

WELCOME AND INTRODUCTION

Dear Students,

Welcome and welcome back to Cornell Law School for the 2022-2023 academic year!

It is an absolute pleasure to welcome you all to Myron Taylor Hall, for those studying in Ithaca, and to the Bloomberg and Tata Centers for those of you studying on our Roosevelt Island campus. My hope for you all is that these spaces will feel like your academic home.

As lawyers and lawyers in training, it is critical that you stay informed about the rules that govern members of our community and important developments at your Law School. This Student Handbook, along with other information available throughout the Law School's website, is designed to introduce you to helpful offices and people, inform you of governing Law School and University policies. The Student Handbook also serves as a starting point to answer many of your questions regarding academic matters, student services, and more. Read Scoops, the Law School's e- newsletter, each Monday when it is sent to your student email address. Check your Cornell email regularly for administrative announcements. Doing so is even more important as we all continue to navigate the pandemic. Regularly checking these sources of information will help you avoid missing out on new policies, program offerings, and official information such as deadlines. Please do not, however, view these resources as substitutes for speaking directly to members of the law school administration, faculty, staff, and fellow students. You chose to attend a small law school. Take advantage of it!

An important note about well-being: the health and safety of our community will require each of us to follow a set of evidence-based guidelines set forth by the University. Those guidelines can be referenced on the [University's COVID-19 Response](#) webpage. Bookmark that page and this handbook as resources you will refer to frequently.

And last, a note to our students at the Cornell Tech campus. You have two homes now. With all the benefits comes two sets of rules (and calendars!) to follow. Cornell Tech's policies can be found [here](#). If you are on the Tech campus and have questions about which policies might apply to you, please contact [Bonnie Klein](#), Assistant Program Director, Tech, Law & Entrepreneurship Program. JD students may also contact the [Dean of Students Office](#); LLM Tech students may contact [Cornell Tech Student & Academic Affairs](#).

I look forward to working with you and extend my very best wishes for a rewarding year.

With warm regards,



Markeisha J. Miner
Dean of Students

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2022 – 2023 LAW SCHOOL ACADEMIC CALENDAR

FALL TERM 2022	
Monday, August 8	ORIENTATION & REGISTRATION for new LL.M students and mandatory Graduate Program instruction begins (Introduction to the American Legal System) [one-year Master's Program]
Monday, August 15	ORIENTATION & REGISTRATION for all new J.D. students [three-year J.D. program]
Tuesday, August 22	Fall term instruction begins (First day of classes will follow a Monday schedule)
Monday, September 5	No Classes – Labor Day
Saturday, October 8	Fall recess begins
Monday, October 17	Instruction Resumes
Wednesday, October 19	Practice Exam
Wednesday, November 23	Thanksgiving Recess Begins
Monday, November 28	Instruction Resumes
Friday, December 1	Instruction Ends
Tuesday, December 6	Final examinations begin
Friday, December 16	Final examinations end
SPRING TERM 2023	
Monday, January 16	No Class – Martin Luther King Day
Tuesday, January 17	Lawyering Program instruction begins for first-year students
Tuesday, January 23	Spring term instruction begins for all other courses
Saturday, April 1	Spring recess begins
Monday, April 10	Instruction resumes
Friday, April 28	Spring term instruction ends
Wednesday, May 3	Final Examinations for upper-class students begin
Monday, May 8	Final Examinations for first-year students begin
Friday, May 12	Final examinations for upper-class students end
Saturday, May 13	Law School Convocation
Tuesday, May 16	Final examinations for first-year students end
Wednesday, May 17	Final Examinations end
Saturday, May 27	University Commencement

ADMINISTRATIVE DEANS

[Akua Akyea](#)

Associate Dean for Career Development

[Martha Fitzgerald](#)

Associate Dean for Communications

[Shawn Gavin](#)

Associate Dean for Alumni Affairs &
Development

[Aimée Houghton](#)

Assistant Dean for Graduate Legal Studies

[Monica Ingram](#)

Associate Dean of Admissions and Financial Aid

[Ofer Leshed](#)

Associate Dean for Administration & Finance

[Jed Stiglitz](#)

Associate Dean for Faculty Research and
Professor of Law

[Michelle Whelan](#)

Associate Dean for Diversity, Equity and
Inclusion and Clinical Professor of Law
(Lawyering)

[Beth Lyon](#)

Associate Dean for Experiential Education,
Clinical Professor of Law, & Director of Clinical,
Advocacy and Skills Programs

[Markeisha J. Miner](#)

Dean of Students

[Kim Nayer](#)

Edward Cornell Law Librarian, Associate Dean
for Library Services, and Professor of the
Practice

[Jens David Ohlin](#)

Allan R. Tessler Dean and Professor of Law

[Fouad Saleet](#)

Assistant Dean for External Education

[Chantal Thomas](#)

Associate Dean for Academic Affairs and
Professor of Law

GUIDING PRINCIPLES

Mission Statement

Cornell Law School's mission remains that articulated by Cornell President Andrew Dickson White upon the founding of the law school 132 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, a one-year LL.M. program for internationally educated attorneys, as well as a LL.M. program in law, entrepreneurship at our Tech campus in New York City for experienced practitioners, and a doctoral (J.S.D.) program with the Cornell Graduate School. Cornell Law School has 39 tenured and tenure track faculty, including 25 with chaired faculty positions; and 14 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 foundational 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

Cornell Law School is fully committed to providing our students with the analytical, reasoning, and practical skills that are fundamental to exceptional lawyering. We further believe that the best lawyers--lawyers who have the strongest positive impact on their clients, organizations, and communities--are those who are able to combine these skills with self-awareness, responsibility, clear ethical values, and strong interpersonal and leadership skills. Cornell Law School seeks to develop students who will not only be skillful problem solvers and effective client advocates, but who will also flourish in law school and throughout their careers, becoming high-impact leaders in the organizations and communities of which they will be a part.

Therefore, we offer a rigorous program of legal education designed to prepare students, upon graduation, for admission to the bar and for effective, ethical, and responsible participation in the legal profession at the highest levels.

Upon completion of the program of legal education, Cornell Law School graduates will:

- Possess knowledge of the substantive and procedural law required for effective participation in the legal profession. Graduates will be able to:
- Identify and describe legal terms, concepts, theories, rules, and principles.
- Understand how the law operates in domestic and global contexts.

Engage effectively in legal research, analysis, and problem-solving in a time frame appropriate to legal practice. Graduates will be able to independently and critically analyze common law and statutory authority to:

- Spot relevant issues.
- Identify controlling authority and accurately assess weight of authorities.
- Apply governing rules to legally relevant fact patterns.
- Marshal relevant facts and governing rules to reach reasoned, well-supported conclusions that address the issues at hand.
- Employ deductive reasoning and analogy to devise strategies and solutions for complex legal issues in academic environments and in various practice settings.

Communicate effectively in both oral and written form as counselors and advocates. Graduates will be able to:

- Identify appropriate audience(s) and tailor written and oral advocacy accordingly.
- Convey legally relevant information objectively and persuasively.
- Explain complex legal concepts orally and in writing in a manner that both members of the legal profession and the public can understand.
- Interact respectfully and effectively with persons of all backgrounds and levels of skill and training, demonstrating professionalism both in person and online.
- Write and speak clearly and concisely in a well-organized, well-reasoned manner.
- Assess complex fact patterns in the course of a professional conversation, deposition, or oral argument, and provide meaningful legal analysis during that discourse.
- Employ active listening skills.

Possess the practical skills fundamental to exceptional lawyering and client representation. Graduates will be able to:

- Work effectively in teams and independently.
- Pose creative solutions to complex problems independently as well as through collaboration with peers, senior members of the profession, and interdisciplinary teams.
- Engage in culturally competent interactions in an increasingly global legal community connected across countries and cultures through technology, immersive study, and transnational practice.
- Appreciate the impact of their professional conduct and counsel in diverse professional settings, both formal and informal, in person and online.
- Reflect on and draw lessons from experience to improve their own performance and provide effective professional feedback to others.

- Arrange their affairs in a professional manner, including by meeting deadlines, keeping scheduled appointments, attending, and preparing appropriately for client and court meetings, and responding promptly to administrative offices, clients, and colleagues.
- Regularly reflect on their unique aptitudes and capacities and proactively consider how these capabilities align with the broad variety of legal skills and practice settings, taking timely and appropriate steps to seek support when necessary.

Conduct themselves with the highest moral and ethical standards. Graduates will be able to:

- Demonstrate knowledge of the ethical rules and expectations which govern members of the legal profession.
- Apply those ethical expectations throughout their course of study and careers in interactions with courts, clients, and colleagues.
- Apply the law governing lawyers to resolve ethical, moral, and other professional dilemmas.
- Understand what the governing law is.
- Exercise with due care the role entrusted to them as officers of the legal system and public citizens, having special responsibility for the quality of justice.

EQUAL EDUCATION AND EMPLOYMENT OPPORTUNITY STATEMENT – NONDISCRIMINATION POLICY

Cornell University has an enduring commitment to support equality of education and employment opportunity by affirming the value of diversity and by promoting an environment free from discrimination. Cornell Law School is committed to Cornell University's policy affirming equality of opportunity:

No person shall be denied admission to any educational program or activity or be denied employment on the basis of any legally prohibited discrimination involving, but not limited to, such factors as race, color, creed, religion, national or ethnic origin, citizenship, sex, gender (including identity or expression), sexual orientation, marital status, age, disability, or protected veteran status.

If you feel that you have been discriminated against or harassed by a member of the university community, you have the right to file a discrimination complaint under Cornell University Policy 6.4, "Prohibited Bias, Discrimination, Harassment, and Sexual and Related Misconduct." Students may also report concerns using Cornell University's Bias Incident Report (report_bias@cornell.edu). J.D., LL.M., or Exchange students may also contact the Dean of Students (law.dos@cornell.edu; 1-607-255- 5839), Assistant Dean for Graduate Legal Studies (gls@cornell.edu; 1-607-255-2362), Assistant Dean for External Education (jdexchange@cornell.edu; 1-607-255-2434), respectively, or, the Law School Director of Human Resources who is the designated harassment advisor (lawhr@cornell.edu; 1-607-255-2101). Each can assist you with navigating next steps.

ACADEMIC DEGREE REQUIREMENTS

The Law School offers several law programs and a number of joint degree programs. Please consult the website at <http://www.lawschool.cornell.edu/registrar> for specific details.

Determination of Credit Hours

One credit hour at Cornell Law School consists of 55 minutes of classroom or direct faculty instruction, two hours of out-of-class student work per week for 13 weeks, and the time spent preparing for and taking a final examination. Cornell Law requires an equivalent amount of work for other academic activities not assessed by final examination, including seminars, simulation courses, field placement, clinical, co-curricular, and other academic work. American Bar Association (ABA) Standard 310 and Interpretation 310-2. Accordingly, the Law School's academic year consists of 2, 13-week semesters followed by a 2-week examination period.

The Law School ensures compliance with the ABA's credit-hour guidelines through the curricular review undertaken for all courses by the Associate Dean for Academic Affairs, through the supervision of clinics by the Director of Clinical, Advocacy and Skills Programs, and through the oversight of field placements by the Externship Director. The Associate Dean for Academic Affairs assesses how many credits are appropriate for the hours of instruction and out-of-class workload based on the course description and syllabus faculty submit.

Each degree program has specific credit and course requirements, which are summarized below. The dean and the faculty have primary responsibility and authority for setting degree requirements: planning, implementing, and administering the program of legal education, including curriculum; and determining methods of instruction and evaluation. ABA Standard 201. Accordingly, the dean and the faculty reserve the right to select the appropriate method of delivering instruction, whether in-person or online, and to make necessary changes as pedagogical or public health concerns warrant.

Juris Doctor Program

Candidates for the degree of Doctor of Law (J.D.) must satisfactorily complete seventy-eight (78) weeks of law study, eighty-four (84) semester credit hours, and 6 full semesters. The program and course of study must be completed no earlier than 24 months and no later than 60 months after commencement of all law study.

First Year Program

Required first year courses are the following:

Fall Credit Hours	Spring Credit Hours
Civil Procedure 3 Constitutional Law 4 Contracts 4 Torts 3 Lawyering 2	Civil Procedure 3 Criminal Law 3 Elective 3 or 4 Property 4 Lawyering 2

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. Professor Lara Freed (256A Hughes Hall, 1-(607) 255-5889, lgf28@cornell.edu) is the Interim Director of the Lawyering Program.

Upper Class Courses

After the first year, the curriculum remains structured, but students enjoy a wide range of course choices. The ABA and the NY Board of Law Examiners (BOLE) require law students to take mainly regularly scheduled law school regularly scheduled law school courses. Of the required 84 credits, students may not take more than 20 credits outside of such regular courses. These 20 credits include full-term externships – including the Pro Bono Scholars program, part time externships, directed reading, supervised writing, supervised teaching (including Lawyering Honors Fellows), supervised experiential learning, courses taught in other university divisions, and practicums (which are taught by instructors whose primary professional employment is not within the Law School). The ABA and NY BOLE impose one other requirement on reaching the required 84 credits: all courses taught outside a law-school curriculum (including those in other university divisions) cannot exceed 12 credits. This coursework must be at the graduate school level. No undergraduate coursework may be counted towards a graduate degree, J.D. or LL.M. For students particularly interested in doing a full-term externship, advance planning will be more critical to avoid disappointment. See ABA Standard 311(a) and Interpretation 311-1.

There are also per course limits and per semester limits for the following courses:

- three credits of supervised writing per semester, for a total of 12 credits;
- three credits of supervised experiential learning, with a one semester enrollment limit;
- two credits of directed reading per semester, for a total of eight credits;
- two credits of supervised teaching per semester, for a total of eight credits;
- twenty total credits of externship over the four upper-class semesters.

All externships and directed reading, supervised writing, supervised teaching, and supervised experiential learning are graded S/U. (Note that students also have the ability to take two graded upper class courses S/U if that option is made available by the course instructor). Students must obtain advance permission to have directed readings, supervising writing, supervised teaching, and courses taught in other university division applied toward the Law School's degree credit requirements by submitting the appropriate forms available on the Forms and Requests page of the Registrar's website: <https://www.lawschool.cornell.edu/registrar/forms.cfm>.

Per ABA requirements, 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 J.D. program to take more than 17 credits in any one semester. Students in the J.D./LL.M. program will be allowed to take a maximum of 21 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 311(c).

Students must be registered for a minimum of 12 credit hours per semester. To request permission to register for fewer than this, a student must petition the Dean of Students using the Exception to Hours Form available on the Forms and Requests page of the Registrar's website: <https://www.lawschool.cornell.edu/registrar/forms.cfm>. To be considered full-time in the Law School, a student must enroll in at least 10 credit hours each semester, 9 of which must be in the Law School. The Law School does not have a part-time program.

Particular upper-class courses are usually not required, but prior to graduation, a student must complete the writing requirement, one or more experiential learning course(s) totaling at least 6 credit hours, and a course of at least 2 credits in professional responsibility. Students may not satisfy more than one of these requirements with a single course. See ABA Standard 303(a) and Interpretation 303(1).

Writing Requirement

The upper-class writing requirement for the J.D. degree is met by satisfactorily completing one colloquium, seminar or problem course of at least 3 credits. 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. See ABA Standard 303(a) (2).

A three-hour problem course or seminar that satisfies the writing requirement requires the student to produce high quality legal writing demonstrating substantial effort. Although the form, nature, and length of the written work may vary across courses, the preparation of this written work will involve extensive faculty supervision, criticism, review, and, when appropriate, rewriting. Attention is given to structure, rhetoric, and English composition as well as legal analysis and expression.

Work that has been done in another context, including a summer job or one of the Law School's student journals, may not be used to satisfy the writing requirement unless the student submits a paper that represents a substantial further development of work done in one of those contexts with the instructor's informed approval. A student seeking to submit or extend a colloquium, seminar, or problem course paper to a journal must fully disclose the paper's origin to the journal, which may decide whether to accept it.

Experiential Learning Requirement

J.D. students must complete one or more experiential course(s) totaling at least 6 credit hours. See ABA Standard 303(a) (3). Courses satisfying the requirement are identified each semester at https://support.law.cornell.edu/students/forms/CurrRecommendations_and_DegreeRequirements.pdf.

Professional Responsibility Requirement

All law students must satisfactorily complete an upper-class 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. See ABA Standard 303(a) (1).

Second Year Recommended Foundational Courses

Although no particular course is required in the upper-class years, the faculty strongly recommend that students take four foundational courses during the second year: Administrative Law, Business Organizations, Evidence, and Federal Income Taxation. Course enrollment may need to be limited by availability of classroom capacity or by teacher preference.

The faculty further recommend that students take a course in the following area(s) before they graduate. Note that enrollment in particular courses may need to be limited by availability of classroom capacity or by teacher preference.

Law, Inequity, and Structural Exclusion. The faculty believe that a well-rounded legal education should include an understanding of how law can act not only as an instrument for furthering particular client goals or as a basis for rights promotion but also as a mechanism for inequity and structural exclusion.

International and Comparative Law. The world has become deeply interconnected across countries and cultures through the transnational movement of people, products, and ideas. In light of the increasingly globalized nature of many legal practice areas, and the way in which comparative perspectives may provide insight into domestic issues, lawyers should have an understanding of how the law operates in international and comparative contexts. Upper-level courses relevant to this recommendation are identified at <https://community.lawschool.cornell.edu/international/international-degrees/>.

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 seven concentrations: advocacy; business law and regulation; conflict resolution; general practice; law, inequity, and structural exclusion; public law, and technology and 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 website:

https://support.law.cornell.edu/Students/forms/Concentration_Option.cfm

International Legal Affairs Specialization Option

J.D. students may elect to specialize in International Legal Affairs. Ordinarily, students make this election at the beginning of their second year, although they may join the program later provided it is still possible to satisfy the requirements of the specialization before graduation. The Law School offers from thirty to forty courses in international law, comparative law, international economic law, and related fields. To receive the J.D. degree with a specialization in International Legal Affairs, candidates must satisfactorily complete eighty-nine credit hours of study, which must include required courses of conflict of laws and public international law, as well as a specifically designated comparative law course that is general in scope and includes instruction in civil law systems (several options may be available).

More information is available at the Registrar's website on the Course Registration page under "JD-ILA Course offerings" (<https://community.lawschool.cornell.edu/academics/course-registration/>). (L53 Hughes Hall, 1-607-255-2434, international.law@cornell.edu).

Dual and Joint Degree Programs

The Law School offers J.D. students several dual and joint degree options within the law school, with partner institutions around the world, and with other Cornell University graduate divisions.

International Joint and Dual Degree Programs

Students interested in applying to any of the international joint or dual degree programs outlined in this section should contact International Programs (L53 Hughes Hall, 1-607-255-2434, international.law@cornell.edu) for additional information.

Three-Year J.D./LL.M. Program in International and Comparative Law

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 combined pathway for the J.D. and LL.M. degree is a more comprehensive approach and requires 20 credits more than the standard J.D. Students may earn both a J.D. degree, and an LL.M degree with a specialization in International and Comparative Law, in three years. This pathway offers an opportunity to complete courses on a compressed timeline with the inclusion of a Summer Session at Cornell-Paris 1 Summer Institute.

In addition to the credits required for the J.D. degree, the requirements for the program include completing an additional 20 credit hours of study in international, comparative, and foreign law subjects. The twenty credits must include required courses of conflict of laws and public international law, as well as a specifically designated comparative law course that is general in scope and includes instruction in civil law systems (several options may be available). Students seeking both the J.D. and LL.M degree through the three-year pathway may take a maximum of 21 credits per semester. The degree requirements also 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 3.0 to graduate with the joint degree. Students may apply for the program in their initial application to the Law School or in the spring semester of their first year.

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 fluency in French and English. The program is small and extremely selective. For participants admitted by Cornell with Paris I concurrence, it involves legal studies for two years at Cornell and two years at Paris I. Students may apply to the program in their initial application to the Law School or, if spaces are available, following matriculation. Participants admitted by Paris I with Cornell concurrence have the Baccalaureate degree or a first level Master's degree before arriving at Cornell. They must complete 62 credits at Cornell over two years and return to Paris I for their final year of study. Following completion of studies in Paris the participants receive both the J.D. degree from Cornell University, and a Master's degree (at the M1 and/or M2 level) from the Université Paris I. Students must complete the requirements for a Paris I Master degree before they can receive their Cornell J.D. and be certified to take the bar exam of a U.S. state. In some cases, the timing of the dual degree program may require students to receive their J.D. degree in August and sit for a U.S.

bar exam in February rather than July.

Three-Year J.D./ LL.M. Program with Université Paris I Panthéon-Sorbonne

Students who are admitted by Cornell into the J.D./Master en Droit dual degree program may, if spaces are available, apply to transfer into the three-year J.D./LL.M. in French, European, and International Business Law dual degree program with the Université Paris I Panthéon-Sorbonne. Students who are interested in transferring into this program should discuss their interest with International Programs (L53 Hughes Hall, 1-607-255-2434, international.law@cornell.edu) by the start of their second year at Cornell. Requests to transfer into the program also require approval by the Université Paris I Panthéon-Sorbonne. The program requires complete fluency in French and English. It involves legal studies for two years at Cornell and one year at Paris I. Following completion of studies in Paris the participants receive both the J.D. degree from Cornell University and the LL.M. degree in French, European, and International Business Law from the Université Paris I.

Three-Year J.D./ LL.M. Program with Humboldt University of Berlin

The Law School offers a unique three-year J.D./ European and Comparative Law LL.M. dual degree program with Humboldt-Universität zu Berlin. The J.D./M.LL.P. requires fluency in German and English. Students may apply for the program in their initial application to the Law School or, if spaces are available, following matriculation. 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 LL.M. in European and Comparative Law Humboldt-Universität zu Berlin. This program is small and extremely selective. Please Note: This program will be on hiatus for the 2021-22 Academic Year.

Three-Year J.D./LL.M. Program with the University of Heidelberg

The Law School offers a three-year J.D./LL.M. dual degree program with the University Heidelberg. The J.D./LL.M. requires complete fluency in German and English. Students may apply for the program in their initial application to the Law School or, if spaces are available, following matriculation. The J.D./LL.M. program involves legal studies for two years at Cornell followed by one year at the University of Heidelberg. Following completion of studies in there, the participants receive both the J.D. from Cornell University and the LL.M. from the University of Heidelberg. The program is small and extremely selective. Please Note: This program will be on hiatus for the 2021-22 Academic Year.

Three-Year J.D./LL.B. Program with Jindal Global Law School

The Law School offers a three-year J.D./LL.B. or J.D./B.A.-LL.B. advanced standing program with Jindal Global Law School. Participants, who are nominated by Jindal Global Law School and admitted by Cornell, complete at least two years of advanced study at Jindal Global Law School before arriving at Cornell. They must complete 62 credits at Cornell over two years. Following completion of studies at Cornell, the participants receive a J.D. from Cornell University, in addition to a B.A./LL.B. or LL.B. degree from Jindal Global Law School.

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./Ph.D.	Doctor of Philosophy in Developmental Psychology
J.D./Ph.D. or M.A.	Doctor of Philosophy in other fields of the Cornell Graduate School

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 interest arises as deadlines and procedures vary. In general, after a student completes their 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 admissibility. Once a student has been admitted to the other program, it is their responsibility to contact the Registrar's Office, (160 Myron Taylor Hall, 1-607-255-7190, law.registrar@cornell.edu).

J.D./M.B.A. (4 year)

Candidates for the J.D./M.B.A. (4 year) must apply to, and be accepted by, both schools. Students will spend their first year entirely in one school and their second year entirely in the other school. During the third and fourth year they will take a mix of courses from the Law School and Johnson to meet the degree requirements of both programs.

Students must satisfactorily complete 84 credit hours of Law School coursework. 72 of the 84 credits for the law degree must be earned in the Law School. Cross-listed courses will count towards the 72 credits and will be factored in the student's law school merit point ratio (MPR). In addition, students may take up to 12 credits of courses related to legal training taught by members of the university faculty outside of the Law School, subject in each case to the approval of the Law School's Associate Dean for Academic Affairs. To receive credit for such courses they must fill out and submit the Law Credit for Non-law Courses form available from the Registrar's office (<https://community.lawschool.cornell.edu/academics/forms/>) before the end of the add/drop period for the course in the semester the course is taken.

During six of the eight terms, they must register for at least 9 credits in the Law School (which may include courses cross-listed between Johnson and the Law School). A total of 117 credits is required for the receipt of both degrees.

J.D./M.B.A. (3 year)

Candidates for the J.D./M.B.A. (3-year) will spend their entire first year at the Law School, totaling 31 or 32 credits. All courses for credit must be taken at either Johnson or the Law School. In total, students must take 20 credits of foundational courses and 25 credits of elective courses at Johnson and a minimum of 9 credits per semester and a total of 72 credits of the 84 credits for the law degree earned in the Law School.

Cross-listed courses will count towards the 72 credits and will be factored in the student's law school merit point ratio (MPR). In addition, students may take up to 12 credits of courses related to legal training taught by members of the university faculty outside of the Law School, subject in each case to the approval of the Law School's Associate Dean for Academic Affairs. To receive credit for such courses they must fill out and submit the Law Credit for Non-law Courses form available from the Registrar's office (<https://community.lawschool.cornell.edu/academics/forms/>) before the end of the add/drop period for the course in the semester the course is taken.

The summer after the first year and the entire second year are spent primarily in Johnson. During the second year, students must also take a minimum of 9 credits of Law School coursework each semester (which may include courses cross-listed between Johnson and the Law School). Students are expected to take a total of 18 credits for the summer and 30 credits for the second year. The third year is spent mainly in the Law School. During the third year, students must take a minimum of 9 credits of Law School coursework per semester. They should take one course in Johnson each semester (which may be a cross-listed course). Students should expect to take a total of up to 30 credits or more for the third year.

As part of the Law School curriculum, students are required to take Business Organizations during the fall or spring semester of the second year. Students must also take Federal Income Taxation in the Law School, which can be during the second or third year.

General LL.M. Program

Candidates for the General Master of Laws degree must satisfactorily complete a minimum of 20 credits of work over two semesters of full-time study. All LL.M. students are required to enroll in the Introduction to the American Legal System course. Beyond this one required course, students may choose courses from the Law School's extensive curriculum, including most first-year and upper-level courses or take courses in other divisions of the university with approval from the Assistant Dean for Graduate Legal Studies.

LL.M. students may take no more than six (6) credits outside of regularly scheduled law school classes without approval from the Assistant Dean. These six credits include externships, directed readings, supervised writings, and courses taught in other university divisions. Students may register for up to 15 credits and no less than 10 credits per semester or seek approval from the Assistant Dean for Graduate Legal Studies.

Writing Requirement

LL.M. students must satisfactorily complete one 3 credit seminar with a substantial writing component that satisfies the writing requirement or take Principles of American Legal Writing. The course cannot be taken S/U. Courses that fulfill the writing requirement can be found here:

<https://support.law.cornell.edu/Students/students/CourseDescriptions/CoursesByCategory.cfm>.

Additional New York Requirements

Those planning to sit for the New York Bar exam must complete 24 credits of classroom coursework, which must include a professional responsibility course, a legal research course, and foundational subjects covered by the New York Bar Exam. Courses satisfying NY Bar requirements can be found at http://support.law.cornell.edu/students/forms/NYSBarExam_LLMRequirements.pdf.

Tech LL.M. Program

Candidates for the Master of Laws degree in Law, Technology, and Entrepreneurship (Tech LL.M.) must satisfactorily complete a minimum of 32 credits of work over two semesters.

The first part of the curriculum is comprised of foundational law courses. Students with a demonstrated strength in other subject areas may substitute courses, subject to approval of the Director of the Tech LL.M. program, as well as scheduling constraints and faculty approval.

The second part is made up of courses from other parts of Cornell University. In addition, students will select elective courses in the spring.

The third part of the curriculum integrates LL.M., technology, and business students on project teams, tasked with developing new products and capitalizing on innovation opportunities for startups and larger companies. Tech LL.M. students will also provide legal support to team projects, as well as to other projects by faculty, staff, and students at Cornell Tech, in each case supervised by an experienced practitioner or practitioners.

M.S.L.S. Program

Candidates for the Master of Science in Legal Studies (M.S.L.S.) degree must satisfactorily complete 30 credits of work over 5 terms of part-time study. All M.S.L.S. students are required to enroll in:

- 15 foundational online courses totaling 22 credits,
- 1 on-campus intensive programs totaling 1.5 credits
- 3 elective courses totaling 4 credits
- Complete a capstone project totaling 2.5 credits (which includes another on-campus visit)

M.S.L.S. students are not permitted to enroll in any residential or online courses at Cornell Law School or any other unit of Cornell University beyond what is offered for the M.S.L.S. program.

General Master of Science in Legal Studies Grading Policy

M.S.L.S. candidates are graded on the scale of A to F. In addition, the courses within the first campus intensive program will be graded as Satisfactory (S) and Unsatisfactory (U). S is appropriate for students who would have received a grade in the range of A to C-, and U is appropriate for students who would have received a D+ or lower grade. There is no faculty policy regulating the proportion of A to F, S, and U grades that faculty may give to M.S.L.S. students.

General M.S.L.S. Academic Deficiency

Depending on the grade scale for the course, an M.S.L.S. student who receives a U or grade of D+ or below after completion of any course within the program will be placed on informal probation, and must meet with the Assistant Dean of External Education prior to continued enrollment. An M.S.L.S. student will be dropped for scholastic deficiency if in the judgment of the faculty the student's work at any time is markedly unsatisfactory. Work may be considered markedly unsatisfactory if, for example, the merit point ratio for work after completion of at least 6 credits is lower than D+ or two or more U grades are received.

J.S.D Program

The minimum residency for the Doctor of the Science of Law (J.S.D.) degree is two semesters, although the program usually requires four to six semesters to complete. Additional degree program expectations are outlined in the Graduate Student Handbook.

Transfer Programs

Transferring to J.D. Program from an ABA – Approved Law School

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 J.D. degree. The amount of credit is determined by the Registrar upon enrollment after reviewing the particular courses taken by the transfer student and will not be re-assessed at a later time. More information about the transfer process can be found at

http://www.lawschool.cornell.edu/admissions/FAQ/admission_and_preparation.cfm.

Transferring to J.D. Program from Cornell Law School's General LL.M. Program

Candidates for the LL.M. degree who wish to transfer to the J.D. program must submit a transfer application no later than April 1. The transfer procedures and requirements will, in general be the same as those applicable to J.D. students at other law schools who seek to transfer into the Cornell J.D. program (including the requirement of an acceptable admissions test). However, at least one letter of recommendation should be from a Cornell Law faculty member who has taught the student. Only LL.M. students who have elected to be graded on the JD scale and curve will be considered for transfer to the JD class. Cornell LL.M. students who are accepted into the J.D. program as transfers are eligible to receive up to 24 credits obtained in pursuit of the LL.M. degree toward the J.D. degree requirements and must complete an additional four semesters at Cornell enrolled in J.D. courses. Cornell LL.M. students who transfer into the J.D. program are ineligible to receive the pending LL.M. degree.

Special Student Status

Students enrolled in any Cornell Graduate Legal Studies program who wish to continue taking courses during the next academic year after completing current degree requirements must apply to the Assistant Dean for Graduate Legal Studies by April 1 at glsadmissions@cornell.edu. Email requests should include a brief statement of plans for the next academic year, including reasons for continuing with coursework; financial support for continued study; and a current Cornell Law School 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 Academic Affairs law.academic-affairs@cornell.edu](mailto:law.academic-affairs@cornell.edu). 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 Academic Affairs will work with the appropriate administrator to investigate the issue and if possible, to address the concern. The Associate Dean for Academic Affairs, as appropriate, shall keep a record of all such complaints 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.

ACADEMIC POLICIES AND PROCEDURES

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 and available on the Registrar's website:

<http://www.lawschool.cornell.edu/registrar/> under Law School policies.

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 official transcripts. The majority of non-law courses may not be audited.

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 Dean of Students for J.D. students or to the Assistant Dean of Graduate Legal Studies for students in our LL.M. and J.S.D. degree programs; 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, or in the case of a clinical course, the student may receive a lowered grade, or a grade of U. 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. Students are required to notify the Dean of Students or the Assistant Dean for Graduate Legal Studies, depending on the student's degree program, if they miss three or more days of class.

Attendance During the On-Going COVID-19 Pandemic

Beginning Fall 2021, Cornell intends to require vaccination for students. Medical and religious exemptions will be accommodated, but the expectation is that Cornell campuses and classrooms will overwhelmingly consist of vaccinated individuals. Instruction will return to in-person instruction for classes normally taught in-person absent a change in circumstances after the publication of this Handbook on July 1 (the most up-to-date University COVID-19 policies are available here: <https://covid.cornell.edu/>). Cornell community members will need to complete the Daily Check and any other University public health protocols. Students who are unable to pass the Daily Check must follow the steps outlined by the University system to return to campus.

If a student needs to miss class due to the current public health situation, they can reference the University FAQs <https://covid.cornell.edu/>, and contact the office for their degree program. J.D. students may contact the Office of the Dean of Students (1-607-255-5839, law.dos@cornell.edu). LL.M. students may contact the Office of Graduate Legal Studies (1-607-255-5185, glis@cornell.edu), and Exchange students may contact the Office of International Programs (1-607-255-2434, law.jdexchange@cornell.edu).

Class Recordings

Students are not allowed to record classes using a computer or any other device without the instructor's express permission. Recordings of classes arranged by the Law School's IT Department will only be released to students in the event of unavoidable absences and only with the professor's express permission. Students do not have permission to disseminate classroom recordings. The availability of classroom recordings does not alter Cornell Law School's or the ABA's policies requiring regular and punctual attendance.

Because of the Law School's anonymous grading policy, faculty are not aware of which students receive accommodations. Accordingly, students seeking classroom recordings as a disability accommodation must do so by coordinating with the Dean of Students, Registrar, and Student Disability Services Office subject to approved accommodations.

Computers and Other Technology 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 using a computer or any other device without the instructor's advance permission.

Because of the Law School's anonymous grading policy, faculty are not aware of which students receive accommodations. Accordingly, students seeking to use a laptop as a disability accommodation must do so by coordinating with the Dean of Students, Registrar, and Student Disability Services Office subject to approved accommodations.

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. Aggregate evaluation scores are published on the Registrar's website (<http://www.lawschool.cornell.edu/registrar/>) and accessible with Net ID authentication.

Courses for J.D. Credit at Other Institutions

A student may not spend more than a total of one upper class semester away in our off-campus programs including, but not limited to a term away for educational reasons, study abroad, or full-term externship, except for participation in a special Cornell Law School degree program such as the J.D./Master en Droit, that itself extends for more than a semester.

In-Absentia Study

Without exception, all Cornell law students must successfully complete two full academic years in residence at Cornell and six (6) full semesters 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 the Dean of Students (law.dos@cornell.edu) as soon as the hardship arises. Decisions are made by the Administrative Committee.

Intersession Coursework at Other ABA-Approved Law Schools

Candidates for the various J.D. degrees may obtain up to six (6) 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. Credit will not be awarded unless the work done is completed at the C or better level. Receipt of such credit must be approved in advance by the Dean of Students. 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 regarding the Cornell-Paris I program should be directed to Dawne Peacock, Co-Director, Cornell-Paris I Summer Institute, paris.law@cornell.edu.

Study Abroad

Students in the J.D. program have an opportunity to study abroad for a semester with law faculties at partner institutions around the world. More information about the law school's exchange programs is available at <https://community.lawschool.cornell.edu/international/semester-abroad/>. Students seeking to participate in the study abroad programs are encouraged to do so in the Fall Semester of the third year. Students are generally not approved to study abroad in their final semester. Any student with extenuating circumstances that may warrant an exception to this practice should consult with the Assistant Dean of External Education prior to petitioning for approval. Students participating in the study abroad program must register at the host institution for the equivalent of 12 Cornell Law credits. If, due to extenuating circumstances beyond the student's control, the equivalent of 12 Cornell Law credits is not offered or available, the Dean of Students may authorize a lower credit load, in which case no less than the equivalent of 10 Cornell Law credits will be approved, as required for full time status. A student must receive a passing grade, as determined by the host law school's grading scale, in order to receive Cornell credit for a course.

Cornell A.B.A. Approved Summer Study Program (Cornell-Paris I Summer Institute of International and Comparative Law in Paris)

Cornell Law School jointly sponsors a four-week program held at the Université Paris I every July. Six to eight 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. The Program is open to J.D. Students and Non-U.S. Law Students who have completed at least one year of law studies and are in good standing, students preparing to study for an LL.M. degree in the United States, graduate students in good academic standing, who demonstrate interest in the law, attorneys who have been licensed or admitted by the appropriate professional entity in their respective home countries and academics, practitioners, and other professionals seeking knowledge of American, international, and comparative law. Attendance at the Paris Summer Institute is mandatory for students enrolled in the J.D./LL.M. program, but this requirement is waived for students in the classes of 2021 and 2022. For more information about the Paris Institute, please visit: <https://www.lawschool.cornell.edu/academics/international-programs/study-international-law/cornell-paris-i-summer-institute/>.

Individually-Designed International Terms Away

Each year, up to one or two students may obtain permission to enroll at a non-partner institution abroad. In order to be considered:

- the proposed program must be in country where Cornell Law School does not have a current exchange partner, and the student must provide a detailed program proposal with their study abroad application, including:
- confirmation that the proposed host institution accepts visiting students and is of comparable quality to Cornell Law School;
- a detailed statement of the student's educational and professional objectives for studying at the other institution, and how they will be met by that institution;
- confirmation that a significant portion of the credits to be earned at the host institution are in courses not offered by Cornell and relate to the clearly defined educational or professional objectives above, and the cost of tuition for a semester of study at the non-partner institution.

Students should not apply to the proposed law school in advance of being selected by Cornell for an individually designed program slot.

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 Term Away for Educational Reasons is at an institution other than a Cornell Law School study abroad partner institution. The program is not available to students who have already spent a term away from Cornell's Ithaca campus or who plan to do so on a study abroad program or full-term externship placement outside of Ithaca

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. In addition to the requirements noted above, if the proposed host school is in the United States, permission will be granted only to students who demonstrate a firm commitment to practice in a particular specialized area of law as evidenced by:

- a) a job offer in the specialized area;
- b) a written statement of serious interest from a prospective employer in the specialized area; or,
- c) 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 must request permission from the Associate Dean for Academic Affairs. Before submitting a request, students wishing to pursue a term away at a U.S. law school should contact the Dean of Students, and students wishing to pursue a term away at a non-U.S. law school should contact the Assistant Dean for International Programs. 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 Assistant Dean for 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 they claim 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 17 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.

Courses for Credit in Other Cornell 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://courses.cornell.edu/>. J.D. 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 must apply to the Associate Dean for Academic Affairs prior to the add/drop deadline in the semester the course is taken. Students who submit the required forms after this deadline will not be approved to apply the credits toward Law School degree requirements. Forms are available online at <https://community.lawschool.cornell.edu/academics/forms/> under Forms and Requests. 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. No credit is available for undergraduate level 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.

Exams

The majority of courses, except seminars and problem courses, have an examination. Exams are scheduled and administered by the Law School Registrar's Office. The exam schedule is generally available before course registration.

Students may only use approved technological devices for exams (see Computers Used for Exams). 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 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: <https://community.lawschool.cornell.edu/academics/policies-and-requirements/>. It is also a violation of the Code of Academic Integrity for any student to contact a teacher about an exam after the exam has begun or at any time until grades are final. Any problems or issues should be addressed in writing to the Registrar.

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 exam 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 failing grade.

A collection of prior Law School exams is available in the [exam archive database](#). A selection of prior exams also is available in the Law Library.

Exam Deferrals and Accommodations

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. The Law School Registrar will provide information regarding Exam Deferrals mid-semester. Students who experience unusual problems or personal crises during exams should call or email the Registrar's Office at 1-607-255-7190 as soon as the problem arises. Under no circumstances should a student contact a faculty member to request or arrange a deferred examination. 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, to discuss a deferred exam with other students, or to notify the instructor of deferred status. The Code of Academic Integrity is included in this Student Handbook. The Code is also available at https://support.law.cornell.edu/students/forms/Law_School_Code_of_Academic_Integrity.pdf under Law School policies.

Students seeking exam accommodations subject to the Americans with Disabilities Act must comply with the procedures explained in the section on Support Services for Law Students: Disability Services, below, and meet with the Dean of Students, the Assistant Dean for Graduate Legal Studies, or the Assistant Dean for External Education depending on the student's degree program.

Exams and Dictionaries

Two (2) non-legal dictionaries will be provided in each exam room for any student in that room to use.

Practice Exam for J.D. 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 give students a sense of exam procedures. Additionally, the practice exam should 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.

Computers Used for Exams

Students may use only approved technological devices for exams, which are approved by the Registrar's office. Laptops are permitted in the exam room provided that the instructor has approved the use of laptops. All electronic devices, 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 advance approval from the Dean of Students and the Administrative Committee. A full description of the Law School's Disability Policy is in the Student Handbook and online at <https://community.lawschool.cornell.edu/student-life/accessibility-and-accommodations/>. Students may also contact the Law School Registrar's Office by phone or email: 1-607-255-7190 or law.registrar@cornell.edu for a copy.

Faculty Advisors

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. First year J.D. students are assigned an advisor during Orientation. Many faculty have regular office hours posted on their office door. The Dean of Students serves as general academic advisor to all J.D. students. For an appointment, call or stop by the Dean of Students office (126 Hughes Hall, 1-607-255-0565). J.D. students also may schedule appointments [online](#). The Assistant Dean for Graduate Legal Studies serves as academic advisor to all LL.M. and J.S.D. students. (G53 Myron Taylor Hall, 1-607- 255-5185).

Grades

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.

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. Up-to-date versions of currently recognized University policies are available at <http://www.policy.cornell.edu>.

Grade Review

No grade may be changed after submission by the instructor of the final grade except to correct a computational or clerical error by the instructor or the administration. The Law School has no formal grade appeal procedure.

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.

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. Courses taken on an S/U basis, mandatory or elective, are not included in the merit point ratio calculation. Grades on course work outside Cornell Law School are not included in the merit point ratio.

J.D. 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).

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.

Grades awarded are in the table below.

Letter Grade	Value
A+	4.33
A	4.0
A-	3.67
B+	3.33
B	3.0
B-	2.67
C+	2.33
C	2.0
C-	1.67
D+	1.33
D	1.0
D-	0.67
F	0.00

J.D. Grading Option

Each J.D. student, after the first year, may elect to take up to two upper class courses at Cornell Law School on an S/U basis. Students must make this election to the Law School Registrar's Office using the during the S/U election period for the semester 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 upper class writing requirement.

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.

J.D. Class Rank

As a matter of faculty policy Cornell Law School does 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 for the J.D. students. In addition, at the completion of the second semester and every semester thereafter the top 5% approximate cumulative grade point average is also available. In general J.D. students are not ranked. However, the top five students in each class are ranked and are notified of their rank.

Current information is available on the Law School Registrar's office website:

<http://www.lawschool.cornell.edu/registrar>.

J.D. Academic Honors

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 faculty 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. Thirty-two graded credits in Cornell Law School classes are required for honors eligibility. Of these, at least twenty graded credits must be obtained in upper-level courses. Recipients are notified by a letter from the Dean of Students and a notation on their official and unofficial transcripts.

The Order of the Coif

This honorary scholastic society's purpose is to encourage excellence in legal education by fostering a spirit of careful study, recognizing those who as law students attained a high grade of scholarship, and honoring those who as lawyers, judges and teachers attained high distinction for their scholarly or professional accomplishments. The Order of the Coif is granted to those J.D. students 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 in law school. This is a national organization that determines its own rules.

Dean's List

Each semester J.D. 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.

Myron Taylor Scholar

This honor recognizes students whose cumulative MPR places them in the top 30 percent of their class at the completion of their second year of law school. Students are notified of this honor by a letter from the Dean of Students and a notation on their unofficial transcripts.

J.D. Academic Prizes

A number of prizes are awarded each year at the law school. Many are based on academic achievements. The Dean of Students notifies prize recipients by letter as soon as the awards are made. The list of currently awarded prizes can be found at:

http://www.lawschool.cornell.edu/alumni/giving/endowed_funds/prizes.cfm.

J.D. Academic Deficiency

A J.D. student who receives a grade of D+ or below in a first-year course must either repeat the course or take an upper-class 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 cumulative merit point ratio is less than 2.50 or
- b. if in the judgment of the Administrative Committee of the faculty the student's work at any time is markedly unsatisfactory. Work is considered markedly unsatisfactory if in each of two successive terms the merit point ratio for the work of each term (considered separately) is lower than 2.50 or if the Administrative Committee has other grounds for so concluding.

Students may petition in writing the Administrative Committee for readmission.

General LL.M. Grading Policy

LL.M. candidates are graded on the scale of High Honors (HH), Honors (H), Satisfactory (S), and Unsatisfactory (U), except that an LL.M. student may, after consultation with a Graduate Legal Studies advisor, elect to be graded on the J.D. scale and curve. This election applies to the entire academic year and must be made by notifying the Registrar within the first four weeks of the date fall semester classes begin.

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, 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. There is no faculty policy regulating the proportion of HH, H, S, and U grades that faculty may give to LL.M. students.

Merit points are not assigned to HH, H, S, and U grades. For General 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.

General LL.M. Academic Deficiency

Depending on the grade scale elected, a General LL.M. student who receives a U or grade of D+ or below at the close of the first semester of law study will be placed on informal probation and must meet with the Assistant Dean for Graduate Legal Studies prior to continued enrollment. An LL.M. student will be dropped for scholastic deficiency if in the judgment of the faculty the student's work at any time is markedly unsatisfactory. Work may be considered markedly unsatisfactory if, for example, the merit point ratio for work in the first semester is lower than 2.00 or two or more U grades are received.

Cornell Tech LL.M. Grading Policy

Candidates for the Cornell Tech LL.M. degree shall be graded in accordance with the same standards as J.D. candidates, with the mean grade calculated separately for J.D. students and Cornell Tech LL.M. students in any particular class. Cornell Tech LL.M. students may not take required courses on an S/U basis unless those courses are offered S/U only. (Students participating in the 3-semester Tech LL.M. Program may also not elect to take courses on the General LL.M. grading scale unless those courses are offered exclusively on that scale.)

Cornell Tech LL.M. Academic Deficiency

A Cornell Tech LL.M. student will be placed on informal probation if, at the close of the first semester of law study, the student's merit point ratio is less than 2.50, and must meet with the Program Director prior to continued enrollment. A Cornell Tech LL.M. student will be dropped for scholastic deficiency: if in the judgment of the faculty the student's work at any time is markedly unsatisfactory. Work may be considered markedly unsatisfactory if, for example, the merit point ratio for work in the first semester is lower than 2.30. Students should see their Cornell Tech curriculum sheet, available at <https://studentservices.tech.cornell.edu/academics/curriculum/> for further information about academic requirements.

J.S.D. Grading Policy

J.S.D. candidates enrolled in law courses are graded on the J.D. scale.

J.S.D. Academic Deficiency

Each student's Special Committee determines whether the student's course work meets the necessary standard for the award of a graduate degree. A J.S.D. student will be dropped for scholastic deficiency if in the judgment of the faculty the student's work at any time is markedly unsatisfactory.

Non-Degree Exchange and Visiting Student Grading Policy

Exchange students are graded on the J.D. scale, but if allowed by their home institution they have the option to have all of their grades (for that semester and, if applicable, for the following one) converted to the General LL.M. grading scale (HH/H/S/U).

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, 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 not assigned to HH, H, S, and U grades.

Students who elect to be graded on the General LL.M. scale must confirm their election within the first four weeks of their first semester at Cornell. Students must receive written confirmation from the home school advisor that the General Studies LL.M. grading scale is acceptable prior to confirming their election to be graded on that scale.

Non-Degree Exchange and Visiting Student Academic Deficiency

Exchange and visiting students may be dropped for unsatisfactory scholastic work at any time.

Law School Registrar's Office

The Law School Registrar and staff handle all aspects of course registration and maintain the student educational records. The staff also administers all Law School exams. The Law School Registrar's office (160 Myron Taylor Hall) is open Monday through Friday, 8:00 A.M. to 4:00 P.M., and longer hours during exam periods. Questions regarding registration, exams and educational records can be directed to the Registrar's office by calling 1-607-255-7190 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/>.

Required Submission of Prior Transcripts

All admitted students must submit a final transcript from their undergraduate institution as required by ABA Standard 502(d). Failure to submit the final transcript will result in a registration hold, barring the student from registering for spring term courses, including the 1L elective. Students who have not submitted a final transcript will be administratively withdrawn at the end of the fall term and will lose access to Cornell University facilities, financial aid, and other resources, including free transportation access on TCAT.

University Registration

All students must register with Cornell University each semester. To become a registered student at Cornell University, a person must: settle all financial accounts, including current semester tuition, satisfy New York State and University health requirements, and have no registration holds from the Law School, the Office of the Judicial Administrator, Cornell Health, 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 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.

Students at Cornell Law School are required to provide the law school administration with an accurate email address, local mailing address and working phone number that is checked regularly. These contact points must be kept in working order so that the law school faculty and administration is able to contact students within a short period of time. It is a student's ongoing obligation to regularly check for emails or phone calls from the faculty or administration and to respond to them within 24 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 J.D. Students

First-year J.D. students are enrolled in courses by section. Sections are assigned randomly by the Law School Registrar. Students are notified of their section assignment during Orientation. First year students are not permitted to change assigned sections, course schedules, or course sequencing.

Course Selection for Second and Third Year J.D. Students, General LL.M. Students, and Exchange 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 student registration site at:

<http://www.lawschool.cornell.edu/registrar>, and by email. Students are able to check the status of the satisfaction of degree requirements prior to each semester's registration by using the online Degree Audit page. 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.

Course Selection for Clinics, Practicum Courses, Supervised Experiential Learning, and Externships

J.D. students and general LL.M. students may enroll in "live-client" experiential courses pursuant to the following guidelines. Most of the opportunities are only available to J.D. 2Ls, 3Ls and LL.M. students, though a small number of 1L students may enroll in the spring 1L Immigration Law and Advocacy Clinic. The law school guarantees every J.D. student the opportunity to enroll in a clinic or practicum course during their time at Cornell Law (although not necessarily their course of choice). Note that in addition to the live-client courses described below, simulation courses satisfy the experiential learning requirement.

Clinical Courses

The Law School's clinical courses provide law students with a number of opportunities to engage in the actual representation of clients under the direct and close supervision of members of the clinical faculty. Students are selected by the individual clinic instructors. General LL.M. students, under some circumstances, may also enroll in the clinics, also with instructor approval. A list of our current clinics is available at <https://www.lawschool.cornell.edu/academics/experiential-learning/clinical-program/>. Clinical students are involved in all phases of representation, e.g., interviewing and counseling clients, entity formation, contract-drafting, fact investigation, pretrial litigation, hearings and trials, brief, motions, and appellate argument. In some clinics, students are admitted under student practice rules of state, federal or administrative courts to practice law while under the direct and close supervision of a faculty member. For most students, this clinical experience is the first opportunity to apply what they have learned in the classroom to the actual practice of law, and it is the responsibility of the faculty to ensure that the transition is smooth, helpful and provides high quality legal service to the clients. The academic credit for each of these courses varies and can be as many as six credit hours per semester. Students may earn up to 31 credits hours for clinical courses, field placement programs and externships (including classroom components), within defined parameters, towards the 84 credit hours required for the J.D. degree requirements.

Practicum Courses

Practicum courses are similar to clinical courses. The primary difference is that practicum courses are adjunct-taught, and students do their work outside the clinical program offices, sometimes in the offices of the supervising adjunct professor. Practicum courses count toward both the 31-credit limit on clinical courses, field placement programs and externships. clinical courses, field placement programs and externships, and they also count toward the 20-credit limit on "non-regularly scheduled" courses.

Supervised Experiential Learning

Supervised experiential learning courses allow students to complete a discrete pro bono advocacy project under faculty supervision. The course operates much like a directed reading or supervised writing – students must make arrangements directly with a faculty member. Only full-time, long-term members of the faculty may teach this course. The student's role must involve a substantial lawyering experience that implicates one or more of the Law School's learning outcomes. Work for the course should consist of the types of matters that are currently handled by the clinical program. If a student wishes to seek pro bono hours certification for their work in the course, the student and faculty member should ensure the work satisfies the relevant standard. Like the clinics and practicum courses, this course will not satisfy any writing requirement and will count toward the 31-credit limit on clinical courses, field placement programs and externships. This course will also count toward the 20-credit limit on "non-regularly scheduled" courses. Like the Supervised Writing and Supervised Teaching courses, credit limits are outlined on the form available on the Registrar's website:

<https://community.lawschool.cornell.edu/academics/forms/>. Faculty may determine credit awards based on work product or use student hours worked as the basis for awarding credit. If hours form the basis, the current minimum hours-to-credit ratio is 42.5 hours worked over the term for each credit (ABA Standard 310). Grade Option: S/U only. An individual student may enroll in the course for only one semester.

Externships

Second and third year students have the opportunity to spend a portion of their law school time working at a placement outside the law school. Planning for and acceptance into all externship courses generally occurs one semester in advance. Students may enroll in either a part-time or full-time externship. These externships allow students to work under the supervision of an attorney at a placement with a non-profit organization, judicial chambers, governmental agency, or private sector company, virtually anywhere in the world for an entire semester and for course credit commensurate with the time worked at the placement (four to twelve credits). As with clinical courses, 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 externship director and other externs. General LL.M. students may take up to one 4-credit externship with the faculty externship director's approval. An additional course, Externship - Pro Bono Scholars Program, allows third year law students to take the New York Bar Exam in February of their third year, after which they provide pro bono legal services full time to low income clients for twelve weeks at a placement with a governmental agency or non-profit organization. The course is closely modeled after the Full-Term Externship course and is also for twelve credit hours. The Externship - Pro Bono Scholars Program is only available as a full-time course and is only available to students taking the New York Bar in February of their 3L year. Students interested in an Externship or in the Pro Bono Scholars Program are generally required to submit an application for the program by the end of the second semester of their second year. Due to COVID-19, however, the deadline for submitting applications for a Fall Externship has been moved to July 15, 2022 and the deadline for the Pro Bono Scholars Program has been moved to August 12, 2022 for the upcoming year. Students unable to meet these deadlines, due to employer placement delays, may contact the Externship Director for a one-on-one consultation regarding further delayed applications. Students are also highly encouraged to simultaneously register for a full semester of law school courses in the event that an Externship or Pro Bono Scholars Program placement is not feasible.

Full-Term Externships

The Full-Term Externship course allows students to earn 12 credit hours as externs working full time (40 hours/week for 13 weeks) at various approved placement sites. A student may not spend more than a total of one upper-class semester away in our off-campus programs, such as a term away for educational reasons, study abroad, and Full-Term externship. This does not include the Cornell Tech program.

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. A Full-Term Externship is analogous to full-time employment, and therefore students are not permitted to take additional courses in addition to a full-time externship for the semester. The placement sites, which typically include non-profit organizations or government agencies, are initially selected by the student. Approval preference is given to sites that meet the student's educational needs or to sites that provide training in law that is not otherwise usually taught at Cornell Law School (e.g. fashion, entertainment, or sports law). Students interested in this course need to review the Externships recorded information session and additional material. Interested students are required to apply for the Full-Term Externship course to the Externship Director, generally by the deadline set during the semester preceding the externship, with exceptions in timing due to COVID-19 as set forth above. 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 application must also include the placement Supervisor's resume, detailing the Supervisor's license as an attorney in the jurisdiction of the placement. The Externship Director 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 a licensed attorney at the placement who will closely supervise and mentor the student. In addition to their work responsibilities for the placement, the extern will participate in weekly web-based zoom meetings discussions, prepare a learning agenda and conduct weekly written assignments, in the form of either journal entries, short essays, or blog posts, for the faculty instructor. The placement sites will host the instructor for a virtual site visit via Zoom meeting. The instructor will conduct a written evaluation of the placement and the placement experience for the law school's files. The placement site will submit mid-semester and end-of-semester surveys to the instructor regarding the experience. Similarly, the students will complete mid-semester and end-of- semester self-evaluations.

Part-Time Externships

If there are open spaces remaining in the Full-Term externship course, students may take the course for less than 12 credit hours with the permission of the instructor. 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. Similarly, the number of written assignments is proportionate to the number of credits. If a student is not admitted to the Externships course, the student may petition the Associate Dean for Experiential Education for approval of an individualized externship opportunity. 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.

New York Pro Bono Scholars Program

The New York Pro Bono Scholars Program, in which the Law School participates, allows third-year law students to take the New York Bar Exam in February of their third year, after which they provide pro bono legal services on a full-time basis to low-income clients for twelve weeks. The Pro Bono Scholars Program is only available as a full-time course and is only available to students taking the New York Bar in February of their 3L year. Students interested in the Pro Bono Scholars Program must submit an application for the program in the second semester of their second year, or in 2022 by August 12, 2022. The full-time course requirement and pro bono services requirement for this program can be met with either: a placement with an external organization that meets the requirement of the program or a placement at an in-house Law School clinical course that is supervised by a permanent faculty member at the Law School in Ithaca. Not all clinical courses can be designed by instructors as compatible with the requirements of the Pro Bono Scholars Program and special permission of the clinical instructor must be obtained in advance and in coordination with the Externship Director.

Course Selection for Cornell Tech LL.M. Students

Pre-course enrollment for each semester will be subject to consultation with the Program Director. Students should consult with the Director prior to selecting any electives.

Add/Drop Policy

All law course changes must be made online at <http://www.lawschool.cornell.edu/registrar>.

Unlimited Enrollment Course Add and Drop Policy: Unlimited enrollment courses are those where many qualified students can enroll as there are seats in the classroom. A student may add or drop upper class courses with unlimited enrollment on dates to be determined by the Registrar's Office. Limited enrollment courses constitute exceptions to the rule, as explained further below. After the add/drop period, students may not add a course and may drop a course only with the approval of the Dean of Students or the Assistant Dean for Graduate Legal Studies, depending on the student's degree program. Requests for permission to drop courses after the deadline are approved by the Dean of Students or the Assistant Dean for Graduate Legal Studies only in cases of extreme personal hardship beyond a student's control, which do not include work assumed in curricular or extracurricular activities.

Limited Enrollment Course Add and Drop Policy: Enrollment in seminars is limited to a fixed number of students by faculty policy. Experiential learning courses, including simulations and problem courses, are limited as well. All requests to drop a problem course, seminar, or other limited enrollment upper class course for the fall and spring term must be submitted by dates to be determined by the Registrar's Office. No special permission to drop is needed prior to the drop deadline 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 the Dean of Students or the Assistant Dean for Graduate Legal Studies, depending on the student's degree program. A student who drops after the initial deadline will not be permitted to add a different problem or seminar course. Absent extreme personal hardship beyond a student's control, late drops of limited enrollment courses will not be permitted if other students remained on the waitlist at the published drop deadline and, thus, were barred from admittance to the course.

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 online by dates to be determined by the Registrar's Office.

Withdrawals: Withdrawals after the end of the add/drop period will be recorded as a "W" on the student's transcript.

Transcripts

Official Transcript: Official transcripts are available only from the Office of the University Registrar, B07 Day Hall, 1-607- 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 4:15 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 and submitting it to the Registrar's Office via email: law.registrar@cornell.edu. The forms can be found on their website: <http://www.lawschool.cornell.edu/registrar> under Forms and Requests. Allow a minimum of two business days for processing. A student may request an unofficial transcript with or without GPA.

Withdrawals

A student may withdraw from the law school at any time by submitting a written notice of withdrawal to the Law School Registrar. 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. Please submit withdrawal requests to <https://withdrawal.cornell.edu/>.

Leaves of Absence

A copy of the Law School's leave of absence policy and procedures for return, including procedures for re-entry following a health leave of absence, is available in this handbook or by calling or writing the Law School Registrar at 1-607-255-3628, law.registrar@cornell.edu. J.S.D. students should refer to the Field Handbook and Graduate School Policies when requesting a leave. To initiate your personal leave of absence request please submit via <https://withdrawal.cornell.edu/>. After doing so, J.D. students must submit a written petition to the Law School's Law School Administrative Committee c/o the Law School Dean of Students, law.dos@cornell.edu; LL.M. students must submit a petition to the Graduate Legal Studies Committee and Assistant Dean for Graduate Legal Studies, glis@cornell.edu. The petition should describe in detail the circumstances surrounding the request.

Tuition Refund Policy

Amounts personally paid for tuition may be refunded if the student requests a leave of absence or withdrawal from the office of the dean of his or her college of enrollment. The date of this request will determine the tuition liability for the semester. All students refer to the "Proration Schedule for Withdrawals and Leaves of Absence" <https://www.dfa.cornell.edu/bursar/students-parents/leaving>. Students receiving financial aid from the university who withdraw 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. For more information, contact the Cornell Law School Financial Aid Office: 115 Myron Taylor Hall, 1-607-255-5141, law.financialaid@cornell.edu.

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 Washington, D.C.

Each state sets its own requirements for admission including curricular requirements. Each student is responsible for knowing the bar admission requirements in any state where they wish to practice, and for satisfying that state bar's curricular requirements, which are available at <http://www.ncbex.org>. In addition, a state bar may impose other requirements such as a pro bono requirement. All candidates seeking admission in New York will need to file documentation showing that they have completed 50 hours of qualifying pro bono work as well as take the New York law course and pass the New York law exam. For more information, please refer to the New York Board of Law Examiners' website at <http://www.nybarexam.org>.

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 the National Conference of Bar Examiners. A copy is available online at <http://www.ncbex.org/publications/bar-admissions-guide/> or in hard copy at the Law School Registrar's office, 160 Myron Taylor Hall.

Ongoing Duty to Update Law School Application

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. That information includes the student's record, which encompasses the law school application.

The Law School assumes that students have been completely candid in their application however, students have an ongoing duty to update the Law School immediately in writing if there are any changes, revisions, or omissions to the factual information submitted in their Cornell Law School application. This ongoing duty to update applies to the entire application, including the character and fitness inquiries, and to conduct that occurred both prior to and after enrollment. The ongoing duty to update includes the duty to provide all supporting documentation.

Procedures for Updating Pre-Enrollment Information

Students must notify the Dean of Students or Assistant Dean for Graduate Legal Studies (for LL.M. students) in writing of any changes, revisions, or omissions regarding pre-enrollment incidents responsive to the admissions application as soon as possible after the incident occurs by submitting the Admissions Application-Character and Fitness Amendment Request Form, <https://community.lawschool.cornell.edu/wp-content/uploads/2020/12/CF-Amendment-Request-Class-of-2020.pdf>.

Students must disclose all responsive pre-enrollment information on or before October 1 of the first year of enrollment. The Law School will not accept disclosures received after that date. Please review Law School Procedures for Admissions Application Supplements, below, for additional information.

Procedures for Updating Post-Enrollment Information

Students must notify the Dean of Students or the Assistant Dean for Graduate Legal Studies (for LL.M. students) in writing of any changes, revisions, or omissions responsive to the admissions application as soon as possible after the incident occurs. Email disclosures are sufficient.

Penalties for Application Omissions

The failure to promptly disclose information responsive to the admissions application, or the disclosure itself depending on its nature, may result in cancellation of any scholarship, withdrawal of a student's admission offer, honor code proceedings, dismissal from Cornell Law School, rescission or cancellation of any degree conferred by Cornell Law School, or other disciplinary sanctions, including reporting to the state bar authorities in the jurisdictions where a student registers for the bar exam.

Character and Fitness

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. Students should direct questions or concerns about this process to the Dean of Students or to the Assistant Dean for Graduate Legal Studies (for LL.M. students).

Communication

Bulletin Boards

There are a number of bulletin boards throughout the building for student announcements. Comments and suggestions should be directed to the CLSA President.

The bulletin board opposite the Registrar's Office is used for official announcements. Students should regularly check that board for important information.

The bulletin board outside of the Dean of Students office is for campus updates and scholarship announcements. If a student has something to be posted on that board, please bring it to the Dean of Students office for approval.

E-Mail

Students at Cornell Law School use the Cornell University email system. This system is accessed using the student's CU Net ID, 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. Additionally, emails sent to and from Cornell accounts should reflect the decorum and discernment expected of members of a professional school community. For additional information please contact the CIT Helpdesk at 1-607-255-8990 or helpdesk@cornell.edu.

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 228 Hughes Hall. Personal mail should be directed to a student's residence. Standard U.S. stamps are available from the mailroom (no more than ten stamps a day). A U.S. outgoing mailbox is located along Central Avenue in front of Anabel Taylor Hall. The U.S. Postal Service also offers mailing services at the Cornell Post Market in the upper level of The Cornell Store on Ho Plaza.

Scoops

Scoops is the Law School's weekly newsletter and is delivered to students' Cornell email addresses every Monday morning during the semester while classes are in session. Students are responsible for knowing the information in Scoops, so please make a habit of reading it. Student organizations are strongly encouraged to list events in the Scoops weekly calendar. Items may be submitted to law.scoops@cornell.edu by Thursday at noon.

Cornell Law Forum

The Cornell Law Forum is published by Cornell Law School each spring and winter. The Forum consists of articles, profiles, news of the law school, alumni news and class notes. Students are occasionally asked to contribute news items about Law School events.

Website

Students may access the School's website through the following address:
<http://www.lawschool.cornell.edu>.

Information Technologies

Having a laptop computer is required for Law School. Students purchasing a laptop computer for school should review the [student computer recommendation page](#) for more information, particularly concerning exams and online instruction. <https://community.lawschool.cornell.edu/information-technology/computer-recommendations-for-students/>.

Cornell University and Cornell Law School provide students with a variety of computer services. All students have access to the wireless network, e-mail and calendar, and printing. For more information on these, and other services available to students, please review <https://it.cornell.edu/students>. All students are required to own a laptop to take exams, which are administered electronically at Cornell Law School via Exam4 by Extegrity. Minimum requirements for Exam 4 can be found at the following link, though we encourage you to make sure your system has at least 16GB of RAM and at least a 256GB hard drive; <https://www.exam4.com/support/article/1>. While Cornell Law School does not recommend a make, model or source for laptops, the Cornell Store offers computers for purchase. More information can be found here <https://www.cornellstore.com/technology>. For additional information, please contact the IT Service Desk online at <https://it.cornell.edu/support> or by phone at 607-255-5500.

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 1-607-255-4111. The Cornell Store website address is <https://www.cornellstore.com/>. 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 five different documents: this Student Handbook, the Cornell University Campus Code of Conduct, the Law School Code of Academic Integrity (Honor Code), the Standards for Professional Conduct Within The Cornell Law School, and the Cornell Behavioral Compact.

Campus Code of Conduct

The Campus Code of Conduct prescribes substantive rules of non-academic student conduct. Questions about the Campus Code of Conduct and related procedures should be directed to the Office of Student Conduct and Community Standards (500 Day Hall, 1-607-255-4680, e-mail: studentconduct@cornell.edu).

The **Student Code of Conduct** is available here:

<https://scl.cornell.edu/sites/scl/files/documents/Cornell%20Student%20Code%20of%20Conduct%20Approved%20by%20the%20Board%2012.10.20%20Final.pdf>.

The **Student Code of Conduct Procedures** is available here:

<https://scl.cornell.edu/sites/scl/files/documents/Student%20Code%20of%20Conduct%20Procedures%20Approved%20by%20the%20Board%2012.10.20%20Final.pdf>.

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 available at

https://support.law.cornell.edu/students/forms/Law_School_Code_of_Academic_Integrity.pdf

Questions about the Honor Code should be directed to the Associate Dean for Academic Affairs.

Standards for Professional Conduct Within The Cornell Law School

The Standards for Professional Conduct Within The Cornell Law School is an aspirational code adopted by the Law School faculty in 1994. A copy is included in the Student Handbook and is available at https://support.law.cornell.edu/students/forms/Standards_for_Professional_Conduct.pdf.

Employment

Career Development Office

The Career Development Office (128 Hughes Hall) provides students with comprehensive career counseling and placement services.

The Career Services Office website can be accessed at <http://www.lawschool.cornell.edu/careers>. Students can also reach the Office by phone or email: 1-607-255-5873, cls-careers@cornell.edu.

Public Service Engagement

The office works with students pursuing employment in public service, which includes government agencies, public defender and prosecutorial offices and non-profits both in the U.S. and abroad. The office is available to discuss the many ways in which to incorporate public service into any career path and to discuss the specifics of loan repayment assistance through Cornell's Public Interest Low Income Protection Plan, the externship program, and opportunities for pro bono service (1-607-255-3597, publicservicelaw@cornell.edu).

Judicial Engagement

Students and alumni interested in pursuing post-graduate judicial clerkships should contact law.clerkships@cornell.edu. Resources for clerkship candidates can be found at <https://community.lawschool.cornell.edu/careers/judicial-clerkships/>.

Private Sector Engagement

The office works with students and alumni to provide robust opportunities in the most elite and prestigious firms and businesses from around the world. Contact us to discuss your plans, goals, and ideas.

Part-Time Employment During School

Cornell Law students are not expected to work, but rather are expected to dedicate their time and attention to their studies as full-time students. Students who choose to work part-time during the academic year are strongly encouraged to limit their employment obligations to no more than 20 hours per week. First year students are not encouraged to work during the school year, especially during first semester. A number of part-time student jobs are available at the Law School and the University during the academic year mostly for second and third year law students. 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. Positions in other areas of the University, as well as University Counsel's Office, are available from time to time and are often listed in Scoops or on the Student Employment website:

<https://studentemployment.cornell.edu/>.

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](#) (law.financialaid@cornell.edu) 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 Law School Human Resources (G58 Hughes Hall, 1-607-255-4299, lawhr@cornell.edu).

Public Interest Opportunities, Including Volunteer and Pro Bono

Term-time pro bono opportunities with various organizations are available. The Director of Externships and Pro Bono Services offers support for students to assist legal services providers during Spring Break or work with local legal services organizations to serve the community. In addition, the Career Services Office administers the Frank H. T. Rhodes and the Robert B. Kent Public Interest Fellowships. These fellowships provide up to two-years of post-graduate paid opportunities 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 the Career Services Office (128 Hughes Hall, 1-607-255-3597, publicservicelaw@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 online at <https://hr.cornell.edu>. Additional resources can be found on the Graduate Schools webpage for Students with Partners with Families.

Facilities

Cornell Law School is located on the University's central campus at 524 College Avenue, Ithaca, NY 14853. Three buildings comprise the Law School's facilities:

- Myron Taylor Hall, where most classrooms, the Moot Court Room, the Law Library, Copper Horse Café, and some administrative offices are housed, including the Registrar's Office.
- Hughes Hall where most student-facing administrative offices and Clinical Programs are located.
- Jane Foster Addition where the Berger Atrium and many faculty offices are located.

Building Hours

Students have access to most Law School entrance doors with their Cornell ID card. Law School students, faculty, and staff have access to the building all hours. Students should not prop building doors open. Security of our building requires the continuing vigilance of all Law School community members.

Cornell Law School 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.

*Special holiday, exam, and summer hours are posted on outside doors.

Law School ID

Each law student is issued a designation sticker during Orientation to put on their Cornell ID card. The sticker authorizes the student to be in the Law School after official public closing. Law students must keep their ID card with them at all times. The ID card serves as a key card permitting access to the Law School buildings. [The University Bursar's Office](#) charges a fee to replace lost ID cards.

Law School Nametag

Each law student receives a magnetic name tag during Orientation. The nametag identifies the student as a member of the Law School community. The nametag also serves as a ticket for entry to Law School community events.

Building Maintenance

Any maintenance issues in the Law School, including classroom conditions, should be brought to the attention of the Law School Facilities Department (G62 Myron Taylor Hall, 607-255-3556, law.facilities@cornell.edu).

Posting Policy

The Law School abides by the policy and procedures for posting material as outlined in the current University Posting Policy available at https://support.law.cornell.edu/students/forms/Posting_Policy.pdf. The Law School Facilities Department 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 the Facilities Manager (Christopher Arnold, G62 Myron Taylor Hall, 607-279-8763, law.facilities@cornell.edu). If students have questions regarding posting of materials in the Law School, the Law School Posting Policy is available at the Registrar's website, <http://www.lawschool.cornell.edu/registrar> under Law School policies.

Recycling

Recycling of certain materials and items is mandatory throughout New York State. Recycling must be separated recyclable newspapers, glass bottles, metal cans, corrugated cardboard, and batteries 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 dumpster in the loading dock behind the Law School. Contact Facilities (G62 Myron Taylor Hall, 607-255-3556, law.facilities@cornell.edu) with any questions.

Smoking Policy

Cornell University Policy 8.7, <https://policy.cornell.edu/> https://policy.cornell.edu/sites/default/files/policy/vol8_7.pdf, governs smoking and use of e-cigarettes on campus. Individuals are prohibited from smoking or carrying lighted cigars, cigarettes, or pipes, and the use of electronic cigarettes (vaping) 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, subject to any limitations placed on overall Law School access due to public health concerns.

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. Most of the faculty committees have a student representative as a voting member. The CLSA Board selects the student representatives. Committee assignments will be announced in Scoops or on the student listserv. Students are encouraged to communicate their concerns about committee topics directly with the student representative or the Committee Chair.

Financial Matters

Bursar Bills

The University Bursar Office bills Cornell University tuition and room and board charges. These charges are posted to a student's bursar account in July and December and must be paid in full prior to registration deadlines. It is possible that some charges may not be listed on the initial bill and will appear on a future bill. A student must be prepared to pay any charges appearing on a subsequent bill even though the student has received a financial aid refund before the charges were applied. Finance charges may be accrued for any outstanding balance not paid by posted due dates: <https://www.dfa.cornell.edu/bursar/students-parents/your-bursar-bill/billing-deadlines>.

For more information about bursar bills visit: <http://www.dfa.cornell.edu/treasurer/bursar/> or contact the University Bursar Office: 260 Day Hall, 1-607-255-2336 or uco-bursar@cornell.edu.

Financial Aid

Financial aid at the Cornell Law School is comprised of loans, institutional grants and scholarships, and federal work-study. Institutional grant and scholarship awards are committed for a three-year period and are generally not adjusted unless a significant change in family circumstances should occur. Students who are not currently registered at the Cornell Law School are not eligible to receive Cornell Law School grants or scholarships. For more information, contact the Cornell Law School Financial Aid Office: 115 Myron Taylor Hall, 1-607-255-5141, law.financialaid@cornell.edu.

Satisfactory Academic Progress Policy for Cornell Law School Financial Aid Applicants

Federal regulations (General Provision CRF 668.1) require that Cornell University review the academic progress of students who apply for and/or receive financial assistance. Satisfactory academic progress is comprised of three areas as required by federal regulations. A student must complete their degree within a specified period, demonstrate they are making progress towards the completion of their degree by earning a minimum number of credits hours each semester, and achieve a GPA that is consistent with meeting graduation requirements. This regulation applies to each financial aid applicant, whether a previous recipient or not. The Law School's Satisfactory Academic Progress Policy may be found at http://www.lawschool.cornell.edu/admissions/tuition/academic_progress.cfm.

Law School Emergency Funds Loans

Short-term emergency loans are available for students awaiting the disbursement of financial aid. These loans can only be requested once a semester and are generally available within three business days. For more information, contact the Cornell Law School Financial Aid Office: 115 Myron Taylor Hall, 1-607-255-5141, law.financialaid@cornell.edu.

Grants

Students experiencing a temporary hardship beyond their control may also apply for an award from the Lukingbeal Fund. The Lukingbeal Fund is designed for unexpected situations, such as food insecurity, necessary medical or dental procedures not covered by the student's health insurance, or travel for a family emergency. Grant funding is limited. Students may apply for an emergency grant from the Lukingbeal Fund by contacting the Dean of Students at law.dos@cornell.edu.

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 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 the Office of Public Service (128 Hughes Hall, 1-607-255-3597, publicservicelaw@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

www.lawschool.cornell.edu/publicservice/Students/Public-Interest-Low-Income-Protection-Plan.cfm.

Summer Work Study Grants

Many first and second year law students obtain unpaid summer employment in the public or private non-profit sector. Work-study grants may be available through the Cornell Law School Financial Aid Office for such employment. For more information, contact the Cornell Law School Financial Aid Office: 115 Myron Taylor Hall, 1-607-255-5141, law.financialaid@cornell.edu.

Food

Cornell Dining

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 is 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, 1-607-255-8582). The website address is <http://www.campuslife.cornell.edu/campuslife/dining>.

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 the instructor's consent, it is permissible to eat foods that will not disturb others or damage the furniture or carpets.

Legal Information Institute (LII)

The Legal Information Institute at Cornell Law School is the oldest provider of free U.S. legal information on the Internet. Motivated by its founders' belief that access to the laws that govern society is a fundamental tenet of effective government, LII explores and develops new technologies that make it easier for people to find and understand the law. Last year, more than 40 million visitors to the LII's website (www.law.cornell.edu) accessed more than 160 million pages of content, including both primary sources like the United States Code and Code of Federal Regulations and secondary materials such as the student authored Supreme Court Bulletin Previews and the WEX online legal reference. LII staff work with students in disciplines such as law, computer science, and information science to build features and collections that fulfill the mission of providing open access to the law. Law students can work for the LII in various capacities, ranging from legal research and writing to serving as law domain experts alongside computer and information science students on interdisciplinary project teams. The LII generally seeks out law students for work on projects as needed by advertising in Scoops.

Library

The Cornell Law Library is one of the nation's foremost centers for domestic, foreign, and international legal research, and its services and collections long have been available from on and off campus. The majestic Gould Reading Room has been named one of the most beautiful college libraries in the world. With its extensive print, digital, and special collections, the Law Library is the hub for in-depth scholarly legal research on myriad subjects.

Law students also have full access to the rest of the Cornell University Library (CUL) system, including over seven million print volumes and a vast array of general and specialized databases and other digital resources. Almost all CUL online resources may be used from off campus. During the 2021–2022 academic year, the Library will offer a combination of mediated and self-serve access to print items in the collection, and self-service access to digital collections. And always, students have access to assistance in locating materials and to the Library's scanning service for limited scans of print materials.

All J.D. and LL.M. students receive legal research instruction from professional law librarians who hold J.D. and graduate library and information studies degrees. Law librarians also offer workshops in legal information literacy, research management, and research process refreshers. Students also have the opportunity to earn credit in advanced, experiential legal research courses taught by law librarians. These courses target students' areas of interest and topical issues in the legal profession such as business, technology, international law, and critical legal information literacy in an age of AI. Law research librarians are available throughout the year to answer questions about research and for consultation on research sources, topics and strategies.

Careful practices and procedures were developed to optimize safe and comprehensive use of Library services and collections during the COVID-19 pandemic. A few of these practices were praised for offering students greater flexibility in research and learning. For this reason, many practices were retained: Pre-recorded orientation and library service how-to videos are available for year-round consultation. A seat and study space reservation system enables students to arrange group or quiet study space in advance. Beverages in closed containers are permitted in the Reading Room, and food is permitted in select study areas. A wide range of electronic books, tools, and study aids are available for borrowing.

For additional information and ongoing updates on library services, collections, building access hours, and policies, please visit the Cornell Law Library website, <http://law.library.cornell.edu>.

Notary Public

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

- Scott Hulslander (160 Myron Taylor Hall, 1-607-255-7190)
- Stacey Vojtisek (115 Myron Taylor Hall, 1-607-255-5141)
- Susan Tosto (133 Hughes Hall, 1-607-254-5186)

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

Room Reservations

Law School student groups may reserve rooms in Myron Taylor Hall for a meeting or event. Ability to reserve rooms is subject to current Cornell public health guidelines. Please refer to the following web page for instructions and access information:

<http://www.lawschool.cornell.edu/studentlife/eventplanning/Room-Reservations-Instructions.cfm>.

Generally, rooms in Myron Taylor Hall are not available for use by organizations not affiliated with the Law School. Law School student organizations and may only do so in limited circumstances with advance permission from the Dean of Students Office (law.dos@cornell.edu).

Student Activities

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 on the following web site: <https://community.lawschool.cornell.edu/student-life/student-activities/>.

Student groups utilize the Cornell University Campus Groups platform to manage group membership, send e-mails to group members, and request funding through GPSAFC:

https://cornell.campusgroups.com/home_login.

Students with questions about event planning should contact the Dean of Students Office at cls_studentactivities@cornell.edu.

Student Organization Journals

There are presently four student-run journals at the law school. The writing competition referred to in the following descriptions of the Cornell International Law Journal (ILJ), 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. The LII Supreme Court Bulletin holds its writing competition during the Spring semester for first year and second-year students. LL.M. students are only eligible for membership on ILJ and are invited to apply early in the fall term.

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 four issues each year on a continually expanding variety of international legal topics. The journal also hosts an annual symposium on a contemporary issue in international law. Admission to the journal is through the writing competition at the end of the first year.

Transfer students admitted after the writing competition deadline, as well as LL.M and J.S.D. students, may also join the journal by completing a supplementary membership application prior to the beginning of their first fall semester. Write-on and work-on opportunities for membership are also available.

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 four issues annually, with one issue dedicated to a journal-sponsored symposium. The journal also publishes student, academic, and practitioner's pieces on its online platform *The Issue Spotter*. The journal selects members on the basis of a writing competition: students can join the writing competition conducted jointly with the Cornell Law Review and the Cornell 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, demonstrating strong skills and commitment with the journal.

Cornell Law Review

The Cornell Law Review a leading national law review. Issued seven 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 to twelve student notes each year.

LII Supreme Court Bulletin

The LII Supreme Court Bulletin publishes student-written Previews of upcoming cases before the United States Supreme Court. The Bulletin publishes the previews on the LII website (www.law.cornell.edu), emails them as a free service to thousands of subscribers, excerpts them in *The Federal Lawyer* magazine (the Federal Bar Association's official publication), distributes them to tens of thousands of followers on major social media platforms, and links them to the SCOTUS blog. The Bulletin staff consists of 12 pairs of 24 associates, along with 10 managing editors, an executive editor, and an editor-in-chief. In addition to the written previews, the Bulletin associates also present "Bulletin Buzz" lectures periodically during the academic term to inform students of key cases coming before the Court. Bulletin associates are selected each spring through a competitive writing process and students are paid for their contributions to the journal.

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 responsibilities are distribution of funds, assignment of 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 and 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 early in the fall semester. In addition, a full list of all Cornell Law School student organizations, including officer names and contact information, is available at http://www.lawschool.cornell.edu/careers/employers/why_cornellian/student_groups.cfm.

SUPPORT SERVICES AND CAMPUS RESOURCES FOR LAW STUDENTS

Campus Safety and Emergency Preparedness

The Cornell University Police Department (CUPD) enforces Cornell safety procedures as well as local, state, and federal laws on campus. CUPD offers various services and programs to advance the safety and security of all Cornell University community members. Learn more about CUPD's programs at <http://www.cupolice.cornell.edu/>. CUPD is based in Barton Hall and may be reached at 1-607-255-1111.

CornellALERT messages are emergency notifications sent to the Cornell community any time there is an imminent threat to the safety of the community. Cornell community members receive CornellALERT emergency messages on the mobile phone number listed in their personal contact information. We encourage all members of the Cornell community to enter a mobile phone number in their personal record, so they receive these important alert messages. Learn more at <https://emergency.cornell.edu/alert/>.

Additional information about emergency preparedness procedures is available in this Student Handbook.

Law School Student Services and Support

The Law School's Dean of Students is responsible for a number of student services, including academic and personal counseling. The Dean of Students Office is here to listen.

Academic Support

The Office of Academic Support supports all law students—from Orientation through the bar exam—with time management coaching, study strategies, peer mentoring, supplements and other study aids, study-skills training, and exam practice and feedback. The Office and lending library are located at 126F in the Dean of Students suite, and you can reach out to Director Chenay Weyble at any time to schedule a meeting.

Disability Services

Cornell offers disability services through the Student Disability Services office: <https://sds.cornell.edu/>. Law students who feel that they may need special accommodations due to a permanent or temporary disability should make an appointment with the Dean of Students Office, if a J.D. student, with the Assistant Dean for Graduate Legal Studies if an LL.M. or J.S.D. student, and with the Assistant Dean for External Education if an Exchange Student. Students should make this appointment 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 <https://community.lawschool.cornell.edu/academics/policies-and-requirements/accommodations-for-students-with-disabilities/>. All final decisions about academic accommodations for law students enrolled in law courses are made by the Administrative Committee. Please review the policy now as the process of applying for and arranging accommodations is individualized, thoughtful and thorough and, as such, can be quite time-consuming.

Students with questions regarding available services should contact the Director of Student Disability Services at sds_cu@cornell.edu.

University and Local Resources

We are fortunate to be part of a diverse, collegial, caring university community which provides an extensive network of services, activities and events to our students. For a comprehensive list of all such resources, please visit <http://caringcommunity.cornell.edu/>.

Wellness

Cornell Health is a nationally recognized leader in health care with an integrated approach to wellness and wellbeing. To schedule an appointment with a medical doctor or with a member of the Counseling and Psychological Services (CAPS) team, contact Cornell Health at 1-607-255-5155 or <http://health.cornell.edu/>. Please refer to the university's COVID-19 website, <https://covid.cornell.edu/> and FAQs as the main source of information for campus-wide updates and resources.

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 they know they 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 they 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 as possible 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.

LAW SCHOOL CODE OF ACADEMIC INTEGRITY

Cornell Law School Honor Code

Adopted August 1989

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.

- i. Knowingly representing work of others as one’s own.
- ii. 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.

- iii. 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.
- iv. Knowingly using or restricting the availability of library materials in violation of library regulations and in a manner prejudicial to the interests of others.
- v. 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.
- vi. Knowingly making material misrepresentations concerning academic or employment matters to a member of the Law School community or a potential employer.
- vii. 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 Programs and Planning 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 Programs and Planning 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

- i. 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.
- ii. 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.
- iii. The associate dean for academic affairs shall be responsible for investigating any reported violation of the Honor Code 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

- i. 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.
- ii. 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. The Dean of the Law School may disclose the record of conviction to the home school of a non-Cornell student who has committed the violation in connection with a Cornell Law School Program. 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

- i. A student shall in no way misrepresent his/her work.
- ii. A student shall in no way fraudulently or unfairly advance his/her academic position.
- iii. A student shall refuse to be a party to another student's failure to maintain academic integrity.
- iv. 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.

- i. Knowingly representing the work of others as one's own.
- ii. Using, obtaining, or providing unauthorized assistance on examinations, papers, or any other academic work.
- iii. Fabricating data in support of laboratory or fieldwork.
- iv. Forging a signature to certify completion of a course assignment or a recommendation to graduate school.
- v. Unfairly advancing one's academic position by hoarding or damaging library materials.
- vi. Misrepresenting one's academic accomplishments.

c. Specific Guidelines for Courses

- i. 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.
- ii. 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.

- iii. Help in doing a course assignment that is meant to test what they 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.
 - iv. 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.
 - 1. 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.
 - 2. 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:
 - i. Respect for the privacy of other users' information, even when that information is not securely protected.
 - ii. 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.
 - iii. Respect for the finite capacity of the system and limitation of use so as not to interfere unreasonably with the activity of other users.
 - iv. 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
 - i. 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.
 - ii. 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.
 - iii. 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.
 - 1. Procedure - 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.
 - 2. 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.
 - 3. 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.
 - 4. 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.

5. 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.
 6. If the student fails to attend the primary hearing without a compelling excuse, the hearing may proceed in his/her absence.
- iv. 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 they feel 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.
4. 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.
5. 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.
6. Recommend to the dean of the student's college any other suitable action, including counseling, community service, or reprimand.
7. 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.
8. 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. 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.

9. 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.
10. 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:

I. In Exams

- a. Using "crib sheets" or other unauthorized materials during exams.
- b. Having other students, "pinch hit" for the student – having someone other than the student take his/her exam.
- c. Looking at other students' exam papers to obtain answers.
- d. In take-home exams, collaborating with students or other unauthorized persons to obtain answers.
- e. Giving unauthorized assistance to another student taking an exam.

II. On Papers

- a. Having someone other than the student write his/her paper for him/her.
- b. 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).
- c. 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.
- d. Using the same paper for two courses without explicit permission having been given by faculty in both courses.
- e. Giving unauthorized assistance to another student writing a paper.

III. In Research

- a. Fabricating data in support of laboratory or fieldwork.
- b. Sabotaging other student's research.
- c. Stealing other student's research ideas.
- d. Taking credit for work not done by oneself, or not giving credit to those who have assisted in one's work.
- e. Hoarding materials or equipment to advance one's own research at the expense of others.
- f. Using unauthorized materials or equipment.

IV. In the Library

- a. Stealing materials from the library.
- b. Not returning materials promptly when asked to do so.
- c. Hoarding scarce copies of materials needed by others in order to advance one's own position.
- d. Deliberately damaging library materials, e.g., cutting pages out of books or magazines.
- e. Helping another student steal, hoard, and/or damage library materials.

V. In Academic Records

- a. Forging signatures on petitions to add/drop a course after the final date.
- b. Falsifying letters of recommendation to graduate schools.
- c. Forging signatures on certifications of completed course work.
- d. Misrepresenting one's academic accomplishments.

VI. In Using Computers or Network Systems (For supporting voice or data communications systems)

- a. 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.
- b. 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.
- c. 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.
- d. 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.
- e. 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.
- f. 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 knowledge 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. When adopting 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, a passage is cited from a work that all the class members 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 the 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 the instructor.
2. When adopting someone else's ideas and quotation marks cannot be placed 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 that has been 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 magisterially 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 reechoed 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. Charles L. Sherman, "Introduction to John Locke, Treatise of Civil Government and A Letter Concerning Toleration.

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 reechoed 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 they take 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, they 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 reechoed 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 reechoed 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 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 Lockean 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 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 they might indicate directly the exact nature of what they are 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.

LAW SCHOOL POLICIES AND PROCEDURES GOVERNING LEAVES OF ABSENCE

Note: A student must receive the J.D. within 84 months of beginning law study.

1. The expectation of the Law School is that, once a student begins his or her studies, they 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 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 decisions 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 leave of absence is requested for health reasons, the leave may be conditioned on counseling or health treatment while on leave of absence or other requirements appropriate to the conditions giving rise to the leave.
6. Before the end of the semester in which the leave is scheduled to expire, the student must notify the Administrative Committee that they expect 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 health 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 health 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, that 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. To request a health leave please email or make an appointment (<https://cornell1.force.com/cu/s/appointments>) with the Health Leaves Coordinator at healthleaves@cornell.edu, who will work with you to facilitate consultations between you, your health care provider, Student Disability Services, and the Law School before granting a Health Leave of Absence. You can review the current Cornell University Health Leave of Absence policy at https://policy.cornell.edu/sites/default/files/policy/vol7_1.pdf.

** 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 the Dean of Students Office whenever the need arises during the semester.*

LAW SCHOOL PROCEDURES FOR ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

It is our intention to provide reasonable accommodations for students with qualifying disabilities. The policy outlines 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. Students who believe they are entitled to an accommodation should communicate with the Dean of Students 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. Students enrolled in non-law courses for which accommodations are needed should consult with Student Disability Services.

1. To initiate working with Student Disability Services (SDS) visit their website (<https://sds.cornell.edu/>) and select *Register for Accommodations*. You will be directed to fill out the Disability Self Disclosure Form. If you have questions about the process, you may contact SDS for assistance at sds_cu@cornell.edu. They can offer you advice and guidance on the services available to students at the University. Students requesting disability accommodations must submit the Disability Self-Disclosure Form along with any supporting documentation of your disability. Documentation is not required to submit the self-disclosure form. The form and guidelines for disability documentation are available at the Student Disability Services website, <http://sds.cornell.edu>.
2. Once you have filled out the Disability Self-Disclosure form, SDS will arrange for a meeting between you and a counselor. After gathering sufficient information, SDS will forward 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 semester; therefore, it is important that you contact Student Disability Services as soon as possible. This recommendation is a precondition to action by the Law School's Administrative Committee on any request for an accommodation.
3. 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.

4. SDS will 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.
5. 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.
6. Once we have received: (a) written recommendations from 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 the appropriate material. Occasionally, however, a determination may take longer as the committee gives each file the careful attention and individualized review merited. A student should not 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.
7. 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.
8. 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.

If you believe you are being discriminated against because of your disability, you have the right to file a grievance under Cornell Policy 6.4, an interim policy is available at: <https://policy.cornell.edu/policy-library/prohibited-bias-discrimination-harassment-and-sexual-and-related-misconduct>.

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, students should first remove themselves 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

1. Turn equipment off, if possible.
2. Notify others in the area of the alarm if they did not hear it.
3. Exit the room.
 - a. Take jackets or other clothing needed for protection from the weather.
 - b. Close windows and close, but do not lock doors.
 - c. Leave room lights on.
4. Exit the building via the nearest safest exit route. Walk, do not run. Do not use elevators to exit.
5. Move away from the building. In an actual emergency students 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, students will be directed to another assembly area).
6. Wait at evacuation point for directions. 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 and Emergency Procedure

1. 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.
2. 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.
3. Individuals with appropriate training should provide first aid until help arrives and if it is safe to do so.
4. Send someone outside to escort emergency responders to the appropriate location, if possible.

Fire or Explosion Emergency Procedure

1. Alert people in the immediate area of the fire and evacuate the room.
2. Confine the fire by closing doors.
3. Notify staff or faculty members if available or activate the building fire alarm system by pulling the handle on a local fire alarm box.
4. Notify Cornell Police of the location, nature and size of the fire.
5. If an individual has been trained, and it is safe to do so, they may attempt to extinguish the fire with a portable fire extinguisher. If an individual has not been trained to use a fire extinguisher, they must evacuate the area.

Criminal Activity or Violence Emergency Procedure

1. Attempt to remove oneself from any danger.
2. 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.
3. If possible, provide the police with the following information:
 - a. Location of crime.
 - b. Nature of crime and specifics (number of people involved, any weapons, etc.).
 - c. Any injuries.
 - d. Description of suspect(s) (height, weight, sex, race, clothing, hair color, etc.).
 - e. Direction of travel of suspects.
 - f. Description of any vehicles involved in the crime.
4. DO NOT pursue or attempt to detain suspects.

Remember, in all emergency situations one's safety and the safety of others is of primary importance. Remove oneself and others from immediate danger and let trained professionals respond to the situation.

LAW SCHOOL PROCEDURES FOR ADMISSIONS APPLICATION SUPPLEMENTS

When a student at Cornell Law School informs the Dean of Students, or any other administrator, or faculty member that they failed to disclose a criminal, civil or academic issue (the "Disclosed Issue") that they ~~think~~ believe they should have disclosed in his or her admissions application, the student will be required to complete an Admissions Application Character and Fitness Amendment Request found on the Registrar's website, <https://www.lawschool.cornell.edu/registrar/forms.cfm>, under Forms and Requests. The Admissions Committee (the "Committee") will review the Request and may also conduct an interview at its discretion. The Committee will then do the following:

First, the Committee will determine whether the Disclosed Issue was required to be disclosed per the student's admissions application. If the Committee determines that the Disclosed Issue was not required, then the student will be so informed, and no further action will be taken.

Second, if the Committee determines that the Disclosed Issue was required to be disclosed pursuant to the student's admissions application, the Committee must determine whether or not it would have admitted the student in light of the Disclosed Issue. If the Committee determines that knowledge of the Disclosed Issue would not have been material to its admissions decision, had it been made aware of the Disclosed Issue when it made its admission decision, the Committee may decide to allow the student to amend his or her admissions application and include a letter in the student's file that indicates the circumstances.

Third, if the Committee (1) determines that it would not have admitted the student if it had knowledge of the Disclosed Issue at the time it made its decision, (2) is not able to reach a consensus on whether or not it would have admitted the student if it had knowledge of the Disclosed Issue at the time it made its decision, or (3) determines that knowledge of the Disclosed Issue would have been material to its admission decision, then the matter may be referred to the Administrative Committee for further action.

All completed character and fitness amendment requests with supporting documentation regarding post-matriculation conduct will be referred to the Administrative Committee. The Administrative Committee can exercise all of the options at its disposal, including suspension, expulsion, and determining whether the Disclosed Issue and its failure to be initially disclosed should be included in the "character and fitness" certifications that Cornell Law School must complete for the student for his or her bar admissions.

After October 1 of the student's first year of study, neither the Administrative Committee nor the Admissions Committee will accept character and fitness amendment requests regarding conduct that occurred prior to matriculation at Cornell Law School.

CORNELL LAW SCHOOL THIRD PARTY COMMUNICATIONS POLICY

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."

Further, as outlined in Cornell Law School's programmatic learning outcomes 3 and 4, students are being trained to be both effective advocates for themselves and others, as well as to pose creative solutions to complex problems. Cornell Law students are adult learners being equipped to serve the legal profession at the highest levels. To that end, Cornell Law School communicates directly with our students about their educational records and experiences. While the Family Educational Rights and Privacy Act allows educational institutions to share certain information about a student's educational record with the student's written permission, our law school takes this responsibility even further. In order to fulfill our mission of training and developing "lawyers in the best sense," Cornell Law School will not communicate with any third parties, with or without a FERPA waiver to do so, absent extenuating circumstances directly affecting a student's health, safety, and wellbeing. Of course, there may be exceptions to this third-party communications policy based on the needs of a particular student or situation and with the proper authorization. Those exceptions will be determined on a case-by-case basis by the Dean of Students.