

INTRODUCTION

Welcome to the 2007-2008 academic year at Cornell Law School!

Along with our website at www.lawschool.cornell.edu, this *Student Handbook* is designed to answer many of your questions regarding personnel at the law school, academic matters, student services, etc. However, please do not view these on-line and printed resources as substitutes for speaking directly to members of the law school administration. You chose to attend a small law school--take advantage of it!

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

Best wishes for a successful year.

Anne Lukingbeal
Associate Dean and Dean of Students

John DeRosa
Assistant Dean for Student & Career Services

August 2007

TABLE OF CONTENTS

- A. Academic and Administrative Staff**
- B. Academic Matters**
- C. Non-Academic Matters**
- D. Student Activities**
- E. Support Services for Law Students**
- F. University & Local Resources**
- G. Law School Calendar**
- H. Standards for Professional Conduct Within the Cornell Law School**
- I. Law School Code of Academic Integrity**
- J. Withdrawals and Leaves of Absence**
- K. Procedures for Accommodations for Students with Disabilities**
- L. Law School Emergency/Evacuation Procedure**

A. ACADEMIC AND ADMINISTRATIVE STAFF

Stewart J. Schwab 263MTH 255-3527
The Allan R. Tessler Dean and Professor of Law

ACADEMIC PROGRAMS

Barbara Holden-Smith 124MTH 255-8577
Associate Dean for Academic Affairs and Professor of Law

JoAnne Miner G59MTH 255-4196
Director of Legal Aid Clinic; Senior Lecturer and Staff Attorney

STUDENT AFFAIRS AND EVENTS

Anne Lukingbeal 165MTH 255-5839
Associate Dean and Dean of Students

John R. DeRosa 144MTH 255-9982
Assistant Dean for Student & Career Services

Karen V. Comstock 152MTH 255-3597
Assistant Dean for Public Service

Elizabeth Peck 147aMTH 255-9057
Director of Career Services

Stacey Wiley 148MTH 255-1427
Associate Director for Career Services

Nan A. Colvin 162MTH 255-3628
Registrar

Linda A. Majeroni 145MTH 255-6536
Law School Events Coordinator

Kathleen E. Rourke 382MTH 255-7477
Managing Editor, Cornell Law Forum

BUILDING AND BUDGET ISSUES

Richard F. Robinson 257bHH 255-4299
Associate Dean for Administration and Finance

Michael J. Pado G62MTH 255-8858
Facilities Manager

Sue Baudendistle 257aHH 255-4693
Director of Human Resources

Diane Cross 257cHH 255-1311
Director of Financial Services

COMPUTERS

Paul Weber 481MTH 255-1315
Director of Information Technologies

Carri Jean 481MTH 255-2829
Administrative Assistant

FINANCIAL AID

Richard D. Geiger 240cMTH 255-5141
Associate Dean and Dean of Admissions

Karla Vargas 226aMTH 255-6292
Financial Aid Officer

ALUMNI AND DEVELOPMENT

Peter Cronin 261MTH 255-3373
Associate Dean for Alumni Affairs & Development

GRADUATE AND INTERNATIONAL PROGRAMS

John J. Barceló III 318MTH 255-3604
The Elizabeth and Arthur Reich Director; Leo and Arvilla Berger
International Legal Studies Program

Larry S. Bush Executive Director, Clarke Center for International and Comparative Legal Studies	107MTH	255-3014
Charles D. Cramton Assistant Dean for Graduate Legal Studies	109MTH	255-5850
LAW LIBRARY		
Claire M. Germain Edward Cornell Law Librarian and Professor of Law, Director, Joint Degree Programs, Paris and Berlin	365MTH	255-5857
Patricia G. Court Assistant Director for Administration and Public Services	359MTH	255-5853

B. ACADEMIC MATTERS

ACADEMIC DEGREE REQUIREMENTS

The Law School offers several law programs and a number of joint degree programs. Each program has specific credit and course requirements, which are summarized below. Please consult the website at <https://support.law.cornell.edu/students>, for specific details, or consult directly with the Law School Registrar, Nan Colvin (162 Myron Taylor Hall, 255-3628).

Juris Doctor

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

First Year Program:

Required first year courses are the following:

<u>Fall Credit Hours</u>		<u>Spring Credit Hours</u>	
Civil Procedure	3	Civil Procedure	3
Contracts	3	Constitutional Law	4
Lawyering	2	Contracts	3
Property	4	Criminal Law	4
Torts	4	Lawyering	2

In the first semester all students are assigned to a small section in Civil Procedure, Contracts, **Property** or Torts taught by a faculty member. 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. **Joel Atlas** (307 Myron Taylor Hall, 255-6499) is the Director of the Lawyering Program for J.D. students.

Upperclass Courses: After the first year, the curriculum remains structured but students enjoy a wide range of course choices. During the second and third years students may not register for fewer than 12 hours or more than 16 hours in any term, or for fewer than 26 hours in any academic year. Exceptions to the requirements must be approved by Associate Dean for Student Affairs Anne Lukingbeal (165 Myron Taylor Hall, 255-5839). Particular upperclass courses are usually not required, but prior to graduation, a student must complete the writing requirement and take a course in professional responsibility.

Writing Requirement: The upperclass writing requirement for the J.D. degree is usually met by satisfactorily completing one seminar or problem course.

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.

Professional Responsibility Requirement: All law students must satisfactorily complete an upperclass course in professional responsibility before graduation. Several state bars require a grade of C or better in such a class. Every year, the school offers several different classes which satisfy this requirement.

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

Perspective Courses and Skills Classes: The faculty recommends that all students take at least one perspective course (one that

offers perspective on current U. S. law through a theoretical or comparative approach) and at least one skills class (one that emphasizes the application of legal theory in the performance of fundamental lawyers' tasks). Offerings that fall within these two categories are identified each semester before registration.

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 our four concentrations: advocacy, business law and regulation, general practice, and public law. A student may receive recognition for fulfilling only one concentration. Each concentration program requires the completion, before graduation, of fourteen credit hours, including a writing course in the designated area. Consult the Law School Registrar's staff (160 Myron Taylor Hall) for details.

J.D. With Specialization in International Legal Affairs

At the beginning of their second year of law study, students may elect to become candidates for the degree of J.D. with Specialization in International Legal Affairs. The Law School offers from twenty to thirty courses in international law, comparative law, international economic law, and related fields. To receive the degree of J.D. with specialization in international legal affairs, candidates must satisfactorily complete eighty-nine credit hours of study (including comparative law, conflict of laws, and public international law). For more information, contact Larry Bush, Executive Director, Clarke Center for International and Comparative Legal Studies (107 Myron Taylor Hall, 255-3014).

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

The Cornell Law School offers certain J.D. students the opportunity to receive both the J.D. degree and an LL.M. (Master of Laws) in International and Comparative Law in three years. The requirements for the program include completing an additional twenty credit hours of study in international, comparative or foreign law subjects (including comparative law, conflict of laws, and public international law), in addition to the credits required for the J.D. degree. The twenty credits must include participation in either the Paris or Suzhou Summer Institutes (in the case of the Paris Summer Institute, students must receive at least four credits). In no event may a student receive a total of more than 12 credits toward the required 20 from summer/winter intersession courses, including credits earned from the Paris and/or Suzhou Summer Institutes. Students in the program must maintain an overall grade point average of at least 2.80 in order to graduate with the dual degrees. Students may apply for the program in their initial application to the Law School or following matriculation. Current students interested in applying for the program should contact Larry Bush, Executive Director, Clarke Center for International and Comparative Legal Studies (107 Myron Taylor Hall, 255-3014) for additional information.

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

The Law School offers a four-year J.D./Maîtrise en Droit dual degree program with the Université Paris I Panthéon-Sorbonne. The J.D./Maîtrise en Droit requires complete fluency in French and English and involves legal studies for two years at Cornell followed by two years at Paris I. Following completion of studies in Paris the participants receive both the J.D. degree from Cornell University and the Maîtrise en Droit degree from the Université Paris I. The dual degree program is small and extremely selective. For additional information, please contact Larry Bush, Executive Director, Clarke Center for International and Comparative Legal Studies (107 Myron Taylor Hall, 255-3014).

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

The Law School offers a unique four-year J.D./Masters of German and European Law and Legal Practice (M.LL.P.) dual degree program with Humboldt-Universität zu Berlin. The J.D./M.LL.P. requires complete fluency in German and English. For American students, the J.D./M.LL.P. program involves legal studies for two years at Cornell followed by two years at Humboldt-Universität zu Berlin. Following completion of studies in Berlin, the participants receive both the J.D. from Cornell University and the Masters of German and European Law and Legal Practice from Humboldt-Universität zu Berlin. The German students in the program must first complete the first state examination in Germany with an outstanding score followed by either one year of study at Cornell for the LL.M. degree or two years of study for the J.D. degree. The dual degree program is small and extremely selective. For additional information, please contact Larry Bush, Executive Director, Clarke Center for International and Comparative Legal Studies (107 Myron Taylor Hall, 255-3014).

Three Year J.D./Master in Global Business Law.

The Law School offers a three-year J.D./Master in Global Business Law (Droit et Globalisation Economique) dual degree program with the Institut d'Etudes Politiques de Paris ("Sciences Po") and the Université Paris I Panthéon-Sorbonne. Fluency in French is required. Cornell students may apply for admission into this dual degree program during the spring of their first year of law school. Those accepted spend their third year of law school in Paris, studying comparative law and related subjects with classmates from the two French institutions that sponsor the degree, as well as students from peer schools in the U.S.. Following completion of the studies in Paris, Cornell students receive both the J.D. from Cornell University and the Master from the Université Paris I Panthéon-Sorbonne. The program is small and very selective. For additional information, please contact Larry Bush, Executive Director, Clarke Center for International and Comparative Legal Studies (107 Myron Taylor Hall, 255-3014).

LL.M. Program

The LL.M. (Master of Laws) program is designed primarily for holders of a non-U.S. first degree in law and provides the opportunity for students to gain basic and specialized knowledge about U.S. domestic law, as well as international and comparative law. LL.M. students should address any questions about the program and the requirements to Assistant Dean Charles D. Cramton (109 Myron Taylor Hall, 255-5850).

To be considered for transfer to our J.D. program, a current Cornell LL.M. student, at the time an application is reviewed, will need to have completed and received grades for at least 20 credit hours of work in our LL.M. program. Transfer admission is rare and requires an exceptional academic record at Cornell. In general, admission decisions will be made in June or July.

J.S.D. Program

The J.S.D. (Doctor of the Science of Law) program is extremely limited. An applicant to the J.S.D. program is accepted only when, in the judgment of the Law School faculty, the applicant has exceptional qualifications, the Cornell program offers sufficient advanced courses in the applicant's field of interest, and the Law School faculty is in a position to provide supervision of the proposed course of study. Questions about the J.S.D. program should be addressed to Assistant Dean Charles D. Cramton (109 Myron Taylor Hall, 255-5850).

Student Exchanges and Terms Away with Humboldt (Berlin), Heidelberg, Bucerius (Hamburg), Central European University (Budapest), ESADE (Barcelona), Pompeu Fabra (Barcelona), Paris I, University College London, Sydney (Australia), Cape Town, Waseda, Keio (Tokyo)

Students in the J.D. program have an opportunity to study for a semester with law faculties at the following partner institutions: Humboldt University (Berlin), Heidelberg, or Bucerius (Hamburg), in Germany; the Central European University, in Budapest, Hungary; ESADE or Pompeu Fabra University in Barcelona; the Université Paris I, in France; University College London's "semester in London" program; the University of Sydney in Australia; the University of Cape Town in South Africa; or Keio University or Waseda University in Tokyo, Japan. Interested students must be nominated by Cornell and admitted by the host law school. The programs at Bucerius, Central European University, London, Cape Town and Sydney are English-language. Some English-language courses are available at Keio and Waseda. Students interested in all other programs must be fluent in the language of instruction. The program is available to students in their fourth, fifth or sixth semesters. For additional information, please contact Larry Bush, Executive Director, Clarke Center for International and Comparative Legal Studies (107 Myron Taylor Hall, 255-3014).

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. - Master of Business Administration
- * J.D./M.I.L.R. - Master of Industrial and Labor Relations
- * J.D./M.P.A. - Master of Public Administration
- * J.D./M.R.P. - Master of Regional Planning
- * J.D./Ph.D. or M.A. - in Philosophy
- * J.D./Ph.D. or M.A. - 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 your interest arises as deadlines and procedures vary. In general, after completing your first year of Law School, the second year is completed entirely in the other unit, but some variations on this pattern have been permitted in individual cases. Admissions criteria in other units may be quite different than the Law School's criteria, so make no assumptions about your admissibility!

Once you have been admitted to the other program, please make an appointment to see Associate Dean for Student Affairs Anne Lukingbeal (165 Myron Taylor Hall, 255-5839) to discuss the Law School curriculum as it relates to your particular joint degree program.

A.B.A. Approved Summer Study Programs

Cornell Summer Institute of International and Comparative Law in Paris: Cornell Law School jointly sponsors a five-week program held at the Université Paris I every July. Six to eight Cornell Law School courses are offered each summer in addition to one course specifically offered for foreign lawyers and law students. All instruction is in English. Approximately one-third of the students in the summer program are Cornell first-year students, one-third are J.D. students from other U.S. law schools, and one-third are foreign lawyers or law students from twenty-five to thirty different countries.

Cornell Summer Institute in Suzhou, China: Cornell Law School jointly sponsors a three-week program held in Suzhou, China in July/August. The program offers a three-credit course in international business transactions with Chinese characteristics, and is taught in English. The student body is composed of approximately 30 law students from across China and 30 students from Europe and the United States.

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

For more information about the Paris and Suzhou Summer Institutes, please visit www.lawschool.cornell.edu.

Other A. B. A. Approved Law Schools: Candidates for the various J.D. degrees may obtain up to six credits for satisfactory work done in summer programs sponsored by American Bar Association approved Law Schools, including ABA approved programs in foreign countries. For students in the J.D./LL.M. program, these credits may be in addition to the required Cornell-Paris I summer credits. Specific requests should be directed to Associate Dean for Student Affairs Anne Lukingbeal (165 Myron Taylor Hall, 255-5839) in writing before applying to the summer programs offered by the other law schools.

Clinical and Externship Courses

The Law School offers a variety of clinical courses (e.g. public interest law, women and law, government benefits, capital defense, immigration, etc.) and externships (judicial, law guardian, neighborhood legal services) in which second and third year students can engage in all phases of client representation, such as litigation planning, interviewing, counseling, legal drafting, negotiating, discovery, and trial and appellate advocacy, while applying and expanding fundamental analytical skills. A few of the courses rely exclusively on simulation exercises, but most involve the representation of actual clients in litigation and administrative hearings in both state and federal courts. The academic credit for each of these courses ranges between four and six credit hours. Students may earn no more than twenty credit hours through clinical and externship courses to be applied to the J.D. degree requirements.

Courses in Other Cornell University Divisions

In addition to courses that are part of the Law School curriculum, courses relevant to legal careers are sometimes offered in other colleges in the University. All Cornell University courses are listed in Courses of Study, which is available at the Law School Registrar counter (160 Myron Taylor Hall) or on the website at <http://cuinfo.cornell.edu/Academic/courses>.

Except in unusual circumstances, students may not elect courses outside the Law School during the first year. Thereafter, students may enroll in any university course subject to certain limitations. The course is recorded on the student's transcript. Students who want to receive Law School credit for courses offered in other departments or schools at Cornell should apply to the Associate Dean for Academic Affairs, Barbara Holden-Smith (124 Myron Taylor Hall, 255-8577). Forms are available in the Law School Registrar's Office, 160 Myron Taylor Hall or on-line at: <https://support.law.cornell.edu/students> under course registration. The application must show: (1) that the outside course offers an educational opportunity not available in the Law School; (2) that the course is significantly related to the student's Law School program; and (3) that the substantive content and instructional approach of the outside course are sufficiently rigorous and sophisticated to make a significant contribution to the law student's professional education. Students may be granted up to six hours of credit for a language course.

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 seventy-two semester credit hours in the Law School.

Auditing Courses

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

Full-Term Externships

Occasionally students find that their educational and career goals would be best achieved by spending one semester working at a placement outside the law school. The Full-Term Externship course, taught by Glenn Galbreath and JoAnne Miner of the Legal Aid Clinic, allows students to earn 12 credit hours as externs working full time for a minimum of 65 days at various approved placement sites. Students can enroll in the Full-Term Externship during the spring semester of their second year, or the fall or spring semester of their third year. The sites generally will be either within an hour's drive of Ithaca or else in New York City, Washington, D.C., or other cities identified on the basis of student demand. The Legal Aid Clinic (G40 Myron Taylor Hall, 255-4196) has notebooks with information about sites at which students have previously externed.

Interested students are required to submit a written application for the Full-Term Externship course to the instructors by the deadline set during the semester preceding their externship. The application should 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 instructors, in collaboration with Associate Dean for Academic Affairs Barbara Holden-Smith, will review the applications and decide whether each applicant should be granted conditional approval. For students to receive final approval, the placement site must accept the student for the placement and meet specified criteria including identification of an attorney at the placement who will closely supervise and mentor the extern.

In addition to his or her work responsibilities for the placement, the extern will participate in weekly web-based Blackboard discussions, prepare weekly journal entries for the instructor serving as his or her faculty supervisor, provide the instructor with samples of his or her written work product, host the instructor for a site visit, do a written evaluation of the placement and the placement experience for the law school's files.

Students not admitted to the Full-Term Externship course may petition Dean Holden-Smith for approval of an externship opportunity. The instructors for the full-term externship do not generally act as the faculty supervisors for these other externships. Therefore, a student who petitions Dean Holden-Smith for an externship must secure a faculty member who agrees to serve as the student's faculty supervisor and, in that capacity, to supply supervision essentially equivalent to that provided by the course instructors. A student whose petition is granted is expected to fulfill the requirements described in the paragraph immediately above for students enrolled in the Full-Term Externship course.

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 students selected 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.

Students who wish to pursue this option at another law school in the United States must request permission from Barbara Holden-

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

Because grading systems vary, course work completed at the host school is not included in computing the student's merit point ratio at Cornell.

ACADEMIC DEFICIENCY

A student who receives a grade of D+ or below in a first-year course must, at the student's option, either repeat the course or take an upperclass course or courses to be designated by the Dean of Students in order to remedy this gap in the student's legal education.

A J.D. student will be dropped for scholastic deficiency: (a) if at the close of the first year of law study or at the end of any subsequent term, the student's merit point ratio is less than 2.30 or (b) if in the judgment of the faculty the student's work at any time is markedly unsatisfactory. Work is considered markedly unsatisfactory if, for example, in each of two successive terms, the merit point ratio for the work of each term (considered separately) is lower than 2.30.

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

ACADEMIC HONORS AT GRADUATION

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

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

ACADEMIC INTEGRITY

The faculty certifies candidates for receipt of a Cornell degree. Academic integrity is a component of receipt of a Cornell Law degree, as well as academic competence. In addition, the Dean of the Cornell Law School certifies to bar examiners that a graduate possesses the good character necessary to be a member of the bar. The Law School's *Code of Academic Integrity* and the *Campus Code of Conduct* are included in this *Student Handbook*. The Law School Code is also available at the Registrar's website: <https://support.law.cornell.edu/students> under Law School policies.

ACADEMIC PRIZES

A number of prizes are awarded each year at the law school. Many are based on academic achievements. Associate Dean for Student Affairs Anne Lukingbeal notifies prize recipients by letter as soon as the awards are made.

Prizes and Awards

Peter Belfer Memorial Prize

Boardman Third-Year Law Prize

CALI Excellence for the Future Award

Arthur S. Chatman Labor Law Prize

Daniel B. Chernoff Prize

Cuccia Prize

Fraser Prize

Freeman Award for Civil-Human Rights

Morris P. Glushien Prize

Stanley E. Gould Prize for Public Interest Law

Harry G. Henn Prize in Corporations

Seymour Herzog Memorial Prize

International Academy of Trial Lawyers Award

Louis Kaiser Prize

Marc E. and Lori A. Kasowitz Prize for Excellence in Legal Writing and Oral Advocacy

Ida Cornell Kerr and William Ogden Kerr Memorial Prize

Langfan Family Moot Court Fund

David Marcus Memorial Prize

Robert S. Pasley Memorial Prize Fund
Herbert R. Reif Prize
The Esther and Irving Rosenbloom Prize Fund
Helen Belding Smith and Henry P. Smith III Moot Court Fund
The Honorable G. Joseph Tauro Dean's Prize
Frederic H. Weisberg Prizes

CLASS ATTENDANCE

Students are required to attend classes on a regular basis beginning on the first day of the semester. Irregular attendance or neglect of work may result in removal from the course and a grade of F or other sanctions. Regular attendance is required for certification to the bar examiners.

Faculty may take class participation into account when determining a student's course grade.

A student who must be absent from class for a period of three or more days should contact Associate Dean for Student Affairs Anne Lukingbeal (165 Myron Taylor Hall, 255-5839) or Assistant Dean for Student Services John DeRosa (153 Myron Taylor Hall, 255-9982) and discuss the reasons for the absence.

CLASS RANK

As a matter of faculty policy, Cornell Law School does not release the academic rankings of students. Interested individuals, including employers, have access to the 10% approximate cumulative grade-point cutoff for the most recent semester of completion. Current information is available at the Law School Registrar's office at 160 Myron Taylor Hall and at www.lawschool.cornell.edu.

COMPUTERS IN THE CLASSROOM

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

COURSE EVALUATIONS

Toward the end of every semester, students have the opportunity to evaluate each course through completing an administrative survey. Most instructors provide students 15 minutes of class time to complete the course evaluation survey. The results give valuable feedback to the instructor and to the Dean of the Law School.

In addition, CLSA occasionally does its own course evaluation survey. Results of the CLSA survey on the CLSA website: www.lawschool.cornell.edu/clsa/downloads/index.html.

DEATH PENALTY CLINIC

The Cornell Death Penalty Project is an undertaking of the Cornell Law School. The Project sponsors two clinics that provide students with the opportunity to assist in the representation of capital defendants, both at trial and at various stages of the appeals process. The Project also sponsors periodic symposia related to capital punishment, and in addition, conducts empirical research on jury decision making in capital cases. This research is frequently published in law reviews, and is sometimes brought directly to the attention of the courts in cases where the Project appears as *amicus curiae*. For more information, consult the website at: <http://www.lawschool.cornell.edu/library/death/default.htm>.

EXAMS

The majority of courses, except seminars and problem courses, have an examination. Exams are scheduled and administered by the Law School Registrar and her staff. The exam schedule is generally available before course registration. Take-home exams are administered by the individual instructors and their assistants.

Materials permitted in the exam room vary widely according to instructor preference. Students are expected to pay close attention to the instructor's announcement as to those materials that are permitted in the exam room. (It is a violation of the *Code of Academic Integrity* to have unauthorized materials in an exam room as well as to fail to observe scrupulously other exam procedures such as precise time limits.)

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

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

A collection of Law School exams is available from the registrar's website: <https://support.law.Cornell.edu/students>.

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

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

Students are never permitted to take an exam before the scheduled exam date. It is a violation of the *Code of Academic Integrity* to discuss an exam with a student who has not yet taken the test.

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

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

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

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

Exams and Dictionaries: J.D. students whose native or working language is not normally English may request the use of a non legal dictionary for exam use by submitting a written request to the Associate Dean for Student Affairs Anne Lukingbeal (165 Myron Taylor Hall, 255-5839).

Computers Used For Exams: Laptops are permitted in the exam room providing 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 advanced approval from Associate Dean for Student Affairs Anne Lukingbeal and the Administrative Committee. A full description of the Law School's Disability Policy is in the *Student Handbook* or call the Law School Registrar's Office (160 Myron Taylor Hall, 255-7190) for a copy.

FACULTY ADVISORS

A first year student's primary faculty advisor is his or her small section teacher. In addition, a number of faculty members have volunteered to serve as faculty advisors. A complete list of faculty advisors is available from the Registrar's Office and at www.lawschool.cornell.edu.

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

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

GRADES

Grading Policy: In general, the mean average for J.D. students in any course (including seminars, clinics, and problem course) with ten or more J.D. students should not exceed 3.35. However, faculty who announced to their classes at the start of the semester that they might exceed the 3.35 cap are free to do so. If the 3.35 cap is exceeded in any class, the transcripts for every student in the class will carry an asterisk next to the grade for that class, accompanied by an explanation that the course average has exceeded the faculty mean; and for various internal purposes, the numerical impact of such grades will be adjusted to be the same as it would have been if the course had been graded to achieve a 3.35 mean. Actual grade distribution data for all law courses is made available to students at the end of each semester. Grades awarded are:

A +	4.33	B +	3.33	C +	2.33	D +	1.33	F	0.00
A	4.0	B	3.00	C	2.00	D	1.00		
A -	3.67	B -	2.67	C -	1.67	D -	0.67		

Grading Option: After the first year, each J.D. student may elect to take up to two courses on an S/U basis, not counting courses in which the students must accept S/U grading as a condition of enrolling in the course. At the close of Add-Drop, students will be issued their grade option verification and must make any S/U elections at this time. If made, the election shall be irrevocable. Students may not make this election in courses they use to satisfy the Law School's upperclass writing requirement or the Law School's professional responsibility 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.

Grade Point Average (Merit Point Ratio): A student's merit point ratio (MPR) is determined by dividing the total number of merit points

awarded by the number of credit hours of work taken. Credit hours of course work for which a grade of F was given are included in the computation. Grades on course work outside the Cornell Law School are not included in the merit point ratio.

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

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

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.

GRADUATION - CORNELL UNIVERSITY COMMENCEMENT AND LAW SCHOOL CONVOCATION

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

<u>Year</u>	<u>Date of Law School Convocation</u>	<u>Date of University Commencement</u>
2008	Sunday, May 11	Sunday, May 25
2009	Sunday, May 10	Sunday, May 24
2010	Sunday, May 16 (Tentative)	Sunday, May 30

For both Convocation and Commencement, students are urged to make hotel and dinner reservations as soon as possible. Some area hotels and restaurants will take reservations as early as three or four years in advance. For information about local hotels and restaurants, or if you have any questions about Convocation and/or Commencement, contact John R. DeRosa, Assistant Dean for Student Services, at 255-9982.

IN-ABSENTIA STUDY

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

REGISTRATION

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

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

Law School Course Registration: First-year law students are enrolled in courses by section. Sections are assigned randomly by the Law School Registrar and posted for students at orientation. Students are not permitted to switch sections.

Course Selection for Second and Third Year Law Students and LL.M. Students: Pre-course enrollment for each semester at Cornell Law School generally takes place at the end of the preceding semester. Dates are announced in advance and are published in the weekly newsletter, *Scoops*, on the student registration site at <https://support.law.cornell.edu/students>, and by email. Students are provided information as to status of the satisfaction of degree requirements prior to each semester's registration. Students are also provided with detailed information about the course offerings and registration procedures, including procedures for enrollment in seminars. Course enrollment may be limited by classroom capacity or by instructor choice.

Add/Drop Policy: All course changes must be made on-line at: <https://support.law.cornell.edu/students>.

(1) Unlimited Enrollment Course Add and Drop Policy: A student may add or drop upperclass courses with unlimited enrollment until Friday, **August 31, 2007** for fall courses and Tuesday, **January 29, 2008** for spring courses. Limited enrollment courses constitute exceptions to the rule; see below.

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

(2) Limited Enrollment Course Add and Drop Policy: All requests to drop a problem course, seminar, or other limited enrollment upperclass course for fall term **2007** must be submitted by 8:00 P.M., Wednesday, August **29, 2007**. For spring term **2008**, the date is 8:00 P.M., Sunday, January **27, 2008**. No special permission to drop is needed during this period except for those courses which have indicated special rules. A student who wishes to drop a limited enrollment course after this deadline may do so only with the permission of the instructor and Dean Lukingbeal. A student who drops after the initial deadline will not be permitted to add a different problem or seminar course.

(3) Waiting Lists: Students will be contacted by email if a place becomes available in a limited enrollment offering for which they are on the wait list. Students must check their email and schedules every day. Anyone admitted to a limited enrollment course who no longer wishes to enroll in the course, must drop the course on-line by 8:00 P.M. on August 30, 2006, for fall courses, and 8:00 P.M. on January 28, 2007 for spring courses.

TRANSCRIPTS

Official Transcript: Official transcripts are available only from the Office of the University Registrar, B07 Day Hall, telephone number 255-4232, without cost. Please allow at least five to seven days for processing. Office hours are Monday through Friday, 8:00 A.M. to 4:30 P.M.. The instructions for requesting an official transcript may also be found at: <http://www.uregistrar.Cornell.edu/OUR/student/transcripts.html>.

Unofficial Transcript: Unofficial transcripts are available from the Law School Registrar's office, 160 Myron Taylor Hall. The request must be submitted in writing by filling out a form at the Registrar's office or on the website at <https://support.law.cornell.edu/students> under academic matters. Allow a minimum of 24 hours for processing.

WITHDRAWALS AND LEAVES-OF-ABSENCE

A student may withdraw from the Law School at any time by submitting a written notice of withdrawal to the Law School Registrar. The withdrawal is effective on the date the written notice is received by the Registrar. A student who withdraws from the Law School is not entitled to return. All students are eligible to request a leave of absence from the Law School by submitting a written petition to the Law School Administrative Committee, c/o Associate Dean for Student Affairs Anne Lukingbeal (165 Myron Taylor Hall, 255-5839). The petition should describe in detail the circumstances surrounding the request. A copy of the Law School leave of absence policy and procedures for return, including procedures for reentry following a leave of absence for medical and/or psychological reasons can be found in this *Student Handbook* or at the Registrar's website: <https://support.law.cornell.edu/students> under Law School policies.

C. NON-ACADEMIC MATTERS

BAR ADMISSION

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

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

Students should be aware that all state bar authorities will request the Dean of the Law School or the Dean of Students to certify that an applicant is of good moral character and fit to be a member of the bar. Questions or concerns about this process should be directed to Dean Lukingbeal.

Any student matriculating at Cornell Law School consents to the mutual exchange of information, for educational and bar admission

purposes, between the school and the bar examiners or other authorities of any jurisdiction to which that student seeks admission.

COMMUNICATION

Bulletin Boards

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

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

Cornell Law Forum

The *Cornell Law Forum* is published by Cornell Law School each spring, summer and winter. It is edited by a member of the faculty with Kathleen E. Rourke as managing editor. The *Forum* consists of articles, profiles, news of the law school, and alumni news and class notes. Students are occasionally asked to contribute news items about Law School events. Copies are distributed to students in the pendaflex room, and are mailed to alumni and friends of the Law School.

E-Mail

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

Law School Directory

The Law School publishes an annual student directory with photos. **The directory is available to the public.**

In addition the Career Office publishes a separate 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 236 Myron Taylor Hall and distributed to your individual pendaflexes. Personal mail should be directed to your residence. Standard U.S. stamps are available from the mailroom (no more than ten stamps at a time). A U.S. outgoing mailbox is located along Central Avenue in front of Anabel Taylor Hall. The closest U.S. Post Office is located at the ILR School.

Pendaflexes

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

Scoops

Scoops is the Law School's weekly newsletter and is available every Monday morning during the semester while classes are in session at the following website: <http://support.law.cornell.edu/technology/scoops/scoops.html> or from the *Scoops* link on the Registrar's website at: <https://support.law.cornell.edu/students>. Back issues are also available at this site. A number of paper copies are provided in the flex room. 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 are due by Thursday noon. They may be submitted in person to Nancy Osborn in the Registrar's office (161 Myron Taylor Hall, 255-5837) or by email to: Scoops@postoffice.law.cornell.edu.

Website

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

COMPUTER SERVICES

Technology is a key component of legal education at Cornell Law School. Computers are used by faculty, staff, and students to enhance communications, share information, and conduct research. Cornell Law School provides students with a variety of computer services. All students have laptop access to the Law School's wireless local area network (LAN). This allows students to use network applications, exchange files and email with the faculty, and locate information on the Internet. Wireless cards must be registered with the Cornell Information Technologies (CIT) department before having wireless access <http://www.cit.cornell.edu/redrover/>.

The Law School maintains a student computing center (374 Myron Taylor Hall) containing a total of 45 IBM compatible PCs for student use. The labs provide students with access through the Law School's LAN to word processing, email, legal research, and Internet applications. The Law School provides wireless connections in designated areas of the Law School for use by students who have a laptop computer and a wireless 802.11b/g network card. Laser printing is available in the lab through the University's Net Print system. Students will be given a 500-page free printing allocation during the fall and spring semesters. Students who exceed the 500-page allocation will need to set up a cash account through the Cornell Information Technology (CIT) Helpdesk, 607-255-8990, or have additional printing billed directly to the student's bursar account at 10 cents per page. Bursar accounts can be set up through CIT's Net Print website:

<http://www.cit.cornell.edu/net-print>. Several other machines located throughout the building allow access to email and the Internet. Remote access to some network resources is available.

The Law School's Information Technologies Department provides primary support for the following software applications: Windows, WordPerfect Windows, Netscape, Westlaw, Lexis, and BearAccess (for access to Cornell University systems). Support for other applications may be provided on a case-by-case basis. A general introduction to student computer services is available during first year orientation. For additional information please contact the CLS Helpdesk at 607/255-2829 or email helpdesk@postoffice.law.cornell.edu.

CORNELL STORE

Law School books can be purchased from the Cornell Store. Regular hours are 8:30 A.M. to 5:00 P.M. Monday through Friday; noon to 5:00 P.M. Saturday. Additional hours of operation are posted at the beginning of each semester. For information call 255-4111. The Cornell Store website address is: www.store.cornell.edu.

DISCIPLINARY PROCEDURES

Law students' interactions and behavior are regulated by three different documents: the *Cornell University Campus Code of Conduct*, the *Law School Code of Academic Integrity* (Honor Code) and the *Law School Code of Professional Standards*.

Campus Code of Conduct: The *Campus Code of Conduct* prescribes substantive rules of nonacademic student conduct, as well as outlines policies, principles and procedures of the Campus Judicial System. A copy is in the *Policy Notebook for the Cornell Community* which will be placed in your pendaflex. Questions about the *Campus Code of Conduct* should be directed to Mary Beth Grant '88, Judicial Administrator (500 Day Hall, 255-4680, e-mail: meg36@cornell.edu).

Law School Code of Academic Integrity: The *Law School Code of Academic Integrity* is the Law School's separate code of academic integrity which we often refer to as the Honor Code. Cheating, plagiarism, misrepresentation in the placement process, and violation of exam procedures are among the behaviors prohibited by the Honor Code. A copy is included in the *Student Handbook* and is also available at the Registrar's website: <https://support.law.cornell.edu/students>. Questions about the Honor Code should be directed to Dean Stewart Schwab (263 Myron Taylor Hall, 255-3527).

Law School Code of Professional Conduct: The *Law School Code of Professional Conduct* is an aspirational code adopted by the Law School faculty in 1994. A copy is included in the *Student Handbook* and is also available at the Registrar's website: <https://support.law.cornell.edu/students>.

EMPLOYMENT

Career Services Office

The Cornell Law School Career Services Office (144 Myron Taylor Hall) provides students with comprehensive career counseling and placement services. John DeRosa is the Assistant Dean for Student & Career Services (255-9982). Elizabeth Peck is the Director of Career Services (255-9057). Stacey Wiley is the Associate Director for Career Services (255-1427). Karen Comstock is the Assistant Dean for Public Service (255-3597). Dean Comstock advises students pursuing public interest opportunities. Early in the fall semester, all new students will be invited to attend small group meetings during which the full array of services offered by the Career Services Office will be discussed. The Career Services Office website, which contains a full virtual library of manuals, recorded programming and other useful resources, can be accessed at www.lawschool.cornell.edu/career.

Judicial Clerkships

A faculty clerkship committee assists students who are interested in post-graduation judicial clerkships. The committee generally communicates directly with students. Information sessions are held regularly and the Career Office has a detailed manual for students interested in judicial clerkships; students are encouraged to pick up a copy in the career office, 151 Myron Taylor Hall.

Part-Time Employment During School

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

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

Public Interest Opportunities, Including Volunteer and Pro Bono

Increasing numbers of law students develop a commitment to a career "in the public interest." Such positions cover a wide variety of jobs, from serving as attorneys for federal, state or local government agencies, to civil legal services, to the criminal areas of public

defending and prosecution, as well as legal careers with private non-profit organizations both in the U.S. and abroad. The Career Office staff actively reaches out to employers in the public interest area to make them aware of the interest of Cornell students in such positions, and participates in national public sector job fairs in New York City and Washington, DC. Numerous public interest programs are arranged, often featuring alumni speakers. Despite the lower salaries, the personal satisfaction of such positions has made them extremely popular. Attorney staff turnover in such positions is often low and public funding for legal positions has not been increasing, so competition for permanent openings, when they do occur, is intense. Despite the odds, the good news is that almost all of the Cornellians who have decided to embark upon a serious public interest job search have ultimately been successful. This is a testament to the students' dedication and enthusiasm which should serve as an inspiration to those who are daunted by the hard work often involved in locating such a job. Cornell's Public Interest Low Income Protection Plan provides loan repayment assistance to our graduates in public interest and government careers. Additionally, term-time pro bono opportunities with local legal services organizations are available. Contact Karen Comstock, Assistant Dean for Public Services (152 Myron Taylor Hall, 255-3597) for more information.

Employment for Spouses/Partners

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

FACILITIES

Building Hours

All students have 24 hour access to the law school with their ID card using the Central Avenue entrance, the Foyer entrance or the Legal Aid Clinic entrance. Building keys to authorized student offices are available from the facilities manager, Michael Pado, in the Facilities Office (G62 Myron Taylor Hall, 255-8858). Each key requires a refundable deposit of \$10. Under no circumstances should law students duplicate these keys or lend keys to non-law students. In addition, students should not prop building doors open. Security of our building is a continuing source of vigilance for all community members.

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

Monday through Thursday 8:00 A.M.-10:00 P.M.

Friday 8:00 A.M.-5:00 P.M.

Saturday 12:00 noon-5:00 P.M.

Sunday 12:00 noon-10:00 P.M.

Special holiday hours and summer hours are posted on outside doors and in "The Glass Case."

Law School ID Card

Each law student is issued a pink ID card in their orientation packet. The pink card authorizes the student to be in the law school after official public closing. Law students are encouraged to keep the pink card with them at all times.

Building Maintenance

Any maintenance issues in the law school, including classroom conditions, should be brought to the attention of the facilities manager, Michael Pado, (G62 Myron Taylor Hall, 255-8858). Maintenance issues in the dormitory should be brought to the attention of Hughes Graduate Community Assistants (GCA's) Anita Wu (grad student) and Shaun Ali (grad student) in Hughes Hall (on-call number 227-5748), or to Brenda Wickes, Graduate Residence Manager at Campus Life, Hasbrouck Community Center (255-3445, e-mail: bw32@cornell.edu).

Lockers

Most students will be assigned a book locker in Myron Taylor Hall. Students who do not live in Hughes Hall will also be assigned a coat locker. Due to scarcity, lockers are often shared by two students. Assignments are generally made at orientation and are communicated by notices in student orientation packets. Individual locker information (locker numbers, combinations) is also available on the Law School Registrar's website: <https://support.law.cornell.edu/students> under My Information.

Posting Policy

The Law School abides by the policy and procedures for posting material as outlined in the current University Posting Policy approved May 10, 1988. For the Law School, Michael Pado, Facilities Manager (G62 Myron Taylor Hall, 255-8858), in conjunction with the custodial staff, is responsible for what is placed upon or attached to the walls of the building. Materials may not be attached to walls, doors, or windows either inside or outside the building without prior approval of Mr. Pado. Please contact Mr. Pado if you have questions regarding posting of materials in the Law School. The Law School posting policy is available at the Registrar's website: <https://support.law.cornell.edu/students/> under Law School policies.

Recycling

Recycling of certain materials and items is mandatory throughout New York State. You must separate recyclable newspapers, glass bottles, metal cans, and corrugated cardboard from trash. The Law School has specially marked garbage cans throughout the building:

green for cans and bottles, blue for paper. Corrugated cardboard should be discarded in the dumpster at the loading dock behind the law school. Questions? Contact Michael Pado, Facilities Manager (G62 Myron Taylor Hall, 255-8858).

Smoking Policy

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

Saperston Student Lounge

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

FACULTY COMMITTEES

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

FINANCIAL MATTERS

Bursar Bills

Cornell University tuition and room and board charges are billed by the University Bursar's Office (Peter Olcott, 260 Day Hall, 255-6413). Tuition and room and board charges will be billed in July and December and must be paid prior to registration. The due date for these semester bills will normally be five to ten working days prior to ID validation day. All other charges, credits, and payments will appear on monthly statements mailed before the twenty-fifth of every month. It is possible that some charges will not be listed on the first bill and will appear on a later bill. A student must be prepared to pay any charges appearing on a later bill even though the student receives a financial aid stipend before the charges are billed. All bills are due by the date stated on the bill; all payments must be received by that date to avoid finance charges. Payments are not processed by postmark.

Please inform the Office of the Bursar of any change in billing address. Address changes made at other offices will not change the billing address. The address initially used on billing statements will be the home address as listed on each student's application for admission.

If you experience problems in dealing with the University's Bursar's Office, contact the Law School Director of Financial Aid, (240A Myron Taylor Hall, 255-6292).

Law School Emergency Loans

Short-term emergency loans are available for students awaiting the proceeds of financial aid. These loans are generally limited to \$750 and are usually available in two business days. Speak to the Law School Director of Financial Aid (240A Myron Taylor Hall, 255-6292) for details.

Financial Aid

The Law School Financial Aid Office is located in Room 240A Myron Taylor Hall. All aspects of financial aid are handled in that office. Students experiencing financial difficulties or who have concerns should speak to the Law School Director of Financial Aid (240A Myron Taylor Hall, 255-6292). Financial aid at the Cornell Law School is comprised of loans, need-based grants, a small number of alumni achievement grants and federal work study. Need-based grant awards are made for a three year period and are generally not adjusted unless a significant change in family circumstances should occur. Students who spend a semester or a year registered at another law school are not eligible to receive Cornell grants during that term or year. Students are encouraged to pick up a copy of the *Financial Aid Handbook* which is available in the Admissions/Financial Aid Office (240 Myron Taylor Hall).

Summer Work Study Grants

Many first and second year law students obtain summer employment in the public or private non-profit sector. Work study grants may be available through the Law School Financial Aid Office for such employment. See the Law School Financial Aid Office (240A Myron Taylor Hall, 255-6292) early in the spring semester for information on the summer work study grant application process.

Public Interest Fellowships

Another source of funding for public interest and private non-profit summer jobs is the student organized Public Interest Fellowship (PIF) program. Students raise money through a variety of activities including the PIF Cabaret, an alumni phonathon, and direct contributions from faculty, staff and students. The Public Interest Law Union (PILU) announces meetings about the PIF application process during fall semester. For information, contact the student Chair of the PILU or Karen Comstock, Assistant Dean for Public Services (152 Myron Taylor Hall, 255- 3597).

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. In addition, the Law School Director of Financial Aid (240A Myron Taylor Hall, 255-6292), counsels students on plan benefits.

FOOD

Cornell Dining

Hughes Hall Dining: In the Law School itself, Hughes Hall Dining offers both Co-op and cash service for breakfast and lunch; it also has takeout service while open. Standard hours of operation during the fall and spring semesters are Monday through Friday, 8:00 A.M. to 2:30 P.M..

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

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

Law School Food Policy

Food and Beverage Policy For Classrooms:

- (1) With the consent of the instructor during Law School classes and examinations, nonalcoholic beverages such as coffee, tea, and soda are permitted in classrooms if in a container with a cap or a lid. Also with an instructor's consent, it is permissible to eat foods which will not disturb others or damage the furniture or carpets.
- (2) All other times during any meeting, reception, or other use of a Law School classroom, no food or beverage may be served or consumed unless a guarantee of a full clean-up has been made in advance to the facilities manager, Michael Pado. Those responsible for an event should register the name of the person in charge of clean-up at the time the room reservation is made, with Michael Pado (G62 Myron Taylor Hall, 255-8858).

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

LAW SCHOOL REGISTRAR'S OFFICE

The Law School Registrar is Nan Colvin. She and her staff handle all aspects of course registration and maintain the students' educational records. The staff also administers all Law School exams, other than take-home exams, which are administered by the course instructor. The Law School Registrar's office (160 Myron Taylor Hall) is open to the public Monday through Friday, 9:00 A.M. to noon and 1:00 P.M. to 4:00 P.M., and longer hours during exams and registration period. Questions regarding registration, exams and educational records can be directed to Nan Colvin by calling 255-3628 during regular business hours or by email at: registrar@lawschool.cornell.edu The Law School Registrar's website is: <https://support.law.cornell.edu/students>.

LEGAL AID CLINIC

The Law School provides second and third year students with a number of opportunities, through its clinical program, to engage in the representation of clients under the direct supervision of faculty. Students receive academic credit for clinical coursework. Students are admitted to practice as Law Interns and are involved in all phases of representation, from interviewing and counseling clients to appearances in New York courts, federal courts, or administrative agencies. The clinics provide legal assistance in both civil and criminal matters, including family law, public benefits, housing, consumer law, and labor law. Some clinics represent clients in a variety of cases, while other, specialty clinics limit representation to specific types of cases. In addition to clinics offered through the Legal Aid Clinic, other courses include a capital punishment clinic, an asylum clinic and prosecution clinics at both the local and federal levels. In addition to these "in-house" clinics, the Law School also offers several externships in the local community in which students experience the actual practice of law in a variety of forms, including placements with trial court judges, with the local legal aid office, with the local state legislator, and with the local law guardian office. Also offered is a course where students work full-time with an attorney at various approved placement sites around the country. (See Full-Term Externship description.) Finally, students can also enroll in simulation clinics, in which students work with hypothetical cases in learning a variety of legal skills. For more information about the Cornell Legal Aid Clinic, or about clinical courses, contact JoAnne Miner, Director of the Legal Aid Clinic, Senior Lecturer and Staff Attorney (G59 Myron Taylor Hall, 255-4196), or June Gee, Administrative Director (G47 Myron Taylor Hall, 255-4196).

LEGAL INFORMATION INSTITUTE

The Legal Information Institute (LII) is considered by many to be the preeminent distributor of legal information on the Internet, receiving more than ten million hits per week on its website and accounting for approximately one quarter of Cornell's web traffic. It is also a center for applied research in information science in the domain of law. The LII's electronic materials are used by students, private citizens, lawyers, academics, and many others throughout the United States and abroad. The LII's current awareness publications (including the student-edited/LIIBULLETIN/) are delivered via electronic mail to a growing list of more than 20,000

subscribers. Under the supervision of LII Director Thomas R. Bruce, students are involved in preparing and revising the full range of the LII's electronic publications, as researchers, writers, and editors. The website address for LII is: <http://www.law.cornell.edu/>.

LIBRARY

The Law Library is one of the nation's outstanding centers for legal research, with a collection of more than 690,000 volumes and access to worldwide electronic information sources. The library staff, eight of whom hold law degrees, provides information services and research assistance to students in numerous ways. They teach research classes, including the research component of the Lawyering program, four Advanced Legal Research classes, seminars on the Internet and summer practice skills, and offer individual appointments for in-depth consultation. Their professional expertise extends from Anglo-American, foreign, and international law research, to information technology and rare books. They speak languages ranging from French, German, Spanish, to Russian, and other Slavic languages.

Computer work stations throughout the library offer access to the on-line catalog, the Internet, Lexis and Westlaw, and more. Personal laptops can be used in most areas of the library, with wireless network connections in the Reading Room and in most study carrels.

There are a limited number of reserved study carrels available for upper level law students who are working on papers for which they need to gather library materials. Carrel request forms are available at the Circulation Desk and on the web. Other study carrels are available throughout the library on a first-come, first-served basis. Small study rooms are also available. Materials in unattended carrels are cleared each morning. Please note that every year law students have had important materials stolen when left unattended in the library.

For details on library services and policies, see the Cornell Law Library website at: www.lawschool.cornell.edu/library. The library's website provides access to important information on the International Court of Justice, the International Labour Organization, law-related web sites annotations, research guides, lists of faculty publications, and links to information sources for legal researchers. Students are encouraged to stop by the reference desk with questions. Individual appointments may be made for more in-depth assistance on the web or by calling 255-9577.

Library hours are:

Monday through Thursday	8:00 A.M.-10:00 P.M.
Friday	8:00 A.M.-5:00 P.M.
Saturday	12:00 noon-5:00 P.M.
Sunday	12:00 noon-10:00 P.M.

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

The twenty libraries that are part of the Cornell University Library are all available for the use of law students and hold over seven million volumes. In particular, the Management Library, the Industrial and Labor Relations Library, and the main Olin Library have collections that include topics of legal interest. With a Cornell University ID, law students can borrow library materials for six months.

NOTARY PUBLIC

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

- Nan Colvin (162 Myron Taylor Hall, 255-3628)
- Donna Dingy (151 Myron Taylor Hall, 255-5252).
- Rosemary Lacey (165 Myron Taylor Hall, 255-5839).

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

ROOM RESERVATIONS

Law School student groups may reserve rooms in Myron Taylor Hall for a meeting or event. Please contact Assistant Dean John DeRosa at 255-9982 for more information. As a general matter, rooms in Myron Taylor Hall are not available for use by student organizations not affiliated with the law school.

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" at: http://www.bursar.cornell.edu/Tuition_Refund_Policy.cfm Repayment policy. 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.

D. STUDENT ACTIVITIES

EVENT PLANNING

Student groups are encouraged to organize and sponsor intellectual and social events throughout the academic year. A comprehensive description of funding sources, policies and procedures is available at www.lawschool.cornell.edu. Students with questions about event planning should also feel free to contact Assistant Dean John DeRosa or Linda Majeroni, the law school's events coordinator.

STUDENT ORGANIZATIONS

Journals

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

Cornell International Law Journal: The *Cornell International Law Journal* focuses on legal problems of international dimension. The journal, edited by second- and third-year students, publishes works written by students, scholars, lawyers, and diplomats. The journal also publishes a symposium on a current international topic. The journal selects members on the basis of academic performance or a writing competition conducted jointly with the *Cornell Law Review* at the end of the first year. A separate selection process is held in early Fall for LL.M. students. Participation in its activities provides an opportunity to develop research, writing, analytical, and editorial skills essential in both Law School and practice.

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

Cornell Law Review: The *Cornell Law Review* is a leading national law review. Issued six times a year, it is edited by second- and third-year students chosen after their first year on the basis of academic standing, writing ability, or a composite of academic performance, writing skills, and ability to add diversity to the Review. The *Cornell Law Review* includes articles and book reviews written by practicing lawyers, scholars, judges, and public officials as well as student-written notes.

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

Cornell Law Student Association and other Student Organizations

The Cornell Law Student Association (CLSA) is the umbrella student organization to which all law students are members. In addition, there are many other active student organizations within the law school community. First-year students seeking information about any of our student organizations are encouraged to attend the student activities fair held during orientation in late August. In addition, a full list of all Cornell Law School student organizations, including officer names and contact information, is available at www.lawschool.cornell.edu.

E. SUPPORT SERVICES FOR LAW STUDENTS

LAW SCHOOL DEAN OF STUDENTS

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

LAW SCHOOL ASSISTANT DEAN FOR STUDENT & CAREER SERVICES

John R. DeRosa is the Assistant Dean for Student & Career Services (144A Myron Taylor Hall, 255-9982). In addition to counseling students on career-related matters, Dean DeRosa is available for personal and academic counseling. He is also available to advise student organizations on budgeting, event planning and related matters. For an appointment, contact Judy Mather at 255-5873. Please be sure to indicate the nature of your questions (career-related, personal, etc.), and whether there is an emergency.

ACADEMIC SUPPORT COUNSELOR

Walter Bubl  (J.D., Class of 1999) is the law school's part-time Academic Support Counselor for J.D. students. In that capacity, he is available to offer guidance and advice to improve academic performance. He has regularly scheduled office hours during the semester and is willing to schedule additional hours when needed. He can be reached at wgb7@cornell.edu. His office hours will be posted each semester and announced by email and in *Scoops*. In addition, he runs a number of workshops on specific topics such as outlining technique. All of his programs are announced by email and in *Scoops*.

DISABILITY SERVICES

Students who feel that they may need special accommodations due to a permanent or temporary disability should make an

appointment to see Associate Dean for Student Affairs Anne Lukingbeal (165 Myron Taylor Hall, 255-5839) when they enroll or, if later, as soon as the disability arises. A copy of the Law School's procedures for arranging disability accommodations is available in this *Student Handbook* and at www.lawschool.cornell.edu. All final decisions about academic accommodations for law students are made by the Administrative Committee. Please read the policy now as the process of applying for and arranging accommodations can be quite time-consuming.

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

LAW SCHOOL SUPPORT SERVICES FOR LL.M. STUDENTS

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

F. UNIVERSITY & LOCAL RESOURCES

We are fortunate to be part of a large and diverse community which provides an enormous spectrum of services, activities and events to our students. For a comprehensive list of all such resources, please visit www.lawschool.cornell.edu.

G. LAW SCHOOL CALENDAR

Cornell Law School 2007-08 Academic Calendar

Fall Term 07

Monday, August 13	Orientation & University Registration for new LL.M. students [one-year Masters program]
Monday, August 20	Orientation & University Registration for all new JD students [three-year J.D. program]
Thursday, August 23	Fall term instruction begins
Saturday, October 6	Fall recess begins
Monday, October 15	Instruction resumes
Thursday, November 22	Thanksgiving recess begins
Monday, November 26	Instruction resumes
Friday, November 30	Instruction ends
Thursday, December 6	Final examinations begin
Wednesday, December 19	Final examinations end

Spring Term 08

Tuesday, January 15	Lawyering Program instruction begins for first year students
Monday, January 21	Spring term instruction begins in all other first year courses & for upperclass students
Saturday, March 15	Spring recess begins
Monday, March 24	Instruction resumes
Friday, April 25	Spring term instruction ends
Monday, April 28	Final examinations for upperclass students begin
Thursday, May 1	Final examinations for first-year students begin
Friday, May 9	Final examinations for upperclass students end
Sunday, May 11	Law School Convocation
Tuesday, May 13	Final examinations for first-year students end
Sunday, May 25	University Commencement

H.

2006-2007 STANDARDS FOR PROFESSIONAL CONDUCT WITHIN THE CORNELL LAW SCHOOL

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

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

- 1) Classroom disagreements may be heated, but should be expressed in terms of the merits of the position taken, rather than the worth of the person taking the position. Epithets and other ad hominem attacks are always inappropriate, although arguments drawn from one's own experience - and responses to such arguments - are not. Thus, for example deriding a speaker's position on parochial schools with a religious slur is unprofessional, but saying "growing up as a member of a religious minority, I felt coerced into saying the pledge of allegiance," is not.
- 2) Respect for and consideration of the educational and professional aspirations of others is required. Thus, for example, a student who retains library materials that are in demand by others after they are no longer needed, or fails to decline a job offer as soon as she knows she will not accept it, acts inappropriately.
- 3) Destroying the notices, posters or bulletin boards of other individuals or groups is not appropriate. Where either the author or the forum suggests that comment is invited, comment is permissible unless it violates some other standard.
- 4) Professional obligations should not be assigned on the basis of gender, race, ethnicity, religion, sexual orientation or disability, although publicly expressed views on related issues may sometimes be taken into account when assigning obligations. Thus, for example, assigning the research of a particular question to a student because of her Asian surname is unprofessional, but an assignment based on the view she had expressed on the Korematsu case is not.
- 5) Persons with evaluative authority such as professors, law review editors, moot court board members and teaching assistants should seek to make their questions and examinations as fair and undistracting to various subgroups of students as is consonant with pedagogical and evaluative purposes. Thus, for example, the deliberate use of sexual innuendo in a law review competition is unprofessional, but a question concerning the validity of an abortion regulation is not.
- 6) Touching another person in a sexual way on law school premises or while engaged in law school business is not appropriate absent prior knowledge that the person consents to such touching. Touching should also be in keeping with the context and institutional roles of the parties. Thus, for example, an arm around the shoulder may be appropriate between friends during lunch, but not appropriate during class.
- 7) Comments made on law school premises to a person about his or her physical appearance should not be overtly sexual absent prior knowledge that the person consents. Other comments on personal appearance should be consonant with the professional obligations of the context. Thus "you look great in that dress," is not per se objectionable in the hallway, but is inappropriate during the critique of a moot court argument.
- 8) Intentional physical intimidation, whether or not it rises to the level of harassment, is always inappropriate. Thus, deliberately blocking a person's way in the hall or cornering a person in the locker room is unprofessional.
- 9) When a person asks not to be touched in a particular way, that request should be honored regardless of whether or not the touch was intended to be sexual or intimidating, or would be construed as sexual or intimidating by a reasonable person.

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

I.

2006-2007 AUGUST 1989 LAW SCHOOL CODE OF ACADEMIC INTEGRITY (CORNELL LAW SCHOOL HONOR CODE)

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

Section 2. Section I.B of the Code of Academic Integrity is amended to read as follows:

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

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

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

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

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

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

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

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

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

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

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

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

In the event of a conviction:

- a. The chairperson of the Board (or the responsible faculty member in the event of an unappealed conviction in a primary hearing) shall arrange for the posting of a notice to the Law School community indicating the nature of the violation and the penalties involved, but not the identity of the student convicted.
- b. The record of an Honor Code conviction shall become a permanent part of the student's file, available to faculty and staff with legitimate right of access to the file. Faculty may, in their discretion, disclose this information in appraising the student's professional qualifications. In addition, the Dean of the Law School may authorize disclosure of records of convictions upon inquiry from officials of the Bar, prospective employers or other academic institutions. The Dean may also authorize disclosure of relevant aspects of any proceeding under this code where necessary to permit the faculty to carry out its legitimate functions, such as the award of certain honors or the consideration of possible amendments to this code.
- c. As indicated above (Section 5.1), the Board may recommend to the Dean that the words "declared guilty of violation of the Code of Academic Integrity" be recorded on the student's transcript. The Hearing Board may set a date after which the student may petition the Board to have these words deleted from the transcript.
- d. The Board may recommend further disclosure in appropriate circumstances.

Section 7. The Law School's faculty remains free to amend this Honor Code from time to time.

CODE OF ACADEMIC INTEGRITY

Principle

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

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

I. GUIDELINES FOR STUDENTS

A. General Responsibilities

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

B. Examples of Violations

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

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

C. Specific Guidelines for Courses

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

for understanding the conditions under which the examination will be taken.

2. **Course Assignments.** Students are encouraged to discuss the content of a course among themselves and to help each other to master it, but no student should receive help in doing a course assignment that is meant to test what he or she can do without help from others. Representing another's work as one's own is plagiarism and a violation of this Code. If materials are taken from published sources the student must clearly and completely cite the source of such materials. Work submitted by a student and used by a faculty member in the determination of a grade in a course may not be submitted by that student in a second course, unless such submission is approved in advance by the faculty member in the second course. If a student is submitting all or part of the same work simultaneously for the determination of a grade in two or more different courses, all faculty members in the courses involved must approve such submissions.
3. **Academic Misconduct.** A faculty member may impose a grade penalty for any misconduct in the classroom or examination room. Examples of academic misconduct include, but are not limited to, talking during an exam, bringing unauthorized materials into the exam room, and disruptive behavior in the classroom.
 - a. The faculty member must promptly notify the student of the reason for the imposition of a penalty for academic misconduct and the degree to which his or her grade will be affected.
 - b. Academic misconduct is not a violation of academic integrity. The student may, however, seek review by the Academic Integrity Hearing Board on the basis either that the finding of guilt is arbitrary and capricious or that the penalty for academic misconduct is excessive or inappropriate to the circumstances involved. ("Arbitrary and capricious" describes actions which have no sound basis in law, fact, or reason or are grounded solely in bad faith or personal desires. A determination is arbitrary and capricious only if it is one no reasonable mind could reach.)

D. Principles for Computer Use and Network Systems

The use of computers and network systems in no way exempts students from the normal requirements of ethical behavior in the Cornell University community. Use of a computer and network system that is shared by many users imposes certain additional obligations. In particular, data, software and computer capacity have value and must be treated accordingly.

Although some rules are built into computer and network systems, such restrictions cannot limit completely what students can do. In any event students are responsible for their actions whether or not rules are built in, and whether or not they can circumvent them.

Standards of behavior include:

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

E. Variances

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

F. Jurisdiction and Penalties

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

II. ORGANIZATION AND PROCEDURES

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

B. Primary Hearing

1. **Primary hearings** are to be held by the faculty member unless the penalties available to him/her are inadequate, in which case, s/he may refer the case directly to the Hearing Board.
2. **Notification.** If, after investigation, possibly including discussion with the student, a faculty member believes that a student has violated the Code of Academic Integrity, the faculty member shall present the student with the charge. The charge shall include notification of a primary hearing to be held as soon as practical after the alleged infraction has come to the attention of the faculty member, but with at least one week's notice to the student. This notification period may be shortened by the agreement of both parties. The charge shall also include notice of the availability of the Judicial Codes Counselor.
3. **Composition.** At the primary hearing the following shall be present: the faculty member concerned, the student in question, and a third party independent witness. The independent witness shall be a faculty member or a student appointed by the Hearing Board Chairperson or the chairperson of the faculty member's department. The student may also bring to the hearing an advisor

and additional witnesses to testify to his/her innocence.

4. Procedure.

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

C. College Academic Integrity Hearing Boards

1. Composition. Each college and school in the University, including the Graduate School and the Division of the Summer Session, Extramural Study and Related Programs, shall establish its own Academic Integrity Hearing Board. A model Hearing Board consists of the following:

- a. A chairperson who is a member of the faculty and, preferably, an experienced Board member, appointed by the dean of the college for a two-year term.
- b. Three faculty members elected for three year terms by the faculty of the college, except that in the case of the Division of Summer Session, Extramural Study, and Related Programs the faculty members shall be appointed by the dean.
- c. Three students elected by the student body of the college or appointed by the dean of the college for at least one year, and preferably two-year terms. When possible, student terms should be staggered.
- d. A nonvoting record-keeper responsible for keeping clear and complete records of the proceedings.

2. Jurisdiction.

- a. The student may seek review of the decision of the primary hearing if:
 - i. S/he believes the procedure was improper or unfair.
 - ii. S/he contests the finding of the faculty member.
 - iii. S/he believes the penalty was too strict considering the offense.
- b. After holding a primary hearing, the faculty member may bring the case to the Hearing Board if s/he believes a failing grade is too lenient considering the offense.
- c. A student found guilty of more than one violation of the Code may be summoned before the college Hearing Board by the dean of his/her college. The Hearing Board may impose an additional penalty for such repeated offenses.
- d. The dean of the student's college who receives a report that a student has committed a violation of academic integrity while attending another academic institution or while enrolled in a Cornell-sponsored off-campus program may, if he or she feels the situation warrants, summon the student to appear before the College Hearing Board. The Hearing Board may impose any penalty, including an additional penalty, it feels appropriate for the violation involved.
- e. The Academic Integrity Hearing Board shall hear all cases that come before it de novo. While the Hearing Board may recommend an increase in any penalty imposed at the primary hearing, it should consider raising the penalty, if it is the student seeking review, only in the exceptional case.
- f. The individual seeking review shall notify the chairperson of the Hearing Board of the faculty member's college within ten working days of the primary hearing. An exception to this deadline may be granted at the discretion of the Chairperson of the Hearing Board on a showing of good cause.

3. Procedures.

- a. Each Board shall conform to procedures established by the Faculty Council of Representatives. Any college or school wishing to adopt a Board or procedures varying from this model must receive prior approval from the Dean of Faculty.
- b. The Academic Integrity Hearing Board shall convene as soon as practical after notification of a request for review, although seven days notice should be given to all parties if possible. If a grade for the student in the course must be submitted before a case can be decided, the faculty member shall record a grade of incomplete, pending a decision by the Hearing Board.

- c. Those present at the Hearing shall be:
 - i. The student, who has the right to be accompanied by an advisor and/or by relevant witnesses
 - ii. The faculty member, who has the right to bring relevant witnesses
 - iii. The third party independent witness, if a primary hearing was held
 - iv. Any other person called by the chairperson
- d. Should the student or faculty member fail to appear before the Hearing Board, the Board shall have the full authority to proceed in his/her absence.
- e. The Board members shall hear all available parties to the dispute and examine all the evidence presented. The Board may solicit outside advice at the discretion of the chairperson. The chairperson shall preside over the hearing to ensure that no party threatens, intimidates, or coerces any of the participants.
- f. The student shall have the right to present his/her case and to challenge the charges or the evidence. The student's advisor may assist the student in the presentation and questioning.
- g. At least two-thirds of the voting Board members shall be present at every hearing, including two students and two faculty members. Both parties may agree in writing to waive this quorum. Of those present, a simple majority shall decide the issue. The chairperson shall vote only in the case of a tie vote. The Board shall find the student guilty only if there is clear and convincing (see the definition at section II.B.4.c.) evidence indicating that the student has violated this Code.
- h. The chairperson shall notify each party to the dispute, in writing, of the Board's decision and, if appropriate, the penalty imposed. If the judgment of the faculty member is affirmed by the Board, or if the Board decides a different penalty is warranted, the dean of the faculty member's college and the dean of the student's college shall also receive the report.
- i. If the student's college is different from the faculty member's, the chairperson shall alter the composition of the Board hearing the case by substituting or adding one faculty member and one student from the Hearing Board of the student's college.

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

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

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

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

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

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

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

EXAMPLES OF VIOLATIONS OF THE CODE OF ACADEMIC INTEGRITY

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

A. In Exams

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

B. On Papers

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

C. In Research

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

D. In the Library

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

E. In Academic Records

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

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

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

ACKNOWLEDGING THE WORK OF OTHERS

Education at its best, whether conducted in seminar, laboratory, or lecture hall, is a dialogue between teacher and pupil in which questions and answers can be sought and evaluated. If this dialogue is to flourish, students who enter the University must assume certain responsibilities. Among them is the responsibility to make clear what knowledge is theirs and what is someone else's. Teachers must know whose words they are reading or listening to, for no useful dialogue can occur between a teacher and an echo or ghost.

Students who submit written work in the University must, therefore, be the authors of their own papers. Students who use facts or ideas originating with others must plainly distinguish what is theirs from what is not. To misrepresent one's work knowingly is to commit an act of theft. To misrepresent one's work ignorantly is to show oneself unprepared to assume the responsibility presupposed by work on the college level. It should be obvious that none of this prohibits making use of the discoveries or ideas of others. What is prohibited is simply improper, unacknowledged use (commonly known as "plagiarism").

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

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

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

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

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

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

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

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

- 3) If some section of the paper is the product of a discussion, or if the line of argument adopted is such a product, and if acknowledgment within the text or footnote seems inappropriate, then furnish in a prefatory note or a footnote an appropriate acknowledgment of the exact nature of the assistance you have received. Scholarship is, after all, cumulative, and prefatory acknowledgements of assistance are common. For example: "I ... wish to express my appreciation to Dr. Harlow Shapley of the Harvard Observatory, who read the original manuscript and made valuable suggestions and criticisms, with particular reference to the sections dealing with astronomy" (Lincoln Barnett, *The Universe and Dr. Einstein* [New York: the New American Library, 1958]).

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

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

THE SOURCE

The importance of the *Second Treatise of Government* printed in this volume is such that without it we should miss some of the familiar features of our own government. It is safe to assert that the much criticized branch known as the Supreme Court obtained its

being as a result of Locke's insistence upon the separation of powers; and that the combination of many powers in the hands of the executive under the New Deal has still to encounter opposition because it is contrary to the principles enunciated therein, the effect of which is not spent, though the relationship may not be consciously traced. Again we see the crystallizing force of Locke's writing. It renders explicit and adapts to the British politics of his day the trend and aim of writers from Languet and Bodin through Hooker and Grotius, to say nothing of the distant ancients, Aristotle and the Stoic school of natural law. It sums up 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 re-echoed its claims for human liberty, for the separation of powers, for the sanctity of private property. In the hands of these it has been the quarry of liberal doctrines; and that it has served the Socialist theory of property based on labor is final proof of its breadth of view.

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 re-echoed its claims for human liberty, for the separation of powers, for the sanctity of private property. All these are marks of the influence of Locke's Second Treatise on our own way of life.

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

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

EXAMPLE 2: THE MOSAIC

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

Note how the following phrases have been lifted out of the original text and moved into new patterns:

crystallizing force of Locke's writing

some of the familiar features of our own government

much criticized branch known as the Supreme Court

combination of many powers in the hands of the executive under the New Deal

have re-echoed its claims for human liberty....property

from the trend and aim....Grotius

to say nothing of Aristotle and....natural law

quarry of liberal doctrines

As in the first example, there is really no way of legitimizing such a procedure. To put every stolen phrase within quotation marks would produce an almost unreadable, and quite worthless, text.

EXAMPLE 3: THE PARAPHRASE

PARAPHRASE: One can safely say that the oft-censured

ORIGINAL: It is safe to assert that the much criticized

Supreme Court really owes its existence to the Lockeian

....Court obtained its being as a result of Locke's

demand that powers in government be kept separate;

insistence upon the separation of powers;

equally one can say that the allocation of varied and

and that the combination of many
widespread authority to the President during the era of
powers in the hands of the executive under
the New Deal has still to encounter opposition because

the New Deal has still to encounter opposition because

it is contrary to the principles enunciated therein.

it is contrary to the principles enunciated therein...

Once more it is possible to note the way in which

Again we see

Locke's writing clarified existing opinion.

the crystallizing force of Locke's writing.

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

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

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

EXAMPLE 4: THE "APT" TERM

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

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

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

May 24, 1996

J. WITHDRAWALS & LEAVES OF ABSENCE

A student may withdraw from the law school at any time by submitting a written notice of withdrawal to the Law School Registrar. The withdrawal is effective on the date the written notice is received by the Registrar. A student who withdraws from the law school is not entitled to return.

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

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

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

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

POLICIES AND PROCEDURES GOVERNING LEAVES OF ABSENCE

1. The expectation of the Law School is that, once a student begins his or her studies, he or she will complete the degree program in the standard length of time (e.g., three years for a J.D. student). However, in appropriate cases, a Cornell law student in good academic standing may apply for a leave of absence prior to completing the degree, such leave to take effect immediately upon completion of the semester in which the application is made. (Only in extraordinary circumstances, e.g., those involving severe medical/psychological problems, will permission be given for a leave to begin during the course of a given semester.)*
2. To apply for a leave, a student must submit a written petition to the Administrative Committee describing the reasons for the leave. In the event a student is incapacitated due to medical/psychological problems, a petition for a 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 medical or psychological reasons, the leave may be conditioned on counseling or medical treatment while on leave of absence or other requirements appropriate to the conditions giving rise to the leave.
6. Before the end of the semester in which the leave is scheduled to expire, the student must notify the Administrative Committee that he or she expects to return to school at the beginning of the following semester. Included in the notification must be a statement that the student has not been charged with any crime during the period of the leave or, if a student has been charged with a crime, the full details of the incident(s) leading to the charge. If conditions have been attached to the leave, the student must demonstrate that such conditions have been satisfied.
7. As a general matter, a student will not be permitted to resume his or her studies unless the Administrative Committee is satisfied that the student has the ability to complete law school and the judgment and integrity to function as a member of the profession. For example, in the event that the leave of absence was granted due to medical/psychological reasons, the Administrative Committee must be satisfied that the problems which precipitated the leave are resolved and that the student is able to handle all of the physical or emotional stress, as applicable, of attending law school, and that there is no significant risk of danger to the student or others or of disruption to the Law School or University environment. The Committee may require the student to make available relevant medical/psychological records, to permit the Committee to communicate directly with the student's physicians or counselors, and, in appropriate circumstances, to undergo additional medical/psychological evaluation.
8. Reentry may be conditional. For example, a student may be required to engage in regular and ongoing medical, psychiatric or psychological treatment when specifically related to the conditions giving rise to the leave if the Committee believes that, without such ongoing treatment, the individual will not be able to function effectively as a student or will pose a significant risk to the health or safety of himself or others or a significant risk of disruption to the Law School or University environment.
9. If the Administrative Committee determines that the student will not be permitted to return to the Law School, 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. Please note that when a student requests a leave of absence for medical/psychological reasons, the Law School works closely with the staff of the Gannett Medical Center. Details on current Cornell University Medical Leave of Absence policy are available on-line at <http://www.gannett.cornell.edu/CAPS/medical-leaves.html>.

K. PROCEDURES FOR ACCOMODATIONS FOR STUDENTS WITH DISABILITIES

To: Entering Law Students

From: Anne Lukingbeal, Associate Dean

Re: Accommodations for Students with Disabilities

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

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

1. Students who believe they are entitled to an accommodation should communicate with me or with Assistant Dean John DeRosa as soon as possible. In order to make decisions based upon an individual's specific situation, it may take some time for the Law School's Administrative Committee to determine what is appropriate and fair. If at all possible, you should initiate the process in the spring or early summer before your matriculation, or, if later, as soon as the disability arises.
2. Upon arrival in Ithaca, you should arrange for an appointment with Katherine Fahey, Director of Student Disability Services at Cornell University. Ms. Fahey can offer you advice and guidance on the services available to students at the University. In the alternative, you may wish to schedule a phone appointment before your arrival. To schedule an appointment with Ms. Fahey, call 607-254-4545 or write to the Director of Student Disability Services, Room 420, Computing and Communication Center (CCC), Cornell University, Ithaca, NY 14853.

Students requesting disability accommodations must submit disability documentation and a Request for Disability Services and Accommodations Form to initiate the accommodation process. The form and guidelines for disability documentation are available at the Student Disability Services website, <http://clt.cornell.edu/campus/sds/students.html> or from SDS in alternate formats. All documentation must be current and comprehensive in order to determine eligibility for accommodations in a law school environment. This documentation should be in writing and should be from a physician who is familiar with your diagnosis and treatment. In cases of learning disabilities, a full psycho-educational

report including aptitude and achievement tests reflecting all the test and subtest scores and a description of test procedures is required. (Ms. Fahey may give you additional instructions.) The report should be prepared by a professional qualified to diagnose a learning disability. The report should make written recommendations based upon your needs for accommodation in a law school environment.

3. Once Ms. Fahey is satisfied that your documentation is sufficient, a written recommendation regarding possible accommodations for your disability will be sent to the Law School's Administrative Committee. Due to the academic calendar, the Committee must have the written recommendation by the **beginning of the fourth week of the Fall semester, Monday, September 17, 2007**; therefore, it is important that you contact Ms. Fahey as soon as possible. This recommendation is a precondition to action by the Law School's Administrative Committee on any request for an accommodation.
4. In addition to a written recommendation, the Law School's Administrative Committee will also need to receive for consideration a copy of the medical documentation. The Administrative Committee may request additional documentation or may request that your physician speak directly with the Law School Dean of Students. The Administrative Committee may also ask that you be evaluated by another medical professional.
5. We also ask you to make a written request regarding any specific type of exam accommodation or other academic accommodation which you believe to be appropriate. In this regard, please tell us the accommodations which you have been granted in college and graduate school, and on standardized tests including the LSAT and the SAT.
6. While your prior testing history and other accommodation history is relevant to our determination of reasonable accommodations in Law School, it is important that you realize that we will not necessarily agree to grant the particular accommodations which you have been given in the past. Only after the Administrative Committee has thoroughly considered your request for an accommodation will we be able to arrange for what we believe to be a reasonable and appropriate accommodation, given your disability and the essential components of our academic program. It is important for you to realize that an important feature of that program is the comparative grading of students based on examinations that are time-pressured, competitive, and occasionally stressful.
7. Once we have received: (a) written recommendations from Ms. Fahey, the Director of Student Disability Services, regarding any suggested accommodations, (b) copies of your disability documentation, (c) a written request from you which includes your accommodation history, and (d) any additional information requested by the Administrative Committee, the Committee will consider the request and respond. In almost all cases, we have been able to give a student written notice of exam accommodations within two or three weeks of receiving all of the appropriate material.

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

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

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

L. LAW SCHOOL EMERGENCY/EVACUATION PROCEDURES

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

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

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

In an actual evacuation please follow these procedures:

Actual Evacuation Procedures

- A. Turn equipment off, if possible.
- B. Notify others in the area of the alarm if they did not hear it.
- C. Exit the room
 - Take jackets or other clothing needed for protection from the weather.
 - Close windows and close, but do not lock doors as you leave.
 - Leave room lights on.
- D. Exit the building via the nearest safest exit route. Walk, do not run. Do not use elevators to exit.
- E. Move away from the building. In an actual emergency you will be directed by a Law School emergency response team member to assemble on the lawn area above the courtyard between Myron Taylor Hall and Anabel Taylor Hall on Central Avenue. (If this area is not safe or unavailable, you will be directed to another assembly area).
- F. Wait at evacuation point for directions.
- G. Do not re-enter the building until emergency staff gives the "all clear" signal. The silencing of the building alarm system is not normally used as the "all clear" signal. In some cases the fire alarm will be silenced and staff members placed at building entrances to keep people out until the incident has been resolved.

Medical Emergency Procedure

- A. Protect victim from further injury by removing any persistent threat to the victim. Do not move the victim unnecessarily. Do not delay in obtaining trained medical

assistance.

- B. Notify staff or faculty members if available, or Cornell Police of the location, nature and extent of the injury by calling 911 or using a Blue Light or Emergency Telephone. Always call from a safe location.
- C. Provide first aid until help arrives if you have appropriate training and equipment and it is safe to do so.
- D. Send someone outside to escort emergency responders to the appropriate location, if possible.

Fire or Explosion Emergency Procedure

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

Criminal Activity or Violence Emergency Procedure

- A. Attempt to remove yourself from any danger.
- B. Notify available staff or faculty members or Cornell Police by calling 911 or using a Blue Light or Emergency Telephone. Try to call from a safe location if possible.
- C. If possible, provide the police with the following information:
 - Location of crime.
 - Nature of crime and specifics (number of people involved, any weapons, etc.)
 - Any injuries.
 - Description of suspect(s) (height, weight, sex, race, clothing, hair color, etc.)
 - Direction of travel of suspects.
 - Description of any vehicles involved in the crime.
- D. DO NOT pursue or attempt to detain suspects.

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