be granted a second leave of absence.

4. If a leave of absence is granted, the Law School and/or the University will maintain jurisdiction over the adjudication of any Law School and/or University disciplinary action involving the student. A student may be required to participate in the adjudication of the disciplinary action while on leave.

5. In certain circumstances, the Committee may attach written conditions to the leave. For example, where a health leave of absence is requested, the leave may be conditioned on counseling or medical treatment while on leave of absence or other requirements appropriate to the conditions giving rise to the leave.

* This language is not intended to discourage interested students from applying for a leave of absence during the early weeks of a semester. Any student at any time with an interest in a leave of absence is encouraged to speak with Associate Dean Lukingbeal whenever the need arises during the semester.

6. Before the end of the semester in which the leave is scheduled to expire, the student must notify the Administrative Committee that he or she expects to return to school at the beginning of the following semester. Included in the notification must be a statement that the student has not been charged with any crime during the period of the leave, or if a student has been charged with a crime, the full details of the incident(s) leading to the charge. If conditions have been attached to the leave, the student must demonstrate that such conditions have been satisfied.

7. As a general matter, a student will not be permitted to resume his or her studies unless the Administrative Committee is satisfied that the student has the ability to complete law school and the judgment and integrity to function as a member of the profession. For example, in the event that the leave of absence was granted due to medical/psychological reasons, the Administrative Committee must be satisfied that the problems which
precipitated the leave are resolved and that the student is able to handle all of the physical or emotional stress, as applicable, of attending law school, and that there is no significant risk of danger to the student or others or of disruption to the Law School or University environment. The Committee may require the student to make available relevant health records, to permit the Committee to communicate directly with the student’s physicians or counselors, and, in appropriate circumstances, to undergo additional medical/psychological evaluation.

8. Reentry may be conditional. For example, a student may be required to engage in regular and ongoing medical, psychiatric or psychological treatment when specifically related to the conditions giving rise to the leave if the Committee believes that, without such ongoing treatment, the individual will not be able to function effectively as a student or will pose a significant risk to the health or safety of himself or others or a significant risk of disruption to the Law School or University environment.

9. If the Administrative Committee determines that the student will not be permitted to return to the Law School, the decision may be appealed to the Dean of the Law School. The Dean’s decision will be final.

10. The Law School may modify its leave policy in light of experience and consistent with the law.

11. Please note that when a student requests a health leave of absence, the Law School works closely with the staff of Gannett Health Services. Details of the Voluntary Leave of Absence for Health Reasons policy are available online at http://www.gannett.cornell.edu/services/leaveofabsence.cfm

K. LAW SCHOOL PROCEDURES FOR ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

To: Entering Law Students
From: Anne Lukingbeal, Associate Dean
Re: Accommodations for Students with Disabilities

Congratulations on your admission to Cornell Law School. I look forward to meeting you. This memorandum is directed to students who may wish to seek examination or other accommodations from the law school on account of a qualifying disability.

It is our intention to provide reasonable accommodations for students with qualifying disabilities. This memorandum describes the procedures for applying for an accommodation(s) due to such a disability. They apply to classroom accommodations, exam accommodations, and accommodations relating to our building.

1. Students who believe they are entitled to an accommodation should communicate
with me or with Assistant Dean John DeRosa as soon as possible. In order to make decisions based upon an individual’s specific situation, it may take some time for the Law School’s Administrative Committee to determine what is appropriate and fair. If at all possible, you should initiate the process in the spring or early summer before your matriculation, or, if later, as soon as the disability arises.

2. Upon arrival in Ithaca, you should arrange for an appointment with Katherine Fahey, Director of Student Disability Services at Cornell University. Ms. Fahey can offer you advice and guidance on the services available to students at the University. In the alternative, you may wish to schedule a phone appointment before your arrival. To schedule an appointment with Ms. Fahey, call 607-254-4545 or write to the Director of Student Disability Services, Room 420, Computing and Communication Center (CCC), Cornell University, Ithaca, NY 14853.

Students requesting disability accommodations must submit disability documentation and a Request for Disability Services and Accommodations Form to initiate the accommodation process. The form and guidelines for disability documentation are available at the Student Disability Services website, http://sds.cornell.edu. All documentation must be current and comprehensive in order to determine eligibility for accommodations in a law school environment. This documentation should be in writing and should be from a physician who is familiar with your diagnosis and treatment. In cases of learning disabilities, a full psycho-educational report including aptitude and achievement tests reflecting all the test and subtest scores and a description of test procedures is required. (Ms. Fahey may give you additional instructions.) The report should be prepared by a professional qualified to diagnose a learning disability. The report should make written recommendations based upon your needs for accommodation in a law school environment.

3. Once Ms. Fahey is satisfied that your documentation is sufficient, a written recommendation regarding possible accommodations for your disability will be sent to the Law School’s Administrative Committee. Due to the academic calendar, the Committee must have the written recommendation by the beginning of the fourth week of the Fall semester, Monday, September 17, 2012; therefore, it is important that you contact Ms. Fahey as soon as possible. This recommendation is a precondition to action by the Law School’s Administrative Committee on any request for an accommodation.

4. In addition to a written recommendation, the Law School’s Administrative Committee will also need to receive a copy of the medical documentation. The Administrative Committee may request additional documentation or may request that your physician speak directly with the Law School Dean of Students. The Administrative Committee may also ask that you be evaluated by another medical professional.
5. We also ask you to make a written request regarding any specific type of exam accommodation or other academic accommodation which you believe to be appropriate. In this regard, please tell us the accommodations which you have been granted in college and graduate school, and on standardized tests including the LSAT and the SAT.

6. While your prior testing history and other accommodation history is relevant to our determination of reasonable accommodations in Law School, it is important that you realize that we will not necessarily agree to grant the particular accommodations which you have been given in the past. Only after the Administrative Committee has thoroughly considered your request for an accommodation will we be able to arrange for what we believe to be a reasonable and appropriate accommodation, given your disability and the essential components of our academic program. It is important for you to realize that an important feature of that program is the comparative grading of students based on examinations that are time-pressured, competitive, and occasionally stressful.

7. Once we have received: (a) written recommendations from Ms. Fahey, the Director of Student Disability Services, regarding any suggested accommodations, (b) copies of your disability documentation, (c) a written request from you which includes your accommodation history, and (d) any additional information requested by the Administrative Committee, the Committee will consider the request and respond. In almost all cases, we have been able to give a student written notice of exam accommodations within two or three weeks of receiving all of the appropriate material.

It is not generally useful for a student to discuss his/her need for classroom or exam accommodations directly with a particular law faculty member, unless asked by the Dean of Students on behalf of the Committee to do so. The Administrative Committee may on occasion feel it is appropriate to discuss a particular accommodation request with an individual faculty member.

8. If the specific accommodations that you requested are denied, you may appeal that decision to the Dean of the Law School. The Dean will review each appeal to determine whether in his or her judgment the Committee’s determination is clearly erroneous, and, if it is, then the Dean may make a judgment on what accommodations are reasonable or whether further information is needed.

9. If you wish to request an accommodation on bar examinations, you must direct your request to the state or states to which you are applying for admission. Each state has its own procedures for bar admission.

cc: Katherine Fahey, Director of Student Disability Services
L. LAW SCHOOL EMERGENCY/EVACUATION PROCEDURES

Emergencies can occur at any time without warning. Everyone in a Cornell facility - students, staff, faculty, and visitors - must take appropriate and deliberate action as an emergency strikes a building, a portion of campus, or the entire Cornell community. In addition to on duty emergency personnel (Cornell Police and Environmental Health and Safety), Cornell has an Emergency Management Team that ascertains the scope of an incident/situation and advises emergency policy executives. The Emergency Management Team’s response actions are guided by Cornell’s desire to protect the following in priority order:

1. People
2. Research animals and plants, and intellectual property
3. Equipment and facilities.

If an emergency occurs, you should first remove yourself and others from the immediate danger, then alert appropriate administrative or emergency response personnel of the situation. Remember, a building evacuation is mandatory whenever a fire alarm sounds and all building occupants should exit immediately. After the building has been evacuated, occupants must wait for a safety inspection before re-entry.

In an actual evacuation please follow these procedures:

**Actual Evacuation Procedures**
A. Turn equipment off, if possible.
B. Notify others in the area of the alarm if they did not hear it.
C. Exit the room
   - Take jackets or other clothing needed for protection from the weather.
   - Close windows and close, but do not lock doors as you leave.
   - Leave room lights on.
D. Exit the building via the nearest safest exit route. Walk, do not run. Do not use elevators to exit.
E. Move away from the building. In an actual emergency you will be directed by a Law School emergency response team member to assemble on the lawn area above the courtyard between Myron Taylor Hall and Anabel Taylor Hall on Central Avenue. (If this area is not safe or unavailable, you will be directed to another assembly area).
F. Wait at evacuation point for directions.
G. Do not re-enter the building until emergency staff gives the “all clear” signal. The silencing of the building alarm system is not normally used as the “all clear” signal. In some cases the fire alarm will be silenced and staff members placed at building entrances to keep people out until the incident has been resolved.
Health Emergency Procedure
A. Protect victim from further injury by removing any persistent threat to the victim. Do not move the victim unnecessarily. Do not delay in obtaining trained medical assistance.
B. Notify staff or faculty members if available, or Cornell Police of the location, nature and extent of the injury by calling 911 or using a Blue Light or Emergency Telephone. Always call from a safe location.
C. Provide first aid until help arrives if you have appropriate training and equipment and it is safe to do so.
D. Send someone outside to escort emergency responders to the appropriate location, if possible.

Fire or Explosion Emergency Procedure
A. Alert people in the immediate area of the fire and evacuate the room.
B. Confine the fire by closing doors as you leave the room.
C. Notify staff or faculty members if available, or activate the building fire alarm system by pulling the handle on a local fire alarm box.
D. Notify Cornell Police of the location, nature and size of the fire.
E. If you have been trained and it is safe to do so, you may attempt to extinguish the fire with a portable fire extinguisher. If you have not been trained to use a fire extinguisher you must evacuate the area.

Criminal Activity or Violence Emergency Procedure
A. Attempt to remove yourself from any danger.
B. Notify available staff or faculty members or Cornell Police by calling 911 or using a Blue Light or Emergency Telephone. Try to call from a safe location if possible.
C. If possible, provide the police with the following information:
   • Location of crime.
   • Nature of crime and specifics (number of people involved, any weapons, etc.)
   • Any injuries.
   • Description of suspect(s) (height, weight, sex, race, clothing, hair color, etc.)
   • Direction of travel of suspects.
   • Description of any vehicles involved in the crime.
D. DO NOT pursue or attempt to detain suspects.
Remember, in all emergency situations your safety and the safety of others is of primary importance. Remove yourself and others from immediate danger and let trained professionals respond to the situation.