THE CATHOLIC UNIVERSITY OF AMERICA
Columbus School of Law

2012–2013 ANNOUNCEMENTS

VOLUME 97
These Announcements are issued to supply information. Additional information concerning University studies is available in the Student Handbook, which may be viewed online at studentlife.cua.edu/studenthandbook/. Each student is responsible for knowing all rules, regulations, policies, and procedures found in both these Announcements and the Student Handbook.

The University reserves the right to advance and revise requirements for graduation and degrees, curricula, schedules, charges for tuition and other fees, and all regulations affecting students, whether incoming or previously enrolled. Inquiries and applications for admission should be directed to the Office of Admissions, The Catholic University of America, Columbus School of Law, Washington, DC 20064; telephone: 202-319-5151. To learn more, visit our website, www.law.edu.

The Catholic University of America is committed to the proposition that "with respect to the fundamental rights of the person, every type of discrimination, whether social or cultural, whether based on sex, race, color, social condition, language, or religion, is to be overcome and eradicated as contrary to God's intent" (Vatican Council II, Gaudium et Spes, No. 29). Accordingly, it is the policy of the University to comply fully with provisions of federal and local laws and regulations where applicable, which prohibit discrimination on the basis of criteria specified in those laws and regulations in educational programs and activities, including admission thereto, and in employment. Inquiries may be directed to EEO/Employee Relations Manager; telephone: 202-319-6594; or email cua-equalopportunity@cua.edu. Anyone who has a complaint or question about the University’s compliance with Title IX should contact Lisa Wood, director of employee relations and Title IX coordinator, at 202-319-6594. Email: woodlm@cua.edu, Address: Room 170 Leahy Hall, The Catholic University America, 620 Michigan Ave., N.E., Washington, DC 20064.

The Catholic University of America was incorporated under the laws of the District of Columbia in 1887. Its original incorporation was supplemented and amended by an Act of Congress in 1928. The campus is located in the northeast quadrant of Washington with a main entrance at Michigan Avenue and Fourth Street, N.E. University offices are open from 9 a.m. to 5 p.m. daily, Monday through Friday, except on holidays noted in the Academic Calendar. The University telephone number is 202-319-5000 and its Web address is www.cua.edu. The law school number is 202-319-5140.
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MESSAGE FROM THE PRESIDENT

To the Students of the Columbus School of Law:

You have chosen an honorable vocation and the best law school in America to prepare you for it. The law regulates our daily affairs. In a complex world it organizes the relations of people, companies, and nations. The wise legal counselor knows that the rule of law is not a settled and certain thing, nor is it the same as the will of the sovereign. There are better and worse ways of arranging human affairs. Psalm 146 warns our profession to "[p]ut no trust in princes." It is the Lord, the psalmist says, who

\[
\text{secures justice for the oppressed, gives food to the hungry [and] sets prisoners free; the Lord . . . raises up those who are bowed down; [he] loves the righteous. The Lord protects the stranger, sustains the orphan and the widow, but thwarts the way of the wicked.}
\]

We need to keep this thought in mind when we study the law of Social Security and habeas corpus; when we make agricultural and environmental policy; and when we write immigration laws and design financial reform. At The Catholic University of America we ask our students — in law no less than in science, literature, art, and history — to learn what all capable practitioners know, and then to ask what is right and good. We aim to graduate not just good lawyers, but lawyers who lead good lives.

You will find here an exceptional faculty and staff committed to your success in these undertakings. They will provide you with generous, personal, and attentive service. And you will on graduation join an extraordinary community of alumni and alumnae who have walked CUAs path before you, advancing to great legal careers in virtually every field of endeavor.

Welcome to The Catholic University of America and the Columbus School of Law.

Sincerely,

[Signature]

President
The Catholic University of America
ACADEMIC CALENDAR
FALL SEMESTER 2012

Monday, Aug. 13
Mandatory 1st Day of Orientation for first-year students.

Tuesday, Aug. 14–
Mandatory Registration, Orientation, and Lawyering Skills I (LSP I) classes
Friday, Aug. 17
for first-year students.

Monday, Aug. 20
CLASSES RESUME. FIRST DAY OF CLASSES FOR UPPER DIVISION STUDENTS. DOCTRINAL
CLASSES BEGIN FOR FIRST YEAR STUDENTS. Administrative offices will be open until 6:20 p.m.

Tuesday, Aug. 28
LAST DAY TO REGISTER, ADD, or DROP an elective course.

Thursday, Aug. 30
Mass of the Holy Spirit. University Mass and picnic; no classes between 12:10 and 3 p.m.

Monday, Sept. 3
Labor Day – NO CLASSES.

Monday, Sept. 17
"C+ or Lower" Deadline. Any student with a grade of C+ or lower in a spring 2012 or
summer 2012 nonwriting class must conclude his or her student/faculty exam review meeting by this date.

Wednesday, Sept. 19
Forms available in the academic dean's office to request rescheduling of conflicting exams.

Friday, Oct. 5
MID-SEMESTER:
• Last day to resolve grades of incomplete from the previous semester.
• Last day to withdraw from an elective course (while maintaining the minimum course load)
  without the instructor's approval.
• Last day to change a course to audit status.
• Last day to submit requests for transfers between divisions for the spring term.
• For full-time, day division students, last day to change externship credit allocation.
• Last day to request accelerated graduation
• Last day to request a rescheduled examination.

Monday, Oct. 8
Columbus Day — NO CLASSES.

Tuesday, Oct. 9
Administrative Monday, Monday — not Tuesday — classes meet.

Thursday, Nov. 1
All Saints Day.

Friday, Nov. 2
All Souls Day. Memorial Mass for deceased of the University community.

Thursday, Nov. 8
Registration for spring 2013 semester begins at 8 a.m. for
3D and 4E students (use Cardinal Station).

Thursday, Nov. 15
Registration for spring 2013 semester begins at 8 a.m. for 2D, 2E, and 3E students (use Cardinal Station).

Wednesday, Nov. 21
Thanksgiving recess begins — NO CLASSES.

Monday, Nov. 26
CLASSES RESUME.

Friday, Nov. 30
LAST DAY OF CLASSES; LAST DAY TO DROP AN ELECTIVE course (while maintaining the minimum
course load) with the instructor's approval.

Saturday, Dec. 1
Reading Day.

Sunday, Dec. 2
Reading Day.

Monday, Dec. 3–
FINAL EXAMINATION PERIOD.
Saturday, Dec. 15

Saturday, Dec. 8
Patronal Feast of the Immaculate Conception. (Exams will be held on this day.)

Friday, Dec. 14
Seminar and Directed Research Papers due (unless earlier date set by instructor).

Friday, Jan. 4
Graduating students' grades are due.

Friday, Jan. 11
Nongraduating students' grades are due.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Wednesday, Jan. 9</td>
<td>CLASSES RESUME. Administrative offices will be open until 6:20 p.m.</td>
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<tr>
<td>Friday, Jan. 18</td>
<td>LAST DAY TO REGISTER, ADD, or DROP an elective course.</td>
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<tr>
<td>Monday, Jan. 21</td>
<td>Rev. Martin Luther King, Jr. Birthday — NO CLASSES.</td>
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<td>Tuesday, Jan. 29</td>
<td>Patronal Feast of St. Thomas Aquinas. University Mass. 12:10 p.m. classes cancelled; 1:10 p.m. classes will meet at 1:30 p.m.</td>
</tr>
<tr>
<td>Tuesday, Feb. 12</td>
<td>Forms available in the academic dean's office to request rescheduling of conflicting exams.</td>
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<tr>
<td>Wednesday, Feb. 13</td>
<td>Ash Wednesday.</td>
</tr>
<tr>
<td>Wednesday, Feb. 20</td>
<td>&quot;C+ or Lower&quot; Deadline. Any student with a grade of C+ or lower in a fall 2012 nonwriting class must conclude his or her student/faculty exam review meeting by this date.</td>
</tr>
<tr>
<td>Tuesday, Feb. 29</td>
<td>MID-SEMESTER:</td>
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<td></td>
<td>• Last day to resolve grades of incomplete from the previous semester.</td>
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<td>• Last day to withdraw from an elective course (while maintaining the minimum course load) without the instructor’s approval.</td>
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<td>• Last day to submit requests for transfers between divisions for the fall term or to seek accelerated graduation.</td>
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<td>• For full-time, day division students, last day to change externship credit allocation.</td>
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<td>• Last day to change a course to audit status.</td>
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<td>• Last day to request a rescheduled examination.</td>
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<tr>
<td>Monday, March 4</td>
<td>Spring recess begins — STUDENT HOLIDAY.</td>
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<tr>
<td>Monday, March 11</td>
<td>CLASSES RESUME.</td>
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<tr>
<td>Wednesday, March 13</td>
<td>Registration for summer 2013 semester begins at 8 a.m. for rising 3rd year Day and 4th year evening students (use Cardinal Station).</td>
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<tr>
<td>Friday, March 15</td>
<td>Registration for summer 2013 semester begins at 8 a.m. for rising 2D, 2E and 3E students (use Cardinal Station).</td>
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<td>Thursday, March 28</td>
<td>Holy Thursday. Easter recess begins — NO CLASSES.</td>
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<tr>
<td>Tuesday, April 2</td>
<td>CLASSES RESUME.</td>
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<tr>
<td>Wednesday, April 3</td>
<td>ADMINISTRATIVE MONDAY, Monday — not Wednesday — classes meet.</td>
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<tr>
<td>Thursday, April 11</td>
<td>Registration for fall 2013 semester begins at 8 a.m. for rising 3rd year Day and 4th year Evening students (use Cardinal Station).</td>
</tr>
<tr>
<td>Thursday, April 18</td>
<td>Registration for fall 2013 semester begins at 8 a.m. for rising 2D, 2E, and 3E students (use Cardinal Station).</td>
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<td>Saturday, April 27</td>
<td>Normal Friday classes meet.</td>
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<td>Saturday, April 27</td>
<td>Reading Day.</td>
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<tr>
<td>Sunday, April 28</td>
<td>Reading Day.</td>
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<tr>
<td>Monday, April 29</td>
<td>LAST DAY OF CLASSES; LAST DAY TO DROP an elective course (while maintaining the minimum course load) with the instructor’s approval.</td>
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<tr>
<td>Tuesday, April 30</td>
<td>Reading Day.</td>
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<td>Wednesday, May 1–</td>
<td>FINAL EXAMINATION PERIOD.</td>
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<td>Saturday, May 11</td>
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<td>Date</td>
<td>Event</td>
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<tr>
<td>Friday, May 10</td>
<td>Seminar and Directed Research papers due (unless earlier date set by instructor).</td>
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<tr>
<td>Tuesday, May 14</td>
<td>Graduating students' grades are due.</td>
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<tr>
<td>Monday, May 20</td>
<td>Summer 2013 classes begin.</td>
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<tr>
<td>Friday, May 24</td>
<td>COMMENCEMENT.</td>
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<tr>
<td>Monday, May 27</td>
<td>Memorial Day — NO CLASSES.</td>
</tr>
<tr>
<td>Friday, June 7</td>
<td>Nongraduating students' spring 2013 grades are due.</td>
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<tr>
<td>Thursday, July 4</td>
<td>Independence Day — NO CLASSES.</td>
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<tr>
<td>Tuesday, July 9</td>
<td>ADMINISTRATIVE THURSDAY, Thursday — not Tuesday — classes meet. LAST DAY OF SUMMER CLASSES.</td>
</tr>
<tr>
<td>Tuesday, July 16</td>
<td>Summer 2013 Final Exams.</td>
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<tr>
<td>Tuesday, Aug. 13</td>
<td>Summer 2013 grades are due.</td>
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## OFFICERS OF THE UNIVERSITY

### BOARD OF TRUSTEES

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>City</th>
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<tbody>
<tr>
<td>Carl A. Anderson</td>
<td></td>
<td>New Haven, Conn.</td>
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<tr>
<td>Bishop Robert J. Banks, Trustee Emeritus</td>
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<td>Green Bay, Wis.</td>
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<td>Richard D. Banziger, Vice Chairman</td>
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<td>Nancy J. Bidwill, Trustee Emeritus</td>
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<td>Paradise Valley, Ariz.</td>
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<td>Toni M. Bischoff, Trustee Emeritus</td>
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<td>Columbus, Ohio</td>
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<td>Lee Ann Joiner Brady</td>
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<td>Skillman, N.J.</td>
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<td>Bishop Michael F. Burbidge</td>
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<td>Raleigh, N.C.</td>
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<td>Timothy R. Busch, Esq.</td>
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<td>Irvine, Calif.</td>
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<td>Joseph L. Carlini</td>
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<td>Malvern, Pa.</td>
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<td>Archbishop Robert J. Carlson</td>
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<td>St. Louis, Mo.</td>
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<td>Archbishop Paul S. Coakley</td>
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<td>Oklahoma City, Okla.</td>
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<td>Robert F. Comstock, Esq.</td>
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<td>Washington, D.C.</td>
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<td>Bishop Salvatore J. Cordileone</td>
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<td>Oakland, Calif.</td>
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<td>Bishop Nicholas A. DiMarzio</td>
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<td>Houston, Texas</td>
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<td>Cardinal Timothy M. Dolan</td>
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<td>New York, N.Y.</td>
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<td>Bishop Kevin J. Farrell</td>
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<td>Dallas, Tex.</td>
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<tr>
<td>Frederick R. Favo, Trustee Emeritus</td>
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<td>Oakmont, Pa.</td>
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<td>John Garvey, President</td>
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<td>Washington, D.C.</td>
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<td>Cardinal Francis E. George, O.M.I.</td>
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<td>Chicago, Ill.</td>
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<td>Archbishop Wilton D. Gregory</td>
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<td>Atlanta, Ga.</td>
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<td>Stephen J. Kaneb</td>
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<td>South Hampton, N.H.</td>
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<td>Archbishop Joseph E. Kurtz</td>
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<td>Louisville, Ky.</td>
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<td>Alden J. Laborde, Trustee Emeritus</td>
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<td>New Orleans, La.</td>
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<td>Monsignor Paul A. Lenz, Trustee Emeritus</td>
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<td>Washington, D.C.</td>
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<td>Philip D. Lewis, Trustee Emeritus</td>
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<td>Riviera Beach, Fla.</td>
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<tr>
<td>Bishop Paul S. Loverde</td>
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<td>Arlington, Va.</td>
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<tr>
<td>Bishop Gregory J. Mansour</td>
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<td>Brooklyn, N.Y.</td>
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Sandra A. McMurtrie, Trustee Emeritus ................................................................. Bethesda, Md.
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Archbishop Allen H. Vigneron, Chairman ......................................................... Detroit, Mich.
Archbishop Thomas G. Wenski ......................................................................... Miami, Fla.
Anthony A. Williams, Esq. ................................................................................ Washington, D.C.
Cardinal Donald W. Wuerl, Chancellor .............................................................. Washington, D.C.

Frank G. Persico, Secretary of the Board .......................................................... Fulton, Md.
OFFICERS OF ADMINISTRATION

Office of the President

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Frank G. Persico, M.A. ........................................ Vice President for University Relations and Chief of Staff
W. Michael Hendricks, Ed.D. ........................................... Vice President for Enrollment Management
H. Kenneth DeDominicis, M.P.A. ................................. Vice President for Institutional Advancement

Academic Deans

Randall Ott, M.Arch. ......................................................... School of Architecture and Planning
Lawrence R. Poos, Ph.D. ......................................................... School of Arts and Sciences
Rev. Robert J. Kaslyn, S.J., J.C.D. ........................................ School of Canon Law
Charles C. Nguyen, D.Sc. ....................................................... School of Engineering
George E. Garvey, B.A., J.D. (acting) ................................. Columbus School of Law
Lawrence R. Poos, Ph.D. (acting) ........................................ School of Library and Information Science
Grayson Wagstaff, Ph.D. ...................................................... Benjamin T. Rome School of Music
Patricia McMullen, Ph.D. ....................................................... School of Nursing
John C. McCarthy, Ph.D. ...................................................... School of Philosophy
Sara M. Thompson, Ph.D. ....................................................... Metropolitan School of Professional Studies
Stephen Schneck, Ph.D. (acting) ......................................... National Catholic School of Social Service
Rev. Mark Morozowich, S.E.O.D. ......................................... School of Theology and Religious Studies
James Greene, Ph.D. ........................................................ Graduate Studies
Michael Mack, Ph.D. ........................................................ Undergraduate Studies
THE MISSION STATEMENT OF THE CATHOLIC UNIVERSITY OF AMERICA

As the national university of the Catholic Church in the United States, founded and sponsored by the bishops of the country with the approval of the Holy See, The Catholic University of America is committed to being a comprehensive Catholic and American institution of higher learning, faithful to the teachings of Jesus Christ as handed on by the Church. Dedicated to advancing the dialogue between faith and reason, The Catholic University of America seeks to discover and impart the truth through excellence in teaching and research, all in service to the Church, the nation, and the world.

AIMS OF THE UNIVERSITY

The Catholic University of America is a community of scholars, both faculty and students, set apart to discover, preserve and impart the truth in all its forms, with particular reference to the needs and opportunities of the nation. As a university, it is essentially a free and autonomous center of study and an agency serving the needs of human society. It welcomes the collaboration of all scholars of goodwill who, through the process of study and reflection, contribute to these aims in an atmosphere of academic competence where freedom is fostered and where the only constraint upon truth is truth itself.

As a Catholic university, it desires to cultivate and impart an understanding of the Christian faith within the context of all forms of human inquiry and values. It seeks to ensure, in an institutional manner, the proper intellectual and academic witness to Christian inspiration in individuals and in the community, and to provide a place for continuing reflection, in the light of Christian faith, upon the growing treasure of human knowledge.

As a member of the American academic community, it accepts the standards and procedures of American institutions and seeks to achieve distinction within the academic world.

Faithful to the Christian message as it comes through the Church and faithful to its own national traditions, The Catholic University of America has unique responsibilities to be of service to Christian thought and education in the Catholic community, as well as to serve the nation and the world.

GOALS OF THE UNIVERSITY

The Catholic University of America was founded in the name of the Catholic Church in the United States by Pope Leo XIII and the bishops of this country as a national institution of learning. Given its origins and the historic role of its ecclesiastical faculties, this university has a responsibility to the Church in the United States that is special: It is called to be an intellectual center of highest quality, where the relation between revealed truth and human truth can be examined in depth and with authority. Moreover, it seeks to do this in the light of the American experience. It is for this reason that, from its inception, the University has enjoyed a unique relationship with the Holy See and the entire Catholic community.

Established as a center for graduate study, The Catholic University of America has evolved into a modern American university, committed not only to graduate but also to undergraduate and professional education and to the cultivation of the arts. At every level, the University is dedicated to the advancement of learning and particularly to the development of knowledge in the light of Christian revelation, convinced that faith is consistent with reason and that theology and other religious studies themselves profit from the broader context of critical inquiry, experimentation, and reflection.

The University aims at achieving and maintaining a leading place among Catholic and other privately endowed, research-oriented institutions of comparable size, purpose, and tradition. In particular, it seeks to maintain a position of special excellence in the fields of theology, philosophy, and canon law.

The Catholic University of America gives primacy to scholarship and scientific research and to the training of future scholars through its graduate programs, not only in order to advance scientific work but also because it recognizes that undergraduate and professional education of high quality also demands the presence of a faculty that combines teaching and professional activity with fundamental scholarship.

The University seeks the advancement of knowledge within a context of liberal studies, a context that reflects both its concern for the whole person and the distinctive wisdom to which it is heir as a Catholic institution. This dimension of learning is reflected particularly in its undergraduate programs where religious studies and philosophy are regarded as integral to curricula that include requirements in the arts and humanities, language and literature, and the natural and social sciences. Through its professional programs, the University seeks to educate men and women who can represent their professions with distinction and who are formed by the learning and values inherent in academic and Catholic traditions.

In selecting disciplines or fields of specialization to be supported at an advanced level of study and research, the University accords priority to religious and philosophical studies and to those programs that advance the Catholic tradition of humanistic learning and serve the contemporary and future needs of society and the Church. In supporting particular programs the University takes into account the present and potential quality of programs, making an effort to maintain present academic strengths, especially when these are not represented elsewhere.

The University recognizes that its distinctive character ultimately depends on the intellectual and moral quality of its members. To create an environment that is intellectually stimulating and characterized by the generosity and mutual support required for collegial life and personal growth, Catholic University seeks men and women who are not only professionally competent but who can contribute to its Catholic, moral, and cultural milieu. The University seeks to preserve its tradition of collegial governance, fostering a climate within which all members of the University community have sufficient opportunities to influence deliberation and choice.

Though a research and teaching institution, the University recognizes that it is part of a larger community to which it has certain obligations consistent with its character. Its presence in the nation’s capital and its unique relationship with the Catholic Church in America provide it with opportunities for influencing the resolution of the crucial issues of our time. In providing information and criteria by which public policy is shaped and measured, the University seeks to be of special service to the nation. Similarly, it seeks to be of service to the Church, not only through the preparation of clergy and other leaders for specific roles in
the Church, but through factual investigations and discussions of principles that influence policy. Thus, in dialogue and cooperation with contemporary society, The Catholic University of America sees itself as faithful to the challenge proposed by the Second Vatican Council for institutions of higher learning, namely, to put forth every effort so that “the Christian mind may achieve … a public, persistent, and universal presence in the whole enterprise of advancing higher culture” (Gravissimum educationis, n. 10).

ACCREDITATION AND MEMBERSHIPS

ACCREDITATION

Institutional
The Catholic University of America is accredited by the Middle States Commission on Higher Education, 3624 Market St., Philadelphia, PA 19104 (267-284-5000). The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Accreditation.

Specialized
Accreditation Board for Engineering and Technology
American Association of Colleges of Nursing
American Bar Association
American Chemical Society
American Library Association
American Psychological Association
Association of American Law Schools
Association for Clinical Pastoral Education
Association of Theological Schools in the United States and Canada
Council on Social Work Education
Medical Library Association
National Architectural Accrediting Board
National Association of Schools of Music
National Association of State Directors of Teacher Education and Certification
National Council for Accreditation of Teacher Education
National League for Nursing Accreditation Commission
Nurses’ Examining Board of the District of Columbia

MEMBERSHIPS

Institutional
American Council on Education
American Council of Learned Societies
Association of American Colleges and Universities
Association of Catholic Colleges and Universities
Association of Governing Boards of Universities and Colleges
Consortium of Universities of the Washington Metropolitan Area
Council of Graduate Schools in the United States
Council on Postsecondary Accreditation
International Federation of Catholic Universities
National Association of Independent Colleges and Universities

Specialized
American Association of Colleges for Teacher Education
American Association of University Women
American College Center for Study Abroad
American College Health Association
Association for Library and Information Science Education Associations
Foreign Students Service Council
Institute of International Education International Association of Universities
International Association of Universities
International Federation of Library Associations
Latin American Studies Association
Music Industry Council
National Association for Foreign Student Affairs
National Association for Student Personnel Administrators
National Catholic Educational Association
North American Association of Summer Sessions
Oak Ridge Associated Universities
Potomac River Basin Consortium
Southeastern Universities Research Association
University Corporation for Atmospheric Research
SCHOOLS OF THE UNIVERSITY

SCHOOL OF ARCHITECTURE AND PLANNING

Programs lead to the degrees of Master of Architecture (professional degree, one-and-one-half to two years), Master of Architecture (professional degree, three years), Master of Architectural Studies (post-professional degree), Master of City and Regional Planning, and Master of Science in Sustainable Design.

SCHOOL OF ARTS AND SCIENCES

Programs lead to the degrees of Master of Arts, Master of Fine Arts, Master of Science, and Doctor of Philosophy. The departments of the school offering graduate degrees are anthropology, biology, business and economics, chemistry (chemical education), drama, education, English, Greek and Latin, history, modern languages and literatures, physics, politics, psychology, Semitic and Egyptian languages and literatures, and sociology. Interdisciplinary programs are available in comparative literature, early Christian studies, and medieval and Byzantine studies.

SCHOOL OF CANON LAW

Programs lead to the pontifical degrees of Licentiate in Canon Law and Doctor of Canon Law. A dual degree program is also conducted in conjunction with the Columbus School of Law.

SCHOOL OF ENGINEERING

Programs lead to the degrees of Master of Biomedical Engineering, Master of Civil Engineering, Master of Electrical Engineering, Master of Mechanical Engineering, Master of Science in Computer Science, Master of Science in Engineering, Doctor of Engineering, and Doctor of Philosophy.

SCHOOL OF NURSING

Programs lead to the Master of Science in Nursing, Doctor of Nursing Practice, and Doctor of Philosophy degrees. The program leading to the Master of Science in Nursing degree offers students the opportunity to acquire knowledge and skills in advanced practice roles with concentrations in adult/geriatric, family, pediatric, school nurse practitioners, education, administration, community/public health, and advanced practice psychiatric-mental health. Doctoral study in nursing enables the student to integrate clinical acumen with research knowledge and skills. The program prepares clinical nurse researchers who can teach, administer, and contribute to policy formulation in the private and community health care sectors.

SCHOOL OF PHILOSOPHY

Programs lead to the degrees of Master of Arts and Doctor of Philosophy and to the pontifical degrees of Licentiate and Doctor of Philosophy.

METROPOLITAN SCHOOL OF PROFESSIONAL STUDIES

The Metropolitan School of Professional Studies extends the resources and expertise of the University to the Washington area community by offering master's degree programs for adult students. Reflecting the tradition and educational values of The Catholic University of America, degree programs are based on a strong core component of study in the humanities, social sciences, and natural sciences. Individual programs are designed with a maximum of flexibility to meet the special needs of adult students, while classes are offered evenings and online to accommodate nontraditional schedules.

NATIONAL CATHOLIC SCHOOL OF SOCIAL SERVICE

Programs lead to the degrees of Master of Social Work and Doctor of Philosophy. The Master of Social Work program prepares students for advanced entry into the social work profession with theoretical knowledge, practice skills, research utilization, and professional values. M.S.W. candidates concentrate in clinical social work with individual adults; with children and adolescents; in family practice; or in social policy, planning, and administration. The program leading to the Doctor of Philosophy degree prepares candidates for research and theory development roles in clinical practice, policy development and social justice, or teaching.
SCHOOL OF THEOLOGY AND RELIGIOUS STUDIES

Academic areas of study include biblical studies, Church history, Hispanic/Latino Studies, historical theology, liturgical studies/sacramental theology, moral theology/ethics, pastoral studies, religion and culture, religious education/catechetics, spirituality, systematic theology and joint degree programs in Catholic education leadership, history of religions and religious studies, and library science. Academic and ministerial programs lead to the degrees of Master of Arts, Master of Divinity, Master of Religious Education, Doctor of Ministry, Doctor of Philosophy, and to the pontifical degrees of Licentiate and Doctor of Sacred Theology. Ministerial field training and seminars are provided in the Pastoral Formation Program. Theological College, under the direction of the Sulpician Fathers, provides for diocesan seminarians the spiritual formation and opportunity for personal integration necessary for ordination to the priesthood in the Roman Catholic Church.

HISTORY

The decision to found The Catholic University of America was made by the bishops of the United States on Dec. 2, 1884. Pope Leo XIII, who was a source of encouragement from the beginning, gave the decision in his formal approbation on April 10, 1887. The anniversary is commemorated annually as Founders Day. A certificate of incorporation was registered in the District of Columbia on April 21, 1887. After papal approval of the university’s first constitution was given on March 7, 1889, and what is now called Caldwell Hall was completed, the University opened with 37 students of the sacred sciences on Nov. 13 of the same year.

At the time, the modern American university was still in its infancy. The opening of Johns Hopkins University in 1876 had marked its beginning. This institution in Baltimore was the first in the country to dedicate itself not only to the preservation of learning and to teaching, as universities had been doing since the Middle Ages and as American institutions had been doing since the foundation of Harvard College on an English model in 1636, but also to the advancement of knowledge through research. In this it was following the example of the Prussian universities of the 19th century. Very soon the conduct of research and training of graduate students to carry it on became the hallmark of university status. By 1900, 14 institutions offering instruction for the doctorate, The Catholic University of America among them, considered themselves ready to form the Association of American Universities. Until 1904, undergraduate programs were not offered by the University.

As the article in its name suggests, The Catholic University of America was founded when it was thought that for some time to come American Catholics would be able to maintain only one institution of university standing. There had been occasional demands for such an institution for several decades. Meeting in their Second Plenary Council, in 1866, the bishops, who were interested especially in the higher education of the clergy, had expressed a desire to have under Catholic auspices a university in which “all the letters and sciences, both sacred and profane, could be taught.” Although some Catholic colleges of the period had announced graduate offerings in the 1870s, they had defined them by adding courses rather than by the pursuit of investigation that graduate work is understood to entail.

Bishop John Lancaster Spalding of Peoria, Ill., became the principal champion of the Catholic university cause. In the Third Plenary Council of the bishops, in 1884, he was able to persuade a majority that so long as they would “look rather to the multiplying of schools and seminaries than to the creation of a real university,” the progress of American Catholics would be slow and uncertain. “A university,” he said, “is the great ordinary means to the best cultivation of mind.” A gift from Mary Gwendoline Caldwell of Newport, R.I., made possible the foundation of a faculty of the sacred sciences as the nucleus around which a university could develop.

Seen in the context of the development of American higher education as a whole, the institution that began with the decision of the bishops in 1884 became the principal channel through which the modern university movement entered the American Catholic community. The life of The Catholic University of America has been more or less coterminal with the movement, which now extends on an international scale. A particularly visible contribution of the University to the Church in the United States and to the nation at large has been its preparation of teachers, many of them diocesan priests or members of religious communities of men and women, for service in schools, seminaries, and colleges throughout the country.

The expansion of the University into the arts and sciences began with the opening, in 1895, of what were called at the time the “faculties for the laity.” Instruction in law and technology were included. A structural evolution led to a comprehensive academic reorganization in 1930. In that year, in accord with patterns that had become general in the United States, the College and the Graduate School of Arts and Sciences were established. The School of Engineering and Architecture was also a product of this reorganization. The School of Law had been established early in 1898, in the third year after its beginning as a department.

The addition of several professional schools since 1930, with the incorporation of the National Catholic School of Social Service in 1947 and the former Columbus University in 1954; the consolidation that resulted in the establishment of the School of Religious Studies in 1973; the integration of the College and Graduate School into a single School of Arts and Sciences in 1975; the return of the School of Education to departmental status in 1986, and the establishment of canon law as a separate school within the University by the Board of Trustees on Dec. 11, 2001, have resulted in a complex of 12 faculties or schools in architecture and planning, arts and sciences, canon law, engineering, law, library and information science, music, nursing, philosophy, professional studies, religious studies, and social service.

Undergraduates are admitted to the schools of architecture and planning, arts and sciences, engineering, music, nursing, philosophy, professional studies, and social service. A common admissions authority applies the same general standards to all eight schools. To a considerable extent, undergraduates participate in the same classes in general subjects, share in other features of undergraduate life, and are governed by common regulations.

The composition of the University’s student body has changed several times since its founding. At present, it resembles more than ever before what would be regarded as a typical American institution. About 50 percent of all students are undergraduates. Of the other 50 percent who are postbaccalaureate students, roughly two-thirds are in professional schools. The latter have gained in proportion as the
number of clerics and religious, who once constituted a large segment of students in arts and sciences, has declined.

When the University was established, its governance was delegated by the bishops to a board of trustees of 17 members. An act of Congress in 1928 amended the original certificate of incorporation to allow, among other things, an increase in the membership of the board. Lay membership, however, was minimal until 1968. Under bylaws it adopted that year, the board, which now has 50 members, has equal numbers of clerical and lay members.

An official statement of the aims of the University that the trustees promulgated in 1970 transmits consistently the goals of the founders of a century ago. The first rector, Bishop John Joseph Keane, gave succinct form to these goals when he portrayed the institution he was chosen to head as “a living embodiment and illustration of the harmony between reason and revelation, between science and religion, between the genius of America and the church of Christ.” His words have been a guide for more than a century and will be a continuing challenge as long as the University endures.

ACADEMIC RESOURCES

UNIVERSITY LIBRARIES

Stephen Connaghan, Director
http://libraries.cua.edu

The libraries of The Catholic University of America provide resources and services integral to the intellectual endeavors of the University’s students, faculty, and staff. Collections in the humanities, social sciences, religious studies, and philosophy are located in the John K. Mullen of Denver Memorial Library, along with the Department of Rare Books and Special Collection, and the Semitics Library/Institute of Christian Oriental Research. Separate campus libraries have specialized collections in architecture, engineering, music, library science, physics, biology, and nursing. Records of the University and manuscripts and artifacts that document the heritage of American Catholics are organized, preserved, and made accessible through the American Catholic History Research Center and University Archives located in Aquinas Hall. The Mullen Library and campus library collections total more than 1.4 million volumes of journals, books, dissertations, and other research materials.

Graduate students have access to ALADIN as a benefit of CUA’s membership in the Washington Research Library Consortium (WRLC). ALADIN includes the online library catalog for CUA and other consortium members, as well as electronic journals, full-text and article citation databases, image collections, and Internet resources. Students with valid, updated borrowing privileges may access ALADIN from off campus. Additional databases on CD-ROM may be searched at workstations in Mullen Library.

For materials not available at CUA, eligible students may borrow directly from the WRLC libraries or request books, articles, and other items through the Consortium Loan Service or interlibrary loan. Many articles can be delivered electronically to the student’s myALADIN account.

PC workstations for ALADIN access are available in all libraries. Students also may connect to the Internet through the wireless network in Mullen Library and may borrow laptops and wireless network cards.

Assistance with research is available at reference desks in Mullen Library and the campus libraries, by email, and over the phone. Instruction in library research and the use of electronic resources is sponsored by Reference & Instructional Services, with hands-on sessions held in Mullen Library’s computer-equipped classroom.

Students also have convenient access to the library resources of the Washington metropolitan area. These include the Library of Congress and many specialized public and private collections such as the Dumbarton Oaks Research Library, the Folger Shakespeare Library, the National Archives, the National Library of Medicine, and the libraries of the Washington Theological Consortium.

CENTER FOR PLANNING AND INFORMATION TECHNOLOGY

Zia Mafaher, Director
http://computing.cua.edu

The Center for Planning and Information Technology provides computing and network facilities to students and faculty for their educational and research activities, supports the university’s information systems, manages the campus network, and provides information resources and telecommunication services. The center provides leadership on the ethical use of computing. Numerous public lab areas and classrooms are equipped with desktop computers. All residence hall rooms have network connections via a gigabit Ethernet campus backbone.

The center supports Internet tools such as Web browsers (http://www.cua.edu), Telnet, FTP, and electronic mail. Numerous Web tools are also available for instructional and research purposes. Popular software programs for Microsoft Windows and Apple Macintosh are supported in the public computing areas.

The campus network consists of Sun Microsystems servers and Intel servers running Solaris, VMS, Windows NT, and Linux operating systems, numerous workstations, and more than 1,500 networked Windows-based Intel-powered and Macintosh desktop computers, with direct access to the Internet and Washington Research Library Consortium. The central systems are accessible via direct connections on campus and remotely via the Web.

CPIT issues a VMS and an NT account to all faculty, staff, and students. CPIT provides students, faculty, and staff with an extensive computer education and training program. The CUA Computing Web site provides details about computing at CUA, including information about training, computing resources available, a knowledge bank, a computing guide, and activities underway.

The CUA Computing Information Center, located within CPIT, provides service and support to the campus community. It provides answers to technology questions and fields telephone calls regarding assistance needed on campus. The information center has become a very effective clearinghouse for receiving, tracking, and resolving problems with technology on campus.

In addition, CPIT provides service and support for all technology classrooms and computing areas on campus. A general computing area in Leahy Hall, with both MS Windows and Macintosh machines, is open 24 hours a day during the semesters. Other computer-equipped classrooms and computing areas are open and monitored by CPIT, and available for use by any CUA student, fac-
Students with special technology needs that fall under the Americans with Disabilities Act (ADA) should email defresnr@cua.edu or singere@cua.edu.

DISABILITY SUPPORT SERVICES
The Office of Disability Support Services (DSS) supports the missions of the Office of Dean of Students and the University by providing programs and services designed to support and encourage the integration of students with disabilities into the mainstream of the University community. DSS assists in creating an accessible university community in which students with disabilities have an equal opportunity to fully participate in all aspects of the educational environment. We cooperate through partnerships with students, faculty, and staff to promote students’ independence and to ensure recognition of their abilities, not disabilities.

- DSS coordinates support services for students with all types of diagnosed disabilities.
- DSS assists students in negotiating disability-related barriers to the pursuit of their education.
- DSS strives to improve access to University programs, activities, and facilities for students with disabilities.
- DSS promotes increased awareness of disability issues on campus.

Essential to the larger mission of the University, DSS promotes universally designed environments and facilitates full access through reasonable accommodations, training, collaboration, and innovative programming.

For further information, contact cua-disabilityservices@cua.edu or call 202-319-5211.

CONSORTIUM OF UNIVERSITIES
Cooperation among the institutions of higher education in the District of Columbia is provided by the Consortium of Universities of the Washington Metropolitan Area. The consortium consists of 12 universities: American University, The Catholic University of America, Gallaudet University, George Mason University, The George Washington University, Georgetown University, Howard University, Marymount University, Southeastern University, Trinity College, University of the District of Columbia, and University of Maryland College Park.

Students following an approved program leading to a degree who must complete a course needed for the degree that is not offered at The Catholic University of America may select from the combined offerings of all the institutions the particular courses that best meet their needs. Students in certain degree programs are excluded, and some courses are not open for participation. Students may take consortium courses for credit only and must have the approval of the adviser, dean, and consortium coordinator. Students may take a maximum of one course per semester through the consortium.

The student registers and pays tuition at the home institution where the record of academic achievement is maintained in accordance with its policies. Special fees for specific courses, however, are paid by the student directly to the institution offering the course.

SUMMER SESSIONS
The Catholic University of America Summer Sessions offers undergraduate and/or graduate courses in all schools and departments. In addition to academic courses for credit, offerings include summer institutes and workshops, precollege programs, internship programs, and education abroad.

For more information, contact the Office of Summer Sessions at 202-319-5257 or visit its Web site: http://summer.cua.edu.
ADMINISTRATION

George E. Garvey, B.A., J.D., Acting Dean
Suzette Malveaux, A.B., J.D., Associate Dean for Academic Affairs
Mara Duffy, B.F.A., M.A., M.S.W., Associate Dean for External and Student Affairs
Rita Kovach, B.S.B.A., M.B.A., Associate Dean for Administration and Finance
Georgia Niedzielo, B.A., J.D., M.Ed., Assistant Dean for Academic Affairs
Stuart Schept, A.B., M.P.P., Registrar/Director of Academic Services
Andrea McLean, Deputy Registrar of Academic Services
Thomas Haederle, B.S., Director of Public Affairs
Stephen G. Margeton, A.B., J.D., M.S.L.S., Director of the Law Library
Elizabeth Edinger, B.A., J.D., M.L.S., Associate Director of the Law Library and Head of Public Services
Mary Strouse, B.A., M.L.S., Associate Director and Head of Technical Services
Catherine F. Klein, B.A., J.D., Director of Columbus Community Legal Services
Alvita Eason, B.A., J.D., Managing Director of Columbus Community Legal Services
Lisa Lerman, B.A., J.D., LL.M., Coordinator of Clinical Programs
Lisa Everhart, B.A., J.D., Director of the Lawyering Skills Program
Shani Butts, B.A., J.D., Director of Admissions
Jermaine Cruz, B.A., M.A., J.D., Assistant Director of Admissions
David Schrock, B.A., Director of Financial Aid
Jill Frost, B.A., J.D., Director of Career and Professional Development
Constantia S. Dedoulis, B.A., M.F.A., Director for Institutes and Special Programs
Margaret Pooley, B.A., M.S.L.S. Program Coordinator
Stephanie Michael, B.A., Director of Faculty Support Services
Linda Perez, B.S.E., M.A., Ph.D., Assistant Director of Faculty Support Services
Victor G. Lainez, B.A.I.S., Director of Computer Services
Ali Omar, Assistant Director of Computer Services
Ralph J. Rohner, A.B., J.D., Acting Director of Development and Alumni Relations
Phillip Orleans, B.S., M.B.A., Major Gifts Officer
Joan S. Vorrasi, Director of Student Life and Special Events
Patricia Davila, B.A., Assistant Director of Student Life and Special Events
Rachel A. K. Porter, Assistant Director of Student Life for Scheduling and Operations
Gayle Campbell, Director of Budget Administration
Paula Blackwell, Assistant Director, Budget Administration
Barbara Papendorp, B.A., Assistant to the Dean
Louis J. Barracato, Associate Professor — B.S.S., 1962, Fairfield University; J.D., 1965, The Catholic University of America Columbus School of Law; Assistant General Counsel, United States Department of Health, Education and Welfare, 1965–66; Managing Attorney, Neighborhood Legal Services Programs, OEO, 1966–70; The Catholic University of America Columbus School of Law since 1970, Assistant Dean, 1970–73; Visiting Associate Professor, Arizona State University, 1977–78; Visiting Professor, Widener University School of Law, 1990–91.

Margaret Martin Barry, Visiting Professor, Vermont Law School; Professor, The Catholic University of America Columbus School of Law since 1987; the General Litigation Clinic, 1987–92; the Families and the Law Clinic, 1992–present; Fullbright Senior Specialist, Hyderabad, India, 2005; Fullbright Scholar, Montenegro, 2007; recipient of the William Pincus Award, 2009; Chief Counsel to Member of Congress (USVI) 1980–1987; B.A., 1975, Luther College, magna cum laude; J.D., 1980, University of Minnesota.

Kimberly D. Berry, Visiting Clinical Assistant Professor — B.A., 1992, Mount Holyoke College; J.D., 1996, DePaul University College of Law.


Marshall J. Breger, Professor — B.A., M.A., 1967, University of Pennsylvania; B.Phil., 1970, Oriel College, Oxford University; J.D., 1973, University of Pennsylvania Law School; Lecturer, Drexel University, 1972; Instructor, College of Thematic Studies, University of Pennsylvania, 1972; Assistant Professor of Law, University of Texas Law School, 1974–77; Associate Professor of Law, State University of New York at Buffalo Law School, 1977–82; Visiting Associate Professor of Law, Bar-Ilan University, Ramat-Gan, Israel, 1981; Visiting Fellow, then Senior Fellow in Legal Policy, Heritage Foundation, 1982–83; Special Assistant to President Reagan for Public Liaison, 1983–85; Associate Professor of Law, New York Law School, 1983–92; Chairman of the Administrative Conference of the United States, 1985–91; Visiting Lecturer, University of Pennsylvania Law School, 1988; Senior Adviser to the Director of Policy Development of the Bush Presidential Transition, 1988–89; Alternative Representative of the United States to the U.N. Commission on Human Rights, Geneva, 1988–90; Solicitor, United States Department of Labor, 1991–93; Senior Fellow, Heritage Foundation, 1993–95; Contributing Editor, Moment magazine, 1993–present; Lady Davis Visiting Professor of Law, Hebrew University of Jerusalem, fall 2002; Visiting Professor, Hebrew University Summer 2007; 2008; Sy-Cip Fulbright Distinguished Lecturer, Philippines, fall 2003; Visiting Professor, St. Thomas Aquinas University, Rome (Angelicum), Fall 2010; The Catholic University of America Columbus School of Law since 1994.


Leroy D. Clark, Professor Emeritus — B.A., 1956, City College of New York; LL.B., 1961, Columbia University; Staff Counsel, Attorney General’s Office, State of New York, 1961–62; Assistant Counsel, NAACP, 1962–68; Professor, New York University Law School, 1968–79; Arbitrator, American Arbitration Association, Federal Mediation and Conciliation Service; General Counsel, Equal Employment Opportunity Commission, 1979–81; The Catholic University of America Columbus School of Law since 1981; Visiting Professor, University of Maryland School of Law, 1983–84; Visiting Professor, Georgetown University Law Center, 1986–87; General Counsel, American Civil Liberties Union, 1990–94; member, Personnel Appeals Board (GAO), 1992–98; current member, Public Employees Relations Board — D.C.


Robert A. Destro, Professor — B.A., 1972, Miami University; J.D., 1975, University of California, Berkeley; Associate Attorney, Squire, Sanders & Dempsey, Ohio, 1975–77; General Counsel, Catholic League for Religious and Civil Rights, 1977–81; Adjunct Assistant Professor, 1978–80, Adjunct Associate Professor, 1980–82, Marquette University; The Catholic University of America Columbus School of Law since 1982, and Director, Law and Religion Program; Commissioner, United States Civil Rights Commission, 1983–89; Visiting Professor, Faculty of Canon Law, Catholic University, Leuven, Belgium, 1999; Interim Dean, The Catholic University of America Columbus School of Law, 1999–2001; Special Counsel to the Attorney General of Ohio for the Ohio Secretary of State, 2004–06.
Cara H. Drinan, Associate Professor — B.A., 1996, Bowdoin College; M.A., 1999, University of Oxford; J.D., 2002, Stanford Law School; Associate, Sullivan & Cromwell, LLP, 2002–03; Adjunct Professor, George Mason University, 2004–05; The Catholic University of America Columbus School of Law, 2006–present.

Sarah Helen Duggin, Professor and Director, Law and Public Policy Program — A.B., 1976, Smith College; J.D., 1979, University of Pennsylvania Law School; M.Div. 2009, Wesley Theological Seminary; Law Clerk, Hon. Spottswood W. Robinson, III U.S. Court of Appeals for the D.C. Circuit, 1979–81; Partner, Williams and Connolly, 1987–93 (Associate, 1981–87); Chief Counsel, University of Pennsylvania Health System, 1994–96; General Counsel, Children’s National Medical Center, 1996–97; Vice President and General Counsel, National Rail Passenger Corp. (Amtrak), 1997–99; The Catholic University of America Columbus School of Law, 1999–present.

Lisa A. Everhart, Clinical Assistant Professor and Director, Lawyering Skills Program — B.A., 1978, Georgetown University; J.D., 1983, The Catholic University of America Columbus School of Law.


Clifford S. Fishman, Professor — B.A., 1966, University of Rochester; J.D., 1969, Columbia University; Assistant District Attorney for New York County, 1969–72; Assistant District Attorney, Special Narcotics Prosecutor’s Office, 1972–73; Chief Investigating Assistant District Attorney, Special Narcotics Prosecutor’s Office, 1974–75; Executive Assistant District Attorney, Special Narcotics Prosecutor’s Office, 1976–77; The Catholic University of America Columbus School of Law since 1977; Consultant, President’s Commission on Organized Crime, 1984–86; April, 1996: Received the Bruno Damiani award from the Catholic University Graduate Student Association, for Excellence in Graduate School Teaching; March, 2001: The “Mirror of Justice” Award, awarded by the Pope John Paul II Guild of Catholic Lawyers “to recognize and support the law school faculty whose commitment to the teaching of the law and whose scholarship advances our insights towards achieving justice through law in contemporary society”; Visiting Professor, University of Tennessee Law School, Fall semester, 2005; First recipient of the law school’s Urban Lester Excellence in Teaching Award, May 2012.

George E. Garvey, Acting Dean and Professor — B.A., 1969, University of Illinois at Chicago; J.D., 1972, University of Wisconsin; Law Clerk, United States District Court for the Eastern District of Wisconsin, 1972–74; Associate, Whyte & Hirshboeck, Milwaukee, Wis., 1974–78; The Catholic University of America Columbus School of Law since 1978, Associate Dean for Academic Affairs, 1989–97; Acting Director, Law and Public Policy Program, 1997–98; Director, American Law Program, 2000–03; Vice Provost and Dean of Graduate Studies, 2003–08; Counsel to Subcommittee on Monopolies and Commercial Law, U.S. House of Representatives’ Committee on the Judiciary, 1980–81; Fulbright Scholar, The Max Planck Institute for Foreign and International Private Law, Hamburg, Germany, 1986–87; Jagiellonian University, Krakow, Poland, Spring 1999; Associate Dean for Academic Affairs, 2009–12; Acting Dean, The Catholic University of America Columbus School of Law, present.

John H. Garvey, President and Professor — A.B., 1970, University of Notre Dame; J.D., 1974, Harvard Law School; law clerk to Irving R. Kaufman, United States Court of Appeals, Second Circuit, 1974–75; Associate, Morrison & Foerster, 1975–76; Assistant to Solicitor General, United States Department of Justice, 1981–84; Professor, University of Kentucky College of Law, 1976–94; Visiting Professor, University of Michigan Law School, 1985–86; Professor, Notre Dame Law School, 1994–99; Dean, Boston College Law School, 1999–2010; President, The Catholic University of America, 2010–present.

John L. Garvey, Professor Emeritus — A.B., 1945, Xavier University (Cincinnati); J.D., 1948, The Catholic University of America; S.J.D., 1967, University of Michigan; LL.D., 1978, Xavier University (Cincinnati); private practice, 1948–51; The Catholic University of America Columbus School of Law since 1951; Dean, 1977–79.


Revenue Service, National Office, 1987–90; Future Law Professor Scholar, Georgetown University Law Center, 1990–91; The Catholic University of America Columbus School of Law, 1992–present.


Kathryn Kelly, Professor — B.A., 1975, Butler University; J.D., 1978, University of Notre Dame; Associate, 1978–85, Partner, 1985–90, Crowell & Moring; The Catholic University of America Columbus School of Law since 1991.

Catherine F. Klein, Professor and Director, Columbus Community Legal Services — B.A., 1974, Northwestern University; elected to Phi Beta Kappa; J.D., 1978, University of Cincinnati; selected Order of the Coif; Attorney, Howrey & Simon, 1978–79; Attorney, Nussbaum & Owen, 1979–81; The Catholic University of America Columbus School of Law since 1981, Director, Family Abuse Project, since 1981; Director, Families and the Law Clinic, since 1993; Visiting Professor, Washington College of Law, American University, Public Interest Law Clinic, 1991, Women and the Law Clinic, 1992–93. Director, Columbus Community Legal Services, since 2005.

Megan La Belle, Assistant Professor — B.A., 1996, University of California, Los Angeles; J.D., 1999, University of California, Davis, School of Law: Law Clerk, Honorable Stephen S. Trott, United States Court of Appeals for the Ninth Circuit, 1999–2000; Litigation Associate, O'Melveny & Myers LLP, 2000–01; Law Clerk, Honorable Margaret M. Morrow, United States District Court for the Central District of California, 2001–02; Litigation Associate, Munger, Tolles & Olson LLP, 2002–09; Visiting Assistant Professor, Scholar-in-Residence, The Catholic University of America Columbus School of Law, 2008–09.

Mary G. Leary, Associate Professor — B.A., 1989, Georgetown University; J.D., 1993, Georgetown University Law Center; Law Clerk, U.S. District Court, District of Delaware, 1993–95; Assistant District Attorney, Philadelphia District Attorney's Office, 1995–98; Assistant District Attorney/Deputy Chief, Domestic Violence Unit, Middlesex County District Attorney’s Office, 1998–2001; Associate, Hanify & King, 2001; Assistant United States Attorney, Office of the United States Attorney, 2002–04; Adjunct Professor, Georgetown University Law Center, 2004–06; Director, National Center for Prosecution of Child Abuse, 2004–06; Deputy Director, Office of Legal Counsel for the National Center for Missing and Exploited Children, 2006.

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Michele J. Woods, A.B., 1984, Princeton University; 1990, J.D. and LL.M. Duke University School of Law; Director of the Copyright Division of World Intellectual Property Organization (WIPO) in Geneva.

D.C. LAW STUDENTS IN COURT

Kathy Ahn, B.A., 2005, George Mason University; J.D. 2010, University of Miami School of Law.


Dorene M. Haney, B.A., 1979, University of Virginia; J.D., 1982, Georgetown University Law Center.

Maria G. Mendoza, B.S., 2006, New Mexico State University; J.D., 2009, University of Arizona, James E. Rogers College of Law.


SPECIAL LECTURE SERIES

THE POPE JOHN XXIII LECTURERS

To honor the pontificate of Pope John XXIII, 1958–63, The Catholic University of America Columbus School of Law has established a lecture series that draws upon the varied backgrounds of outstanding professionals by inviting them to share their perspectives on a wide variety of current topics in a formal lecture presented to the law school and university community. The lecturers have been:

1965 — Professor Elliott Cheatham, Vanderbilt University School of Law
1966 — Professor Victor G. Rosenblum, Northwestern University School of Law
1967 — Professor David Daube, University of California School of Law, Berkeley
1968 — The Honorable Roger J. Traynor, Chief Justice, Supreme Court of California
1969 — Dean Monrad Paulsen, University of Virginia School of Law
1970 — Professor Daniel Madelker, Washington University School of Law
1971 — Professor Arthur Larson, Duke University School of Law
1972 — Professor David W. Louise, University of California School of Law
1973 — Professor John T. Noonan Jr., University of California School of Law, Berkeley
1974 — Professor Harold J. Berman, Harvard University School of Law
1975 — Professor George C. Christie, Duke University School of Law
1976 — Professor Charles L. Black Jr., Yale University School of Law
1977 — Professor Monroe Freedman, Hofstra University School of Law
1978 — Professor Guido Calabresi, Yale University School of Law
1979 — Professor Theodore St. Antoine, University of Michigan School of Law
1981 — Professor Thomas Ehrlich, Stanford School of Law
1982 — The Honorable Robert H. Bork, United States Court of Appeals, District of Columbia
1983 — Professor Vern Countryman, Harvard University
1984 — Professor Philip B. Kurland, University of Chicago Law School
1985 — Professor Mauro Cappelletti, University of Florence, Italy, and Stanford University Law School
1986 — Professor Kent Greenawalt, Columbia Law School
1987 — Professor David P. Currie, University of Chicago Law School
1988 — Professor Carin A. Claus, University of Wisconsin Law School
1989 — Professor Jan M. Broekman, The Katholieke Universiteit te Leuven
1991 — President Paul Verkuil, College of William and Mary
1994 — The Honorable Robert P. Casey, Governor of the Commonwealth of Pennsylvania
1995 — Professor Simon Lee, Liverpool University, Hope College
1997 — His Eminence Cardinal Bernard Law, Archbishop of Boston
1998 — His Eminence Cardinal Adam Maida, Archbishop of Detroit
1999 — His Eminence Cardinal Anthony Bevilacqua, Archbishop of Philadelphia
2001 — Most Reverend Macram Max Gassis, Diocese of El Obeid, Sudan
2002 — George Weigel, Senior Fellow and John M. Olin Chair in Religion and American Democracy, Ethics and Public Policy Center
2002 — Reverend Richard John Neuhaus, President, Institute on Religion and Public Life and Editor-In-Chief, First Things
2004 — Professor Edward McGlynn Gaffney Jr., Valparaiso Law School
2004 — Professor Ruth Wedgewood, Johns Hopkins University
2005 — The Honorable Michael S. Steele, Lieutenant Governor, Maryland
2006 — The Honorable Bob Casey Jr., Pennsylvania State Treasurer
2007 — Naomi Churchill Earp, Chair of the United States Equal Employment Opportunity Commission
2008 — Ambassador Charlene Barshesky, former United States trade representative, senior international partner, WilmerHale
2009 — The Honorable Eric T. Washington, Chief Judge, D.C. Court of Appeals
2011 — The Honorable Patrick J. Schiltz, U.S. District Judge, District of Minnesota

BRENDAN F. BROWN
DISTINGUISHED LECTURERS

Named to honor the sixth dean of The Catholic University of America Columbus School of Law, Brendan Francis Brown (1949–54), this program seeks to provide the law school community with an opportunity to participate in an exchange of views on a variety of topics within both a formal and informal context. The lecturers have been:

1982 — The Honorable Edward D. Re, Chief Judge, United States Court of International Trade
1982 — Professor John Norton Moore, University of Virginia School of Law; Former Ambassador, U.N. Law of the Sea Conference
1983 — Dean Emeritus Erwin N. Griswold, Harvard University School of Law; former Solicitor General of the United States
1983 — Professor Marian G. Gallagher, University of Washington School of Law
1983 — Professor Iredell Jenkins, University of Alabama
1983 — The Honorable Stephen M. Schwebel, Member, International Government of Justice, The Netherlands
1984 — The Honorable William H. Webster, Director of the Federal Bureau of Investigation
1984 — Professor A.E. Dick Howard, University of Virginia School of Law
1984 — The Honorable Rex L. Lee, Solicitor General of the United States
1984 — Barbara A. Caulfield, Partner, Brobeck, Phleger & Harrison, San Francisco
1985 — Professor Richard A. McCormick, S.J., Kennedy Institute of Ethics
1985 — Professor Richard A. Falk, Princeton University
1985 — C. Joseph Nuese, Ph.D., Provost Emeritus, The Catholic University of America
1985 — Professor Robert F. Drinan, S.J., Georgetown University Law Center
1985 — The Honorable Roger Gale, Member of Parliament, London, England
1985 — The Honorable Derek W. Bowett, Whewell Professor of Law, Cambridge University
1985 — Professor John A. Robertson, Edward Clark Centennial Professor of Law, University of Texas
1986 — The Honorable Wade H. McCree Jr., University of Michigan Law School
1986 — Professor James Franklin Childress, Department of Religious Studies, University of Virginia
1986 — Professor Charles E. Rice, University of Notre Dame Law School
1986 — Professor Thomas L. Schaffer, Director of the Frances Lewis Law Center, Washington and Lee University
1986 — The Honorable Tommy T.B. Koh, Ambassador of Singapore
1987 — Roger Dillemans, Rector, The Katholieke Universiteit te Leuven
1987 — Professor A. Leo Levin, Director, Federal Judicial Center
1987 — Professor David H. Smith, Director, Poynter Center for the Study of Ethics and American Institutions
1987 — Professor Douglas W. Kmiec, University of Notre Dame Law School
1987 — Professor William H. Rodgers Jr., University of Washington School of Law
1988 — Professor Richard Duncan, University of Nebraska College of Law
1988 — Professor Walter J. Wadlington, University of Virginia School of Law and School of Medicine
1988 — John C. Fletcher, Ph.D., University of Virginia
1988 — The Honorable Richard A. Posner, United States Court of Appeals for the Seventh Circuit
1989 — Dr. Edmund D. Pellegrino, Kennedy Institute of Ethics
1989 — Professor Edward J. Murphy, University of Notre Dame Law School
1989 — Dean Steven P. Frankino, Villanova Law School
1989 — William E. Colby, Director, Central Intelligence Agency
1990 — Professor Steve H. Nickles, University of Minnesota Law School
1990 — Professor Sanford N. Katz, Boston College Law School
1990 — Professor George J. Annas, Boston University School of Public Health
1990 — Professor Richard B. Bilder, University of Wisconsin Law School
1990 — Margaret Somerville, Ph.D., McGill University
1991 — Daniel Callahan, Ph.D., The Hastings Center, Briarcliff Manor, N.Y.
1991 — Professor Paul Goldstein, Stanford Law School
1992 — Professor Jude P. Dougherty, The Catholic University of America
1992 — Professor Harry D. Krause, University of Illinois
1993 — The Honorable Walter E. Fauntroy, Washington, D.C.
1993 — Professor Donald P. Kommers, Notre Dame Law School
1994 — The Honorable Koenraad Lenaerts, Judge of the Court of First Instance of the European Communities
1997 — Anne P. Jones, Former Federal Communications Commissioner
1998 — The Honorable Stephen Goldsmith, Mayor of Indianapolis
1998 — The Honorable John T. Noonan, United States Court of Appeals for the Ninth Circuit
1999 — Ibrahim Shihata, Vice President and General Counsel, World Bank
1999 — Winfried Brugger, Ph.D., University of Heidelberg
1999 — Kenneth Pennington, Ph.D., Syracuse University
1999 — The Honorable Anthony A. Williams, Mayor of the District of Columbia
2000 — R.H. Helmholz, Ph.D., University of Chicago
2000 — Professor Harold J. Berman, Emory University
2001 — Sister Helen Prejean
2001 — Professor Helen Alvare, The Catholic University of America Columbus School of Law
2002 — Jean Bethke Elshtain, Ph.D., University of Chicago
2002 — John Haldane, Ph.D., University of St. Andrews
LAW, PHILOSOPHY, AND RELIGIOUS TRADITIONS LECTURERS

The Law, Philosophy and Religious Traditions Lecture Series was inaugurated by Dean and St. Thomas More Professor Douglas W. Kmiec in 2001 for the purpose of establishing The Catholic University of America Columbus School of Law as a venue for multidisciplinary conversation on the role of religion in grounding normative reasoning about law.

1999 — Kenneth Pennington, Syracuse University Law School
2000 — R. H. Helmholz, University of Chicago Law School
2001 — Harold Berman, Emory University Law School and Harvard University Law School (Emeritus)
2002 — Jean Bethke Elshtain, University of Chicago Divinity School
2002 — John Haldane, University of St. Andrews
2002 — J.G.A. Pocock, Johns Hopkins University
2003 — The Honorable Guido Calabresi, United States Court of Appeals for the Second Circuit and Yale University Law School
2003 — Charles Donohue Jr., Harvard University Law School
2003 — John Gardner, Oxford University
2003 — W. Michael Reisman, Yale University Law School
2005 — The Honorable John T. Noonan, United States Court of Appeals for the 9th Circuit, and University of California, Berkeley, Boalt Hall School of Law, Emeritus
2006 — John Witte Jr., Emory University Law School
2007 — Jeremy Waldron, New York University
2008 — Joseph Weller, New York University
2009 — Joseph Vining, University of Michigan

MIRROR OF JUSTICE LECTURERS

The Mirror of Justice Lecture Series was inaugurated in 1989 to honor Mary under her title, “Mirror of Justice.” Sponsored by the Pope John Paul II Guild of Catholic Lawyers, the lecture series is intended to recognize and encourage lawyers and scholars who, through their scholarly and research contributions and dedication to teaching, clarify and advance the pursuit of peace with justice through the law. All lecturers were active professors at the law school when they presented the Mirror of Justice Lecture.

1989 — Professor David J. K. Granfield
1990 — Professor William Wagner
1991 — Professor Urban A. Lester
1992 — Professor George E. Garvey
1993 — Professor Robert A. Destro
1994 — Professor Veryl V. Miles, 1980
1995 — Professor Raymond B. Marcin
1996 — Professor Lucia A. Silecchia
1999 — Mr. Michael McGonnigal, 1985
2001 — Professor Clifford S. Fishman
2002 — Professor Antonio F. Perez
2003 — Professor Michael F. Noone
2004 — Professor Helen M. Alvaré
2005 — Professor Marshall J. Breger
2007 — Professor Peter "Bo" Rutledge
2008 — Dean Veryl Victoria Miles, 1980
2009 — Professor Mary Leary
2010 — Professor Ellen M. Scully, 1968
2011 — Professor Mark L. Rienzi
THE LAW SCHOOL TODAY

The Catholic University of America Columbus School of Law is committed to excellence in legal education within the Catholic intellectual tradition. Giving priority to the dignity and uniqueness of each human person, the law school program offers men and women an opportunity to pursue a professional calling fully informed by faith, moral principle, and respect for the rule of law. The school's rigorous course of study embodies, in the words of the University's first rector, "the harmony between reason and revelation . . . [and] the genius of America."

Founded by Pope Leo XIII in the late 19th century, The Catholic University of America maintains a singular charter and standing within both the Church in America and around the world. Welcoming students and faculty of all faiths since its inception in 1897, the school of law understands legal training as preparation for servant-leadership, enabling lawyers to take up the burdens of others and contribute to a civil and peaceful life in accord with God's creative design. Designated the Columbus School of Law because of its former affiliation with an early program in legal education supported by the Roman Catholic fraternal organization, the Knights of Columbus, The Catholic University of America law school has been accredited by the Association of American Law Schools since 1921 and the American Bar Association since 1925.

CUA law faculty members, who are well recognized for their teaching and scholarly distinction, bring to life a comprehensive and well-structured curriculum. The law school takes full advantage of its strategic location just minutes from the U.S. Capitol and the Supreme Court, enlivening required study with presentations by national and international decision makers who also frequently contribute to the ranks of its adjunct faculty and distinguished lecturers. The Comparative and International Law Institute prepares law students for global legal work and is attractively augmented by the summer program allows CUA students to study, not as insulated sightseers as in many other such programs, but collaboratively with their international peers. Long before other law schools incorporated classes on the Internet and advanced technology, CUA's Communications Law Institute invited talented students to address the multifaceted legal problems of new and established forms of media in courses and integrated fieldwork with the FCC, Congress and the telecommunications industry. The law school's Securities Law Program offers students who have an interest in corporate and securities law an opportunity to address cutting-edge issues in the classroom, while undertaking optimal field placements in leading private and government law offices in the city that is our nation's capital.

Guided by the Church's preferential option for the poor and committed to the belief that the moral measure of any society is how it treats its most vulnerable citizens, CUA law school is the acknowledged pioneer in clinical legal instruction in Washington, D.C. The school's Columbus Community Legal Services translates faith into action by meeting the needs of the elderly, the oppressed, and the least advantaged with dedication and compassion. CUA law school occupies a state-of-the-art facility completed in 1994 and situated amid the University campus' venerable stone structures and spacious tree-lined quadrangles. The law building of 170,000 square feet has ample library, classroom, student activity, and office space and is built around a magnificent atrium. Our alumni are privileged to serve in high elective and appointed offices and as principals in law firms and businesses across the nation. In the profession, in their families, and in their communities, they are the living testament to CUA's commitment to excellence sustained in faith and in devotion to the public interest.

A HIGHLY SELECTIVE LAW SCHOOL

Total law enrollment in 2011–2012 was more than 770 students. For the J.D. class entering during the fall of 2011, 125 undergraduate institutions were represented. Students came from 30 states, the District of Columbia, and 6 foreign countries. The entering class of 159 day-division and 70 evening-division students was selected from approximately 3,024 applications. Approximately 14 percent of the entire student body hold advanced degrees. The present enrollment makes possible small classes and enhanced student-faculty interchange. Individual faculty members are easily available for informal sessions, providing a more personalized and meaningful education in the law.

The location of the school in Washington, D.C., gives students and faculty access to unique legal resources in the nation's capital. The Supreme Court, Congress, other federal courts, federal administrative agencies, and executive departments provide students with opportunities to observe the processes of the American legal system. The Library of Congress and specialized library collections throughout the city complement the law school's and other University collections and provide the students with comprehensive research facilities.

The Judge Kathryn J. DuFour Law Library, which offers 50,000 square feet of study space, contains more than 387,000 volumes and volume equivalents. It provides seating for 500 students and boasts a staff of 10 professional librarians and 10 support staff to help serve students and faculty. The library also has three computer labs, which connect 46 computers to the law school network. Hardwired and wireless network connections at carrels provide students with access to Lexis and Westlaw automated legal systems and the Internet.

MISSION STATEMENT

The Columbus School of Law is an integral part of The Catholic University of America and supports and advances the aims and goals of the University as a whole, as they have been affirmed throughout the University's history and are currently stated in the University's mission statement. These aims and goals manifest themselves in a core commitment to the ideals of the dignity of each human person; respect for the inviolability of all human life; justice rooted in the common good; the recognition and protection of human rights as gifts of the Creator; care for the poor, neglected, and vulnerable; and the obligation of love for one another. As a law school, we strive to discover, preserve, and impart the truth in all its forms; to achieve academic distinction in the Catholic intellectual tradition; and to assure, in an institutional manner, faithfulness to the University's Christian inspiration.
The school’s sense of institutional integrity and community reflects its fidelity to Catholic ideals and beliefs. As such, the school is committed to fostering its already strong bonds of community by continuing to promote and maintain respect for and among faculty, administrators, students, staff, and alumni; and respect for the diversity of backgrounds, religious affiliations, viewpoints, and contributions that members bring to the law school community.

We bring together an able and diverse student body and provide the students with an exceptional professional education designed to prepare and motivate them to serve with intelligence, integrity, and vigor the needs of clients, communities, the nation, civil society, and the international community. We strive to impart to our students a comprehensive set of practical competencies, a broad range of doctrinal knowledge, and an unwavering commitment to the ethical practice of law. Beyond the first year of studies, we encourage students to consider participating in structured specialization through an array of institutes, clinical education, centers, and programs that enhance the skills essential to providing the highest-quality legal representation. Through the provision of high-quality instruction, rigorous scholarship, professional achievement, and community service, the law school is committed to making substantial and lasting contributions to the enrichment of knowledge, the integrity of the legal profession, and the enhancement of the welfare of the broader community, the nation, and the Church.

ACADEMIC PROGRAMS

JURIS DOCTOR DEGREE
The Catholic University of America Columbus School of Law offers a program of study leading to the Juris Doctor degree, J.D., the basic law degree designed to equip the student for a professional career in the law. The J.D. provides the student with the necessary educational preparation for the practice of law in the United States.

MASTER OF LAWS
The Columbus School of Law offers a program of study for graduates of U.S. and foreign law schools leading to the Master of Laws degree, LL.M., with concentrations in Communications Law, Comparative and International Law, Jurisprudence, and Securities Corporate Law. The law school also offers a nonresident Master of Laws Program with Jagiellonian University in Cracow, Poland.

JOINT DEGREE PROGRAMS
To assist students who wish to develop a special background in a related field by pursuing both a J.D. degree and a master’s degree, CUA law school offers joint degree programs with several graduate schools of the university. These programs require application to and acceptance by both the law school and the particular graduate school. After satisfying the required courses, the student, with the approval of the academic dean of the school of law and the dean of the graduate school or chair of the graduate department, is free to design an elective curriculum that will qualify the student to receive both degrees. The student should submit the proposed course of study to the academic dean of the law school and the chair of the graduate department for approval. It is possible that the student could receive both a J.D. and an M.A. (or equivalent) degree within a three- to four-year period.

DAY AND EVENING DIVISIONS

Classes are offered in day and evening divisions. Courses are offered in two equal semesters and during summer sessions. With the permission of the academic dean’s office, and subject to scheduling constraints and the relevant Academic Rules, students may transfer between day and evening divisions.

Law school classes are scheduled for the day division on Mondays through Fridays and Saturday mornings; for the evening division on Monday through Friday evenings and Saturday mornings. All students should be prepared to devote a significant amount of time to library research and independent study.

EMPLOYMENT RESTRICTIONS

First-year day-division students should plan to dedicate all of their time to their studies, and day-division upper-class students should devote substantially all of their time to their studies. Day-division students shall work no more than 20 hours per week. Students who need to work more than 20 hours per week should enroll as evening-division students.

DEGREE AND GRADUATION REQUIREMENTS

GENERAL
For comprehensive information about the degree requirements for the J.D. and LL.M. programs, please review the Academic Rules published in these Announcements. Many of these rules have been adopted in order to meet the accreditation standards set by the American Bar Association.

To be eligible for the degree of Juris Doctor, a student must hold an undergraduate degree, earn at least 84 semester hours of credit while maintaining the minimum average outlined in the Academic Rules, and satisfy both parts of the upperclass writing requirement. In addition, the three-credit course in Professional Responsibility and a Professional Skills course is required. A day-division student must attend at least six semesters, and an evening-division student must attend at least eight semesters. Part-time students may accelerate graduation by attending the summer sessions with the permission of the assistant dean for academic affairs and must comply with the residence requirements. Residency requirements are described in Academic Rule I.e.

A day-division student may not enroll for more than 16 or fewer
than 12 credit hours each semester; an evening-division student may not enroll for more than 11 credit hours or fewer than eight credit hours each semester.

To be eligible for the Master of Laws degree program (LL.M.), students must complete 24 credits. Students may enroll full-time or part-time. Full-time students can complete the program in one academic year while part-time students can complete the program in one-and-a-half to two years. Students may enroll in an array of upper division courses, seminars, directed research and writing tutorials, legal externships, skills training, and clinical courses. At least 16 of the required credits must be directly related to the concentration area, while remaining credits may be earned by taking general electives. LL.M. students with a U.S. or Canadian first degree are required to take at least one course with a writing component as part of their coursework.

International students must take a legal research and writing course, which will familiarize them with the American legal system and ensure proficiency in American legal analysis and writing. International students may be required to take a first-year common law course and they are strongly encouraged to select at least one upper-division course that requires completion of a paper or other written work product. Students who successfully complete all academic requirements receive a General Masters of Law degree with a concentration in a specialized course of study.

To be eligible for the nonresident Master of Laws (LL.M.) Program with Jagiellonian University, students must earn 22 credit hours. The program comprises three parts:
- At least six credits earned in three courses taken within the International Business and Trade Law Program offered by CUA in Cracow from mid-June through the end of July during the first summer in which students are enrolled in the program. LL.M. students study with American law students and students from several law schools in Poland.
- At least nine credits earned in the School of American Law held at Jagiellonian University in Cracow during the academic year between October and May.
- Six to seven credits earned during a two-month stay in Washington, D.C., from mid-May through the end of July during the second summer that students are enrolled in the program. Students enroll in one three- or four-credit classroom substantive law course. In addition, students receive one credit for a course in advanced legal research and writing, which assists them with the preparation of a required directed research paper, for which the student receives an additional two credits.

RESIDENCE REQUIREMENTS
Residency requirements are described in the Academic Rules.

To receive residence credit for a semester, a full-time J.D. student must be enrolled in a minimum of 12 credit hours a week for 14 weeks and a part-time J.D. student must be enrolled in a minimum of eight credit hours a week for 14 weeks. If a student fails to receive credit for the minimum number of hours specified, residence credit may be granted only in the ratio that the credit received bears to the minimum specified.

Residence credit may be earned during Summer Sessions and may be transferred between divisions. A student who seeks to deviate from the normal program by seeking accelerated graduation or transferring between divisions will be required to submit a proposed academic program for approval by the assistant dean for academic affairs in order to assure that residence requirements will be met.

ACADEMIC POLICY COMMITTEE
EXAMINATION REVIEW POLICY
Faculty members are strongly encouraged to engage in reasonable postexamination review with students. Absent good cause, students have the right to reasonable review of their examination papers. This does not mean that faculty members are obligated to review examinations individually with all students in every course. A faculty member’s policy of postexamination review may take into account the faculty member’s workload, the number of examinations in the course, the academic needs of the particular students requesting review, and the nature of review in courses throughout the law school. Faculty members may choose to carry out such a policy using alternative means, including engaging in individual review of examinations upon the student’s request, by holding a general review concerning the examination open to all students who took that examination, by providing an outline or exemplar of good examination answers, or by providing an explanation of general criteria of evaluation.

By faculty resolution, students who receive a grade of “C+” or below in a course are required to review their examination with their professor prior to being allowed to register for subsequent semesters.

COMMENCEMENT ATTENDANCE
Each candidate who has fulfilled all degree requirements and is approved for conferral of a degree by the faculty and Academic Senate is required to attend the commencement exercises, unless excused by the provost. A student so excused must notify the dean and registrar that he or she will not be in attendance. Arrangements must be made with the registrar for forwarding the diploma.

DIPLOMA
The University awards a diploma to each student upon whom a degree is conferred. The diploma is awarded under the student’s name of record at the time. Subsequent requests for the issuance of duplicate diplomas will not be honored. If the graduate requires a replacement diploma, the request should be forwarded to the University registrar.

BAR PREPARATION AND PASSAGE
Before entering law school, students should be familiar with character, fitness, and academic requirements for admission to the bar of the state or states where they intend to practice. Responsibility for fulfillment of all requirements rests with the student. Some states require law students to register with the bar examiners. Other states require the successful completion of certain courses before a law graduate may sit for the bar. A state may also limit the number of courses taken outside the law school or in a nonclassroom setting. Ascertaining these requirements is the responsibility of each indi-
vidual student.

Students should consult with the assistant dean for academic affairs early in their law school program to discuss their appropriate course of study to ensure bar passage. For many students, this will mean a curriculum built around the required and staple course offerings. Students are encouraged to take advantage of bar preparation programs offered by the law school. CUA is a national law school that prepares students to sit for the bar across the country. In recent years, the greatest number of CUA graduating students have chosen to sit for the bar in the neighboring jurisdiction of Maryland.

STUDENT COMPLAINTS

Student complaints relating to academic matters should be brought to the attention of the assistant or associate deans for academic affairs. Complaints relating to nonacademic matters should be brought to the attention of the associate dean for external and student affairs.

Student complaints relating to compliance with ABA standards should be brought to the attention of the assistant dean for academic affairs in accordance with Academic Rule XXII.

CHANGES AND NOTICES

The faculty reserves the right to advance and alter the requirements for admission, arrangement of courses, curriculum, graduation, degrees, and other regulations affecting the student body. Such regulations will govern both incoming and continuing students and will be effective as determined by the faculty. Tuition and fees are subject to change at any time. All material changes will be posted on the dean's board and on the law school Web site. Students are responsible for checking the board and/or Web site and reviewing additional information concerning school policies, curriculum, and activities.

CURRICULUM

J.D. PROGRAM — FIRST YEAR

The first-year curriculum, which is required for all students, is designed to develop the basic analytic skills that characterize the competent lawyer and to familiarize students with the dominant features of basic substantive areas of law.

The courses, materials, and method of teaching in the first year are designed to enable students to distinguish the relevant from the irrelevant, to understand the process of generalization and abstraction, to question underlying assumptions and supposed facts, and to synthesize and particularize as the occasion demands.

Emphasizing the analysis of judicial opinions, statutes, and other material, the first-year curriculum is designed to give students the ability to perceive a problem from many different perspectives and to realize that a choice among competing values can turn upon the framing of issues, the manner in which a problem is defined, or the procedural posture of the case. Students will learn to arrange a factual pattern into a legal framework and to extend or curtail a legal principle in different factual contexts. Students will also begin to understand the process by which a particular legal solution is deemed appropriate or inappropriate to a new factual situation.

The first-year curriculum is fashioned to orient students to the general areas of substantive law. No law student, indeed no lawyer, can have a detailed knowledge of all legal areas. However, the first-year curriculum is designed to give students a solid foundation. The concentration in specific areas of law and expansion of the range of subjects are reserved for the upper-division curriculum.

UPPER DIVISION

Electives

The legal problems in America are varied and complex, and the career choices available to the lawyer are many. Law students must acquire various professional skills and a range of legal knowledge that will enable them to pursue career aspirations effectively and have the intellectual mobility to resolve new legal problems.

After the first year of study, the school of law offers a wide range of advanced courses and seminars and encourages students to construct as broad a program as possible. Except for the course in Professional Responsibility, the Professional Skills course requirement, and the upper-level writing requirement, all upper-division courses are elective. Certain introductory or survey courses generally are regarded as important building blocks, both for lawyer competence in general and as prerequisites for more advanced work in a particular area. Thus, the upper-division class schedule is constructed around these “staple” offerings.

The development of legal skills is a lifetime process. The educational experience at The Catholic University of America Columbus School of Law is designed to provide the student with the intellectual foundation upon which this lifelong process can be built. There is no single formula for constructing that foundation. The wide variety of courses and types of educational experiences offered by the law school provide the opportunity to choose the curriculum that is most compatible with one's intellectual interests and career objectives.
Other Concentrations
The law school curriculum is a general program, preparing students for all manner of legal work. However, it is possible for students to take a number of related elective courses that comprise an informal concentration. This is in addition to the formal programs and clinics in these Announcements.

The school offers particular opportunities for such sequences or concentrations in the areas of labor law, business and banking, criminal law, health law, estates and estate planning, intellectual property, antitrust and trade regulation, practice and procedure, and advocacy skills.

For more information, review the course cluster descriptions in the Courses of Instruction section of this publication.

Interdisciplinary Study
The law school’s curriculum is designed to provide law students with the knowledge and skills required to embark on a career in the legal profession. J.D. students may, with permission of the academic dean, select up to nine credits of elective graduate-level non-law CUA courses to enhance their legal study.

Clinical Training
CUA’s law school clinical programs are among the best in the United States. Clinical education has been a central feature of the curriculum for decades. CUA students may enroll in clinical courses through which they may be certified under student practice rules to represent clients in court. They may handle matters in D.C., Maryland, or Virginia courts, in federal court, in trial or appellate courts, or in administrative hearings.

Washington, D.C., is the legal center of the United States. Thousands of lawyers are employed in Congress, the courts, the Department of Justice, and other federal and local government agencies. Thousands more work for local and national law firms, public interest organizations, trade associations, and corporations. Hundreds of CUA law students earn academic credit each year for externships in all of these settings.

Several clinical programs emphasize case planning and strategy, trial or administrative advocacy, and work with clients in real situations. Students learn practical trial techniques, refine research and writing skills, and develop other important lawyering skills, such as counseling, interviewing, negotiating, and mediating. Students also have opportunities to wrestle with the ethical issues that confront lawyers and to examine such critical issues as racism, sexism, and class bias in the context of the legal system.

The law school offers numerous clinical courses. Three clinics are part of Columbus Community Legal Services: the General Practice Clinic, Families and the Law Clinic, and Advocacy for the Elderly. CUA offers three additional clinical courses. One is D.C. Law Students in Court, a freestanding clinical program that draws students from five area law schools. The second is a Criminal Prosecution Clinic in which students prosecute cases at the state’s attorney’s Offices of Montgomery County and Prince George’s County. The third is the Innocence Project Clinic, which is described in the list of course offerings. In addition to the five live-client clinical programs, the law school offers externship opportunities at hundreds of agencies and organizations in the D.C. area.

Student externs enroll in professional development seminars during their externships to share their experiences with others and to explore their career goals. The school offers a structured externship experience through our Securities and Exchange Commission Student Observer Program. The law school also offers many simulation courses in which students learn lawyering skills through practice and observation.

Columbus Community Legal Services
Columbus Community Legal Services (CCLS) was established in 1969 in response to student demand for an opportunity to use their legal training in service to the community. Since its inception, CCLS has provided free, high-quality legal services to thousands of needy individuals and families who live in the District of Columbia. In each of the three CCLS clinics, students have primary responsibility for their clients’ cases. The students may draft pleadings, deal with opposing counsel, argue motions, conduct hearings before local and federal agencies, conduct trials in the Superior Court of the District of Columbia, and present appeals to the D.C. Court of Appeals. The clinics’ supervising attorneys interact daily with students and closely monitor case strategy and development. A supervising attorney also accompanies each student to all court appearances. CCLS is located on the first floor of the law school in a suite of offices that contains clinic faculty and administrative offices and clinic student work rooms.

General Practice Clinic
In the General Practice Clinic, law students serve the local community through legal representation of indigent clients and nonprofit groups. Students encounter the reality of legal practice in the context of a small general practice law office. Students have primary responsibility for their clients’ cases.

The General Practice Clinic provides students with the opportunity to handle civil law cases on behalf of low-income residents of the District of Columbia. The caseload of the clinic consists primarily of public benefits, consumer, employment, wills, guardianships, and family law matters. These cases offer the full range of client representation before the Superior Court of the District of Columbia and the D.C. Office of Administrative Hearings. The General Practice Clinic is designed to help students develop skills in interviewing, counseling, negotiating, drafting, motions practice, trial techniques, law practice management, and reflective lawyering.

In addition to the clinical work, there is a seminar component of the course and weekly supervisory sessions. The seminar includes participatory exercises in interviewing, counseling, negotiation, selected aspects of trial techniques, and structured discussions of legal ethics, recent common law, and statutory development. Students also participate in a community limited-legal-assistance project during the course of the semester. The General Practice Clinic requires an average of 20 hours per week from each student.

Families and the Law Clinic
The Families and the Law Clinic (FALC) is designed to help students develop lawyering skills through a focus on a particular substantive area of practice: domestic violence, family law, or immigration. FALC students help their clients address immediate safety needs and assert their legal rights by obtaining emergency temporary and
year-long civil protection orders. Students also represent our clients in longer-term litigation arising from abusive family situations, including resolving complex divorce, legal separation, property and debt distribution, custody, visitation, and child-support matters. The clinic also assists immigrant victims of domestic violence seeking legal status and employment authorization through VAWA self-petitions, battered spouse waivers, and U visas. In addition to representing persons who would otherwise proceed pro se, FALC students learn to work with our client population, develop an understanding of poverty and the dynamics of domestic violence, develop trial techniques, refine research and writing skills, and hone other lawyering skills, such as counseling, interviewing, and negotiating.

FALC faculty and students also participate in a number of community projects and engage in policy work designed to address the entrenched social problems contributing to domestic violence on a systemic level. For example, FALC recently organized and facilitated regular legal information clinics at an emergency safe house funded by D.C.'s Crime Victims Compensation Program (CVC safe house), volunteered at the D.C. Superior Court Family Court Self-Help Center, conducted legal clinics at the offices of Women Empowered Against Violence (WEAVE) and drafted educational materials and presentations on new legal protections for teen victims of dating violence in D.C.

Students participate in a weekly seminar in which a variety of family law, poverty law, professional responsibility, advocacy, and lawyering skills are covered through lectures, discussions, participatory exercises, and simulations. Students also have opportunities during the seminar to share information and insights about their clinical experience. In addition, weekly tutorial sessions with a faculty member are held with each student. The Families and the Law Clinic requires an average of 20 hours per week from each student.

Advocacy for the Elderly
Advocacy for the Elderly permits students, under faculty supervision, to provide direct representation to elderly clients on various civil matters. It was the first law school clinic in the nation developed specifically to provide evening-division students with a client representation experience. Our students currently are helping their clients solve problems dealing with fly-by-night contractors, custody of their grandchildren, estate planning, Social Security, domestic relations, pensions, real estate, and environmental protection. Seminars and meetings with supervisors are scheduled during evening and weekend hours. Except for hearings, meetings, and other client business that must be scheduled during the day, most clinic work can be done during evenings or weekends. Preference in enrollment is given to evening-division students.

Innocence Project Clinic
Through direct service to incarcerated inmates convicted of serious crimes who maintain their actual innocence, students in the CUA Innocence Project Clinic develop essential lawyering skills: oral and written communication, investigation, interviewing, counseling, negotiating, professional judgment, and creative problem-solving. Students evaluate case histories — including review of trial transcripts, appellate briefs, medical reports, laboratory reports, and other documents — and fully reinvestigate the events that led to the arrest and conviction of the inmate. Students also may interview prisoners, prosecutors, defense attorneys, and expert and lay witnesses during their investigations. If the investigation reveals a viable claim of innocence, the matter is referred to an outside cooperating attorney who will undertake representation of the inmate to prosecute the claim of innocence. Whenever possible, students from the CUA Innocence Project Clinic will be assigned to work with the cooperating attorney in prosecution of the inmate's claim.

In addition to working on claims of actual innocence on behalf of inmates, students in this clinic participate in a weekly seminar that examines the lawyering skills and processes necessary for investigating a claim of innocence; state and federal postconviction procedures (e.g., motions for new trial based on new evidence, state collateral attack, federal habeas corpus, and clemency); the nature and uses of DNA and other scientific evidence; and problems in the criminal justice system that may contribute to convicting the innocent, such as ineffective assistance of counsel, prosecutorial misconduct, police misconduct, witness misidentification, false confessions, and tainted evidence. The students also may participate in research and writing projects on issues to reform the criminal justice system to reduce the frequency of wrongful convictions and to address the problems faced by exonerated inmates upon their release from prison and reintegration into free society.

Students earn six credits in this year-long clinic, three credits each semester. The written work in the clinic satisfies the requirements for the upper-level writing requirement portfolio credit, and participation in the clinic satisfies the upper-level skills course requirement. All credits are graded.

Criminal Prosecution Clinic
The Criminal Prosecution Clinic is a four-credit, one-semester course (offered in the spring semester only) that provides eligible students with a rigorous and intensive exposure to criminal prosecution practice through a combination of actual trial practice and classroom work. Students are supervised closely by assistant state attorneys in preparing and prosecuting misdemeanor criminal matters in one of the local jurisdictions.

In addition, the prosecuting attorneys or their supervisors conduct a weekly two-hour seminar that introduces students to the skills required to appear in court on behalf of the government in criminal cases.

D.C. Law Students in Court
D.C. Law Students in Court is a third-year clinical program in which participating students receive up to six credits for each of two semesters (fall/spring) defending low-income clients in criminal and juvenile delinquency cases in D.C. Superior Court.

Students represent adults and children charged with crimes such as assault, theft, or drug or weapons possession. In addition to litigating the guilt or innocence of clients, cases frequently raise a variety of legal issues, such as the legality of searches and seizures, identification procedures, or confessions. Students receive their clients through court appointment and build strong attorney-client relationships, investigate the facts underlying each case, research and write a variety of motions and negotiate with prosecutors, as well as conduct motions hearings, trials, and sentencing hearings.

D.C. Law Students in Court's offices are located in Chinatown, close to the D.C. courthouse. The clinic offers an opportunity for
students from different law schools to work together and learn the
skills necessary to build a successful, trust-based relationship with a
client; prepare for motions, trial, and sentencing, as well as wrestle
with the ethical issues that commonly arise in a criminal defense
practice. The program places an emphasis on understanding and
appreciating the attorney role as sole advocate for a client facing the
loss of liberty and embraces the highest standards of professional-
ism.

Legal Externships
The Columbus School of Law has one of the most highly regarded
legal externship programs in the United States. Through this pro-
gram, about 200 upperclass students per year earn course credits
during the fall, spring, and summer by working in nonprofit organi-
izations; federal, state, and local government agencies; Congress; and
for judges, law firms, trade associations and corporations in the D.C.
area. Here is a list of some organizations and agencies where CUa
students have done externships.

American Bar Association
Catholic Charities, USA
CUA Office of General Counsel
Children’s Defense Fund
Death Penalty Information Center
D.C. Attorney General
D.C. City Council
D.C. Court of Appeals
D.C. Prisoners’ Legal Services
D.C. Public Defender Service
Defenders of Wildlife
Department of Homeland Security
Equal Employment Opportunity Commission
Federal Communications Commission
Food Research and Action Center
Legal Aid Society of D.C.
Montgomery County District Attorney
NAACP Legal Defense and Education Fund
National Center for Missing and Exploited Children
National Law Center on Homelessness and Poverty
Natural Resources Defense Council
Organization of American States
Superior Court of the District of Columbia
United Nations High Commissioner for Refugees
U.S. Army Office of the Judge Advocate General
U.S. Attorney for the District of Columbia
U.S. Department of Education
U.S. Department of Justice
U.S. Department of Labor
U.S. Environmental Protection Agency
U.S. Equal Employment Opportunity Commission
U.S. Senate Judiciary Committee
U.S. District Court for the District of Columbia
Washington Lawyers’ Committee for Civil Rights
Whitman-Walker Clinic Legal Services

Students may enroll in externships after completing the
required first-year courses. A student may earn two or three credits
per semester for externships and, as explained below, two credits
for an externship seminar. A two-credit externship requires 120
hours of work, and a three-credit externship requires 180 hours of
work. Students submit detailed time logs to their faculty supervisors.
Fieldwork for credit must be uncompensated. Each student must be
supervised by a lawyer or another professional who is employed by
the placement organization.

For the first externship, in addition to fieldwork, most students
participate in a two-credit professional development seminar called
Becoming a Lawyer. In the seminars, students present their field
experiences and discuss professional goals, ethical dilemmas, and
the legal profession. For the second or subsequent externship, stu-
dents register for the fieldwork through Supervised Fieldwork and
receive tutorial supervision from a faculty member.

Students are responsible for securing their own placements
but may seek advice or guidance from the Clinical Programs office
(room 312) or from Professor Lisa Lerman, coordinator of clinical
programs. Find an online database of placement opportunities at
http://externships.law.edu. Notices of current listings of externship
opportunities are posted at https://law-cua-csm.symplicity.com.

SEC Student Observer Program
The Securities and Exchange Commission Student Observer
Program provides students with exposure to the workings of the
Securities and Exchange Commission and to the regulation of secu-
rities and securities markets. Second- and third-year students may
apply to this program. Students are assigned to one of the divisions
of the SEC at its headquarters in Washington, D.C., and receive three
credits for 180 hours of work.

Student observers participate in a weekly seminar program con-
ducted by the commission’s senior staff and by securities lawyers in
private practice. Seminar topics are chosen to complement rather
than duplicate the materials covered in the basic securities regula-
tion courses.

Simulated Lawyering Courses
In addition to client-based clinics and externships, the law school
offers an array of courses in which students learn lawyering
skills and values by engaging in simulated lawyering experiences.
Currently, the law school offers the following simulation courses:
Alternative Dispute Resolution Techniques; Appellate Advocacy;
Interviewing, Counseling and Negotiating Skills; Legal Drafting
Seminar; Mediation and Arbitration Skills; Trial Skills; Advanced
Trial Practice; CCLS Clinics; Innocence Project Clinic; D.C. Law
Students In Court; Criminal Prosecution Clinic, Vis International
Moot Court, and Pre-trial Litigation.

Summer Program
International Business and Trade Summer Law Program
Cracow, Poland
In its 21st year, the International Business and Trade Summer Law
Program at the Jagiellonian University in Cracow, Poland, offers
students intensive training in the global aspects of modern trade law,
foreign investments, financial institutions, and various substantive
areas of law. The Summer Law Program is unique in that American
students live and study side-by-side with their Polish counterparts,
who are selected on a competitive basis.

In addition to staple courses examining the laws of the European
Union and those that regulate international trade and foreign invest-
ment, new courses are frequently developed for the Summer Law Program. The law school’s goal is to offer students exclusive courses covering comparative aspects of substantive areas of law, which are occasionally available in the United States and are of fundamental importance to students of countries in transition, like Poland. In summer 2012, four courses were offered: Comparative and International Trade, Law of the European Union, International Business Transactions, and International Human Rights. All classes are conducted in English. Students participating in the six-week Summer Law Program must enroll for at least five and no more than seven credit hours. Upon satisfactory completion of the program, students are awarded a certificate.

Supplemental to the academic component of the Summer Law Program is a Distinguished Guest Lecture Series. Notable international figures from the public and private sector who have participated include Sandra Day O’Connor, former associate justice of the United States Supreme Court; Dr. Kazimierz Jaskowski, justice of the Supreme Court of Poland; Dr. Stanley Glod, former vice president, Central Europe, Boeing Aerospace, Poland; and Dr. Jerzy Pruski, First Deputy President of the National Bank of Poland. Numerous cultural and enrichment activities include a tour of historic Cracow and Wawel Cathedral and excursions to Auschwitz, Wieliczka Salt Mine, Lancut Palace, the Tatra Mountain resort of Zakopane, and other destinations.

The Summer Law Program courses satisfy mandatory and/or elective Comparative and International Law Institute requirements. Many first-year law students fulfill some of the CILI requirements by registering in the Summer Law Program.

The International Business and Trade Summer Law Program in Cracow, Poland, is fully accredited by the American Bar Association.

For more information and to apply, visit our website: http://law.cua.edu/clinics/cracow or contact the Office of Institutes and Special Programs.

International Human Rights Summer Law Program
Rome, Italy

Rome, the eternal city, is the site for Catholic University’s International Human Rights Summer Law Program. The Rome Program allows participants to earn three or four credits over a three-week period of classes. Students live and study in Rome, home to the Holy See, a major international advocate for human rights and provider of humanitarian relief throughout the world. It is also the headquarters of the United Nations’ Food and Agriculture Organization, as well as other legal and humanitarian institutions of interest to those studying human rights. In addition, Rome’s historical, religious, cultural, and legal significance make it a perfect setting for a concentrated study of human rights law. In the program, students choose among course offerings that focus on different aspects of human rights law. Course selections are a blend of classes that include both existing offerings in the international human rights curriculum, as well as courses designed specifically for this program. In addition to the formal curriculum, students supplement their studies with planned visits to local legal institutions and organizations and have opportunities to explore the city of Rome to enjoy some of Italy’s cultural and historic treasures. Because the program is concentrated at the start of the summer, it is particularly well-suited to upper-level students, as well as evening students who may be working for the last two months of the summer.

In addition, students who have finished their first year of law school and have an interest in human rights law are also welcome to apply.

The International Human Rights Summer Law Program is fully accredited by the American Bar Association.

For more information and to apply, visit our website: http://www.law.edu/rome or contact the Office of Institutes and Special Programs.

SPECIALIZED CURRICULAR AND SCHOLARLY ACTIVITIES

Institutes
Comparative and International Law Institute

The Comparative and International Law Institute is a certificate program designed to give students the opportunity to pursue a concentration of courses in the public and private areas of international law. Students are required to take at least five courses in international and comparative law, as well as complete an externship in an international law setting, such as a private firm or an international agency or organization. The externship, taken for either three or four credits, carries a mandatory classroom component titled Becoming a Lawyer or Becoming an International Lawyer, which must be taken concurrently with Legal Externship.

In planning a course of study in the institute, students must take Public International Law, one of either Comparative Law, Comparative Constitutional Law, or Law of the European Union, and one of either Comparative and International Trade, International Business Transactions, or International Economic Regulation. The two elective courses may be selected from the entire international law curriculum, which includes, but is not limited to, Immigration Law and Policy, International Human Rights Law, Human Trafficking Seminar, International Criminal Law, International Intellectual Property Law, International Development: Law and Policy, and Introduction to International Arbitration and Mediation. In addition, students who seek a broad grounding in issues that arise in an international practice are urged to consider courses in Alternative Dispute Resolution Techniques and Conflict of Laws. (ADR and Conflict of Laws satisfy the CILI elective requirement only if the courses are taught with an international component.) While it is not guaranteed that all these courses will be offered every academic year, most are taught on a regular basis. Institute students are encouraged to check the class schedule to determine what courses are being offered each semester and during the summer, and if there are special seminar courses being introduced into the curriculum. Students interested in writing on a particular aspect of international or comparative law may do so by enrolling in Directed Research.

Students interested in pursuing the certificate from the Comparative and International Law Institute are encouraged to apply separately to the program at the same time they apply to the J.D. program, but, in any case, no later than by the end of their third semester in law school, providing that space is available. For those applying concurrently with the J.D. program, institute applications will be considered only after applicants are admitted to the J.D. program.
For more information, visit http://law.cua.edu/clinics/institutes or contact the director, Professor Rett R. Ludwikowski, or the Office of Institutes and Special Programs.

**Institute for Communications Law Studies**

The Institute for Communications Law Studies is a certificate program of academic concentration within the law school, designed to give specialized training to a select group of law students intending to practice in the field of communications law. In addition to the J.D. degree, students who successfully complete the institute’s focused educational program and internships receive a certificate in Communications Law Studies.

For more than 25 years, the institute has offered specialized academic courses, numerous Washington internship opportunities (in federal agencies, on Capitol Hill, in corporate and trade association legal departments, and with top communications law firms), and a variety of special programs on and off campus featuring prominent communications law practitioners, scholars, industry executives, and distinguished institute alumni.

In fall 2010 the institute introduced a new, updated curriculum that not only provides students with a thorough grounding in communications law basics, but also enables them to tailor their studies to particular career pathways and areas of interest. Required basic courses include an introductory foundational course (Telecommunications Law, Policy, and Core Technologies), Administrative Law, and a final capstone seminar. To fulfill the remaining coursework requirements students must select: (i) one course from a menu of intellectual property electives (e.g., Introduction to Intellectual Property, Copyright Law, Patent Law, or Trademark Law); (ii) two courses from a menu of specialized upper-level communications courses (e.g., Cyberlaw, Entertainment Law, First Amendment Problems of the Mass Media, and/or New Telecommunications Technologies and the Law); and (iii) one course from a menu of related courses focused on business or public policy (e.g., Antitrust, Corporate Finance, Legislative Process, or National Security Law and Policy). Certificate candidates must also complete three internships with organizations outside the law school.

Although specialized instruction does not begin formally until the second year, students who have been admitted to the certificate program can begin participating in special activities and programs sponsored by the institute and the Communications Law Students Association during their first year of law school. Applicants are strongly encouraged to apply separately to the institute at the time they are applying for admission to the law school. Institute applicants will be considered once admitted to the J.D. program. Admission is granted on a rolling basis, and enrollment is limited. (Noninstitute students may take certain institute courses on a space-available basis.)

For more information, visit http://law.cua.edu/clinics/institutes, or contact the program director, Professor Donna Gregg, or contact the Office of Institutes and Special Programs.

**Law and Public Policy Program**

The Law and Public Policy Program, established in 1984, is an academic certificate program for students interested in careers in the public policy arena. The program offers specialized courses and externships, opportunities for interdisciplinary study, academic counseling, and cocurricular activities designed to expose students to the public policy-making process, as well as training in the skills important to lawyers who participate in the development of law and policy in legislative, administrative, and judicial fora. Students in the program observe and participate in the practice of public policy law and study the lawmakers’ roles played by lawyers. LPP students also do extensive research and writing on public policy issues and engage in hands-on advocacy work.

Students should apply for admission to the LPP Program concurrently with their application to the law school. Students also have an opportunity to apply for admission to the program early in the fall semester if space is available. LPP students who successfully complete program requirements are eligible for a certificate in Law and Public Policy upon graduation.

Students pursuing certificates in Law and Public Policy must take the following courses: Administrative Law (three hours, second year, full time; third year, part time); Becoming a Public Policy Lawyer (two-hour seminar in conjunction with a two- or three-credit externship placement, fall of second year, full time; third year, part time); a course focusing on a particular area of public policy (two or three hours, spring of second year, full time; third year, part time); and the Public Policy Practicum (four-hour, year-long seminar in conjunction with a for-credit fieldwork placement, third year, full time; fourth year, part time).

During the spring of the first year for full-time students and by the spring of the second year for part-time students, each LPP student works with the director or a designated faculty member to design a tentative four-semester academic plan that will fulfill his or her educational and professional objectives. The LPP Program sponsors a speaker series called the Public Policy Forum. Attendance at these programs is an important part of the certificate program for LPP students. These events offer students the opportunity to engage in discussion of important public policy topics, meet policy makers, and learn about career pathways from lawyers engaged in public policy work.

For more information, visit http://law.cua.edu/clinics/institutes or contact the Office of Institutes and Special Programs.

**Securities Law Program**

The program offers a certificate to be awarded to those students who successfully complete a rigorous set of course, internship, and grade requirements within the program. Students who satisfy the requirements will, in addition to the J.D. degree, receive a certificate from the Securities Law Program upon graduation.

Certificate requirements are multifaceted and include mandatory and elective course offerings, experiential learning, a research and writing component, academic counseling, attendance at securities speaker events at the school, a GPA performance requirement, and cocurricular and extracurricular activities designed to prepare students to respond to the challenges of a career in the field of corporate and securities law. Some will prefer to participate in the program without fulfilling all of the certificate requirements. This noncertificate concentration in the program remains an attractive alternative.

In order to obtain the certificate, students are required to take three mandatory courses: Corporations, Securities Regulation: Issuance, and Securities Regulation: Trading. Students may choose to fulfill the other course and externship requirements by selecting one of two options: (i) two of the upper-level elective securities
regulation courses (the “light” standard course requirement) and two externships, at least one of which must be for three credits (see below); or, (ii) three of the following six identified upper-level elective securities regulation courses (the “heavy” standard course requirement) and one three-credit externship (see below). The six elective upper-level securities regulation courses are Securities Markets Regulation Seminar, Securities Regulation: Derivatives, Securities Regulation: Enforcement Procedures and Issues, Securities Regulation: Investment Company and Investment Advisers Act, Corporate Finance Seminar, and Securities Transactional Work in Securitization of Assets. In addition students would be required to take at least two of the following courses: Administrative Law, Advanced Issues in Corporate Law, Antitrust, Banking Law, Bankruptcy, Commercial Transactions, Corporate Tax, Financial Institutions Regulation, International Business Transactions, International Securities Regulation (Poland Summer Program), Legal Accounting, Unincorporated Business Organizations, and White Collar and Business Crimes.

Externships provide our students with opportunities to gain a mature understanding of the nature of the practice of corporate and securities law, develop contacts, and, at times, to obtain pre-postgraduate employment. Networking opportunities with the growing number of securities law alumni, now at approximately 500, is facilitated by the law school’s location in the nation’s capital.

All students applying for the certificate must complete either a paper or portfolio program for one of the law school’s upper-level securities courses. (A paper or portfolio also satisfies a portion of the law school’s general writing requirement — see Announcements, Rule X.) Students may complete a two-credit Directed Research paper in a securities-related field (topic must be approved by the program director in order to ensure the paper will satisfy the writing component), submit for publication a securities regulation-related note or comment, or compete in the spring moot court competition and successfully complete the brief-writing portion of the competition (successful completion will be determined by the program director in consultation with the Securities Moot Court administrator[s]).

As enhancements to the program, a number of cocurricular activities have been developed. These activities include a Securities Moot Court competition (in which CUA has often risen to the finals); an annual Securities Lecture Series that in the past two years included four SEC commissioners, directors and occasional cosponsored events with the D.C. Bar; leadership positions in the Securities Law Student Association (SLSA); and the alumni mentor-mentee social hours.

In order to maintain an active securities student body, certificate program candidates are expected to participate in the moot court competition (see writing component above), make contributions to the activities of SLSA, attend the securities lecture series, and attend the mentor-mentee activities. Each certificate applicant will be responsible for keeping a record of completion of the required cocurricular activities with the Office of Institutes and Special Programs.

To earn a certificate, students must achieve a specified grade point (approximately equal to the top half of the class) and must have an overall average in their securities and cocurricular courses that also places them in the top half of these courses. This rigorous standard is introduced into the certificate qualifications to ensure that students applying for and receiving the certificate are overall academically successful in law school.

As previously noted, those students who still want to focus on securities law but not with sufficient intensity to earn the certificate can still elect to concentrate in the Securities Law Program and may indicate such on their résumé.

For more information, visit http://www.law.edu/clinics/institutes; contact the director, Professor David A. Lipton; or contact the Office of Institutes and Special Programs.

**Interdisciplinary Program in Law and Religion**

The Interdisciplinary Program in Law and Religion provides a framework for study, research, scholarly exchange, and public discussion of issues at the nexus of law and religion. Because these topics are multidisciplinary by nature, the program’s activities seek to advance both theoretical and applied knowledge of the field. Its practice-oriented programs center on the application of theory and multidisciplinary expertise in the litigation of religious liberty and equality claims; advocacy of religious perspectives in the legislative process; the legal representation of faith-based, nonprofit organizations; and the development of cutting-edge, multidisciplinary scholarship relevant to current public policy debates.

Each year, the program sponsors meetings, lectures, and publications designed to foster collaboration and exchange among faculty and law students, and within the university. Its symposia, conferences, and public policy colloquia extend that collaborative effort to students and scholars from other academic institutions and to a national and international network of policymakers, nongovernmental organizations, and attorneys who represent religious believers and faith-based organizations.

Students seeking a deeper understanding of theory and practice in the field of law and religion are invited to work with the program’s director to create an academic concentration offering specialized training in the theoretical and applied relationships among law, religion, and public policy. Students who elect to organize their studies in such a concentration will be prepared for the practice of law in the service of individuals and religiously affiliated, nonprofit institutions. They will develop the skills they need to participate as lawyers in public debate and litigation involving religious liberty and faith-based perspectives on the formation of social policy. In addition, they will gain a facility for reflection on questions arising under law and within the legal profession from a vantage enriched by ethical and theological perspectives.

Each student undertaking such a course of study will complete several prescribed courses, two or more program electives, and a semester of supervised fieldwork in one of a variety of approved field placements or externships. The director recommends that each student complete the sequence with a two-credit directed research project designed to integrate the lessons learned in course and fieldwork. The faculty adviser supervises the student’s final directed research project. The faculty adviser also counsels students who are enrolled in the university’s J.D./M.A. joint degree programs involving canon law, philosophy, and theology.

For more information, visit http://law.cua.edu/clinics/institutes or contact the director, Professor Robert A. Destro, or the Office of Institutes and Special Programs.
Program of Studies in Jurisprudence

A certificate is awarded to J.D. students successfully completing a rigorous array of specialized courses, experiential learning, and research and writing within the certificate program. This program provides a formalized and structured framework for the study of theoretical perspectives on law and legal systems. Its multidisciplinary character orients students to perspectives in the philosophy of law, comparative law, history of law, and studies in law and religion. Students are strongly encouraged to apply to the certificate program concurrently with their application to the law school. The program recognizes that students may choose to join after their first year and, therefore, permits day students to join by the beginning of the second semester of their second year, and evening students to join by the beginning of the second semester of their third year. Applications are considered on a rolling basis and applicants are notified of their status by email.

Students finishing the program are required to complete two mandatory foundational courses: Jurisprudence: The History of the Idea of Law and Jurisprudential Problems in Contemporary American Law. Students must also complete three elective courses specified as follows: 1) one course in either comparative and international law or history of law; 2) one course selected from the law school’s general course offerings or directed research opportunities, featuring in each case a demonstrable theoretical or jurisprudential component; and 3) one course taken by cross-registration in an allied discipline taught in another school or department on campus. In addition, certificate students must complete a comprehensive capstone research and writing project on a topic in jurisprudence, either in satisfaction of the course requirements of Jurisprudential Perspectives on Contemporary Problems in American Law or a qualifying directed-research project. Upon completing this capstone paper, the student will present his or her findings at a seminar gathering of his or her peers. The paper satisfies half of the law school’s general writing requirement (see Academic Rule X). Certificate students must also complete an externship aimed at deepening understanding of the role of theoretical perspectives in law and policy discussion. Students participating in the program must attend at least four hours of relevant extracurricular lectures in jurisprudence. At the beginning of each fall semester, newly admitted certificate students attend a mandatory orientation workshop and, in individual consultation with the program director, develop a detailed plan for completion of certificate requirements tailored to the student’s individual interests and needs. Each student will participate in an exit interview with the director upon completion of the program.

For more information, contact the program director, Professor William Wagner, or the Office of Institutes and Special Programs.

The Master of Laws (LL.M.) Degree Program

The Columbus School of Law offers its Master of Laws (LL.M.) degree program to graduates of U.S. and foreign law schools. In line with our Catholic mission, the Columbus School of Law instills in its students a quest for social justice and a profound duty to apply their legal knowledge and skills to the promotion of the common good. The LL.M. is an advanced program of legal study that is customized to the needs of the individual student. LL.M. candidates, mentored by expert faculty, plan a course of study from the following concentrations: Communications Law, Securities Law, Comparative and International Law, or Jurisprudence. Through the law school’s extensive curricular offerings, LL.M. candidates enhance their knowledge for practice by acquiring significant expertise in the area of specialization they have selected.

LL.M. Concentrations

Communications Law

The concentration in Communications Law provides special expertise in the regulation of the telecommunications industry, electronic mass media, wireless telecommunications services, and digital technologies; FCC practice and procedure; intellectual property transactions; copyright and patents; and First Amendment challenges for media. Faculty Coordinators: Professor Donna C. Gregg and Professor Susanna Fischer.

Comparative and International Law

The concentration in Comparative and International Law offers the student a program of study in comparative constitutional law, comparative legal history, comparative legal systems, comparative trade law, comparative military law, national security law, European law, maritime law, public international law, international trade law, international business transactions, international intellectual property law, international arbitration and mediation law, international civil litigation, international criminal law, international human rights law, international humanitarian law, and international environmental law. Given the breadth and depth of the law school’s international curriculum, students may elect sub-concentrations in several areas. Faculty Coordinator: Professor Geoff Watson.

Jurisprudence

The concentration in Jurisprudence provides an opportunity to advance a deeper understanding of the philosophy of law, the natural law tradition, theories of legislation, Catholic social thought, sources of Christian thought on law, contemporary social issues in Jewish law, Islamic law, history of canon law, history of European law, history of American law, and law and literature. Students may fulfill some credits through cross-registration in the courses offered in the University’s schools of philosophy, arts and sciences, theology and religious studies, and canon law. Faculty Coordinator: Professor William Wagner.

Securities Law

The Securities Law concentration supplies the student with depth of background in a broad array of topics arising out of the law of securities regulation, including the regulation of issuance of securities, secondary trading of securities, market regulation, enforcement issues, corporate finance, investment companies and investment advisers, derivatives, and the regulation of financial institutions. Faculty Coordinator: Professor David A. Lipton.
Nonresident Master of Laws (LL.M.) Program with Jagiellonian University

Lawyers residing outside of the United States can earn an American LL.M. degree in our nonresident Master of Laws Program with Jagiellonian University in Cracow, Poland. The program is designed to provide lawyers educated outside the U.S. with a foundation in American law and the American legal system. Such studies are useful for lawyers representing American clients doing business abroad and lawyers who deal with American entities in other regards. The program is also useful for those with a scholarly interest in comparative law and lawyers interested in international dimensions of work with nonprofit organizations.

REGISTRATION

The registration period is announced each year in the Academic Calendar. University regulations permit late registration only for cause and in no event after the first five days of class instruction. The University imposes a late payment fee on students who register late, regardless of the reason for the delay.

GRADING AND EVALUATION

Grades in all first-year courses will be on a letter-grade scale, as follows:

- A+
- A, A-
- B+, B, B-
- C+, C
- C-, D
- F
- F* Administrative Failure

Some clinical courses, and some simulation courses are graded on a pass/fail basis.

At the end of each term students may access their final grades on the Cardinal Station website, http://cardinalstation.cua.edu. Complete academic records are located in the academic dean’s office. Students are advised to check their records periodically. A student must maintain a cumulative average of 2.25 to remain in good standing and to graduate. Students are subject to probation or exclusion for academic deficiency, according to rules promulgated by the faculty. Complete regulations on grading, good standing, reinstatement to good standing, and readmission are included in the Academic Rules. Further detailed information regarding the grading system is posted periodically on academic bulletin boards and on the law school website. Regulations concerning student conduct are enumerated in the Rules of Professional Conduct for Law Students.

HONORS, AWARDS, AND PRIZES

Beginning with the graduating class of 1994, the law school has awarded honors to J.D. students who have performed particularly well academically. The basis for the award of honors are:

- **summa cum laude**
  Top student in the evening division and top three students in the day division

- **magna cum laude**
  Top 10 percent of the graduating class (in each division)

- **cum laude**
  Top 25 percent of the graduating class (in each division)

Student achievement is recognized by awards and prizes given annually and semi-annually. The school of law has established four recognition awards. The Faculty Award is conferred upon a graduate in the evening-division program and a graduate in the day-division program for outstanding academic achievement (highest academic average) during the law school course of study. The Alumni Award, established by the Law School Alumni Society in 1978, is given to a graduating student in the evening division and another in the day division on the basis of academic excellence; participation in extracurricular and cocurricular activities; and dedication to the law school, university, and community. The Dean’s Award is given by the law school dean to the president or chair of each recognized law school organization. The Extra Mile Award, established in 1991, recognizes students who go the “extra mile” in contributing to the law school. The Michael F. Curtin Pro Bono Award recognizes a law student who has honored the highest ideals of the Columbus School of Law by voluntary pro bono service to others.

The Moot Court Board makes several awards throughout the year to students participating in the moot court competitions, both appellate arguments and original trials.

The American Bankruptcy Institute Medal of Excellence is given annually to one student selected by each accredited law school as having excelled in bankruptcy studies. Typically, those professors teaching bankruptcy courses jointly select the most deserving student who has demonstrated excellence in class work and exhibited an interest in pursuing a career in bankruptcy law.

RECORDS AND TRANSCRIPTS

The Catholic University of America complies fully with the provisions of Section 438 of the General Education Provisions Act, Title IV of Public Law 90-247 as amended, which guarantee the confidentiality of student records and gives to the individual student the right to examine official records maintained for him or her. Copies of the University policy statement may be found at http://policies.cua.edu.
NAME OF RECORD

A student’s name of record includes the first name, middle initial or full middle name, and the family name. Nicknames may not be used. The University will change the name of a currently enrolled student on its official records on request, but may require satisfactory evidence of a legal basis for the change. Both the new name and the old name will appear on the student’s transcript which, together with other permanently maintained records, will be filed under the new name and cross-referenced under the old name.

The University is under no obligation to record a change of name for students who are not currently enrolled, including those who have graduated, and normally will not do so.

ADDRESS CHANGES

Students should keep both the University Office of Enrollment Services and the law school registrar advised of any change in address. You may update your address on Cardinal Station.

TRANSCRIPTS

Transcripts of records issued by the registrar are photocopies of the complete unabridged academic record of the student at this university. Requests for the issuance of transcripts must be sent to the Office of Enrollment Services or made through Cardinal Station.

A transcript or grades will not be released to or for a student whose account with the university is not settled in full.

FEES AND EXPENSES

The fees listed below are those in effect for the 2012–2013 academic year (unless otherwise noted) at the time of publication. All fees are subject to change. No student is considered registered until the registration form is completed and an approved financial settlement has been validated by the Office of the Treasurer. A student who fails to comply with financial obligations as specified is subject to suspension from classes. A transcript of record will not be released for a student whose account is not paid in full nor will a diploma be issued.

Students who have not made financial arrangements and/or completed registration by the end of the fourth week from the first day of the opening of classes may be dropped from class lists.

Students who do not honor the financial arrangements agreed upon will not be permitted to register the following semester unless payment or a new arrangement is negotiated. For costs incurred due to invalid checks and collection, see Financial Regulations published by the treasurer’s office.

APPLICATION FEES

(nonrefundable)

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<tr>
<td></td>
<td>Degree-Seeking</td>
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<td></td>
<td>Students (J.D.,</td>
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<tr>
<td></td>
<td>LL.M., Transfers)</td>
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<tr>
<td>Fall/Spring (2012–13)</td>
<td>$ 65</td>
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<td>Fall/Spring (2013–14)</td>
<td>$ 70</td>
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Nondegree Seeking Students (e.g., Visiting In)

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<td>Fall/Spring</td>
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<td>(2012–13)</td>
<td>$ 30</td>
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<td>Summer Only</td>
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All Students seeking to Visit Away — Domestic

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<td>Fall/Spring</td>
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<td>(2012–2013)</td>
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<td>Summer Only</td>
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All Students Study Abroad (Fall/Spring/Summer)

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ENROLLMENT DEPOSITS

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<tr>
<td>First Enrollment Deposit</td>
<td>$150</td>
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<tr>
<td>(nonrefundable)</td>
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<tr>
<td>Second Enrollment Deposit</td>
<td>$450</td>
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<td>(nonrefundable)</td>
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<tr>
<td>Deferred Admissions</td>
<td>$500</td>
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<td>(nonrefundable)</td>
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TUITION

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<tbody>
<tr>
<td>Full time 2012–13, per semester</td>
<td>$21,540</td>
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<tr>
<td>Part time 2012–13, per credit hour</td>
<td>$1,560</td>
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<tr>
<td>Summer Session 2013, per credit hour (estimate)</td>
<td>$1,560</td>
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<tr>
<td>Summer Session 2012 in Poland, per credit hour</td>
<td>$700</td>
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<tr>
<td>Summer Session 2011 in Rome, per credit hour</td>
<td>$750</td>
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MISCELLANEOUS FEES AND CHARGES

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<tr>
<td>New Student Record Fee</td>
<td>$425</td>
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<td>(one-time)</td>
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<tr>
<td>Degree-Seeking Students</td>
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<tr>
<td>Visiting Students Summer Only</td>
<td>$ 45</td>
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<tr>
<td>Technology Fee</td>
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<tr>
<td>(2012–13) — per semester</td>
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<tr>
<td>Full-time Students</td>
<td>$150</td>
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<tr>
<td>Part-time Students</td>
<td>$ 95</td>
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<td>Law Student Fee (charged first semester each year)</td>
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<tr>
<td>Full-time Students</td>
<td>$ 85</td>
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<tr>
<td>Part-time Students</td>
<td>$ 80</td>
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<tr>
<td>Student Bar Association</td>
<td>$ 40</td>
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<tr>
<td>— per semester</td>
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<tr>
<td>Audit Fees (Law School Alumni Only)</td>
<td>$200</td>
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<tr>
<td>Study Abroad Administrative Fee — CUA Affiliated</td>
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<tr>
<td>Study Abroad Administrative Fee — Non-CUA</td>
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<tr>
<td>Two-Semester Programs</td>
<td>$500</td>
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<tr>
<td>One-Semester Programs</td>
<td>$300</td>
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<tr>
<td>Summer Programs</td>
<td>$175</td>
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<td>Transient Fee — Visiting Students (refundable)</td>
<td>$250</td>
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<tr>
<td>Health Insurance (2011–12 amount) *</td>
<td>$1,550</td>
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* Unless waived in writing, required of all full-time domestic and international students, all student residents, and all part-time international students. Written evidence of alternate coverage must be provided to obtain the waiver. Part-time domestic students may purchase the University’s health plan.

Diploma Replacement Fee | $80
ID Card Replacement Fee  | $30
Re-Admission Fee        | $100
Late Registration Fee (after first day of classes) | $75
Late Enrollment Fee (after final drop/add period) | $500
Late/Incomplete Immunization Record Fee $100
Late Payment Fees Based on Balance Due (assessed three times per term in both the fall and spring semesters)
$199.99 and under No Fee
$200.00 to $499.99 $20
$500.00 to $1,999.99 $50
$2,000.00 to $4,999.99 $150
$5,000.00 to $9,999.99 $250
$10,000 to $14,999.99 $300
$15,000 and greater $350
Returned Check Fee $65

Parking
  Commuting Students, per year, surface $446
  Commuting Students, per year, garage $541
  Resident Students, per year, surface $509
  Resident Students, per year garage $593
  Evening-Only Students, per year, surface $257
  Evening-Only Students, per year, garage $289

DINING HALL PLANS
In University dining halls, per semester
Anytime Silver $2,599
Anytime Gold $2,699
Anytime Platinum $2,799
100 Block Plan $1,499
175 Block Plan $2,367

STUDENT IMMUNIZATION FEES
For a complete listing of student immunization fees, please visit http://health.cua.edu/immunization.cfm.

PAYMENT PLANS
The Catholic University of America allows parents and students to budget their annual expenses over a 10-month period (June to March) or an eight-month period (August to March).
CUA has contracted with a payment plan company, Tuition Management Systems, to administer payment plans for students. For information about paying tuition in equal monthly installments, contact TMS at 1-800-722-4867, or http://www.afford.com.

TUITION REFUND POLICY
Tuition refunds apply to dropping classes and when a student withdraws completely from the University. Tuition refunds are based on total charges billed, not on payments made. A week of classes is defined as Monday through Saturday. Application fees and registration deposits are nonrefundable. Other fees, except mandatory fees and room and board as described below, are refunded only if a student withdraws completely from the University prior to the end of the drop/add period.

Registered students who cancel their registration after the end of the drop/add period or who have their registration cancelled because of nonpayment are subject to a registration cancellation fee.

Some classes are “dynamically dated,” meaning the begin and end dates are within, but differ from the begin and end dates of the regular semester. Appropriate notations about the relevance of “dynamic dates” are included below.

Tuition refunds for full-time and part-time students who withdraw completely from the University shall be as follows:
• Before classes officially begin, 100 percent of tuition and mandatory fees will be refunded. As of the first day of classes, mandatory fees are nonrefundable.
  • 100 percent of tuition only will be refunded prior to the end of the drop/add period as published in the Academic Calendar.
  • 80 percent of tuition only will be refunded after the last day of the drop/add period but prior to the end of the third week after the official beginning of classes or corresponding percentage of class meetings in a dynamically dated class.
  • 50 percent of tuition only will be refunded after the end of the third week of classes but prior to the end of the fourth week after the official beginning of classes or corresponding percentage of class meetings in a dynamically dated class.

Tuition refunds for students changing from full-time to part-time status and part-time students reducing their hours will be as follows:
• 100 percent of tuition will be refunded up to the last day of the drop/add period as published in the Academic Calendar or corresponding percentage of class meetings in a dynamically dated class. Fees will not be refunded.
  • 80 percent of tuition will be refunded only after the last day of the add/drop period but prior to the end of the third week of classes or corresponding percentage of class meetings in a dynamically dated class.
  • No tuition or fees will be refunded after the third week of classes or the corresponding percentage of class meetings in a dynamically dated class.

Refunding of Room and Board Charges
• Room and board refunds for full-time and part-time students shall be as follows: Fees are refunded on a per diem basis prior to the end of the drop/add period, and thereafter are reduced at the tuition rates detailed for students who withdraw completely from the University.
  • Students who have signed a Residence Hall and Dining Services Agreement for the upcoming academic year and whose housing cancellation is approved will be charged the housing cancellation fee.
  • If the dining plan is cancelled separate from a housing assignment, the dining cancellation fee will be assessed.
Adjustments to University Grants and Scholarships if a Student Withdraws

Adjustments to the University grants and scholarships to law students are at the discretion of the financial aid office for the law school and determined after consultation with the associate dean for student and external affairs.

Exceptions

Exceptions to policies regarding tuition refunds and adjustments may be made based on extraordinary circumstances. A student seeking an exception to the published tuition refund policy should immediately submit a written letter of appeal detailing the reason for the request. The letter and appropriate supporting documentation should be submitted to the Office of Enrollment Services for review by the Appeals Committee. No request will be considered after mid-semester of the succeeding term.

Note: Refunds are calculated on the total amount billed and not on amounts already paid.

Federal regulations governing the return of federal funds apply to students who are recipients of federal Title IV funds. A description of the Title IV Refund policy and procedures appears in a separate section. Additional information is available in the Office of Financial Aid for the law school.

SUMMER TUITION REFUND POLICY

Students may add or drop a course of a given session within the first four days without financial penalty by using the Cardinal Station system on the Web at http://cardinalstation.cua.edu.

Tuition refunds for full-time and part-time students who withdraw completely from the University shall be as follows:

- If notification of intent to withdraw is received by the law school registrar and classes are withdrawn in Cardinal Station before the end of the fourth day of the session, 100 percent of tuition will be refunded.
- No tuition will be refunded if notification of intent to withdraw is received after the end of the fourth day of the session.

Students enrolled in the LL.M. Program offered by CUA in cooperation with Jagiellonian University (Poland), are subject to a tuition refund policy that may differ from the refund policy that applies to Juris Doctor (J.D.) candidates. Please contact the Office of Special Programs for details.

If the student withdraws from all courses prior to completing over 60 percent of a semester, he/she may be required to repay a portion of the federal financial aid that he/she received for that term. A pro rata schedule is used to determine the amount of federal student aid funds he/she will have earned at the time of the withdrawal.

The return of funds is based upon the concept that students earn their financial aid in proportion to the amount of time in which they are enrolled. Under this reasoning, for example, a student who withdraws in the second week of classes has earned less of his/her financial aid than a student who withdraws in the seventh week. Once 60 percent of the semester is completed, a student is considered to have earned all of his financial aid and will not be required to return any funds.

The financial aid office, in accordance with 34CFR Sec. 668.22, calculates and executes the Return of Title IV Funds for any student receiving Title IV Aid and subsequently withdraws before the end of the enrollment period (i.e., term).

OFFICIAL WITHDRAWAL

In Person

Students intending to officially withdrawal should contact the assistant academic dean, the registrar, or the director of financial aid. Students planning to enroll for the next semester should request a permanent withdrawal.

The official withdrawal date used to determine the return of funds calculation is maintained in the registrar’s records, as well as within the PeopleSoft system. The “Student’s Withdrawal Date” and the “Date of the Institution’s Determination that the Student has Withdrawn” will be the date the student provides official notification of their intent to withdraw.

Online

A student who drops or withdraws from all of their courses online after the first day of classes is considered to have officially withdrawn. The financial aid office will use the date the last course was dropped/withdrawn to determine the “Student Withdrawal Date” and the “Date of the Institution’s Determination that the Student has Withdrawn.”

UNOFFICIAL WITHDRAWAL

The financial aid office will assume that students who fail to earn a single grade in any of their classes for a term to have unofficially withdrawn. Students who receive all grades of “F*” or a combination of “F*” and “W” will be considered to have unofficially withdrawn from the University. The financial aid office will process a Return of Title IV Funds (e.g., student loans) calculation using the 50 percent point as the student’s “Withdrawal Date” and the last date that grades are due as the “Date of the Institution’s Determination that the Student has Withdrawn.”

The University has initiated a grading policy that will be used to distinguish between a student who earned a grade of “F” (awarded to students who complete the course but fail to achieve the course objectives) or a grade of “F*” (awarded to students who did not
officially withdrawal from the course, but who failed to participate in course activities through the end of the period). A grade of "F+" is used when, in the opinion of the instructor, completed assignments or course activities or both were insufficient to make normal evaluation of academic performance possible. A student who earns at least one grade including an "F" grade will be considered to have completed the term and no R2T4 calculation would be required or performed.

Incomplete Grade
CUA considers a student who receives an (I) grade(s) to have completed the course and earned any grade(s) resulting from the resolution of the initial (I) grade(s). No R2T4 calculation is required.

Enrollment Status Verification
The financial aid office will process an Return of Title IV Funds calculation for each student who drops all courses after the start of classes but before the end of the add/drop period and each student who fails to earn a grade for a term. The Office of Financial Aid will contact instructors to determine if the student began attendance only if the Return of Title IV Funds calculation determines that the student is eligible for a prorated portion of their disbursed aid or a Post Withdrawal Disbursement (PWD) of aid that could have been disbursed.

The financial aid office will contact the instructor of each class for which a student was registered to determine the student's enrollment status. For a student who drops (withdraws) from all classes during the add/drop period, the number of credits the student was registered for at the start of the day of the last drop will be used to determine the student's base enrollment status at the time of the withdrawal. Enrollment status and aid will then be readjusted to reflect the courses for which an instructor verifies that the student began attendance.

If the financial aid office is not able to verify that the student began attendance in any class for a term, then all aid for that term would be canceled and returned to the federal aid programs.

SPECIAL CIRCUMSTANCES

Cancellation of Enrollment
Should a student cancel his/her enrollment before classes start as opposed to withdrawing, no Return of Title IV funds calculation will be performed. Instead, all aid disbursed will be cancelled and returned to the appropriate aid programs.

Should a student attend classes and officially withdrawal during the refund period, but ask in writing that all of his/her aid be returned, all of the student's aid will be returned and no calculation will be performed. For example, this can happen when a student plans to transfer and attend another institution for the same semester. If all of the aid is not returned, the student may be prohibited from receiving aid at the other institution due to concurrent enrollment restrictions. If a calculation has been performed, the earned aid retained will be canceled and those funds will be refunded to the various programs.

Suspension or Dismissal
In cases where a student is suspended or dismissed from the University, the "Student's Withdrawal Date" and "Date of the Institution’s Determination that the Student has Withdrawn" will be the date the student's suspension or dismissal become effect.

Academic Leave (not a Leave of Absence)
As a term-based, credit-hour institution, Catholic University cannot offer a federally approved Leave of Absence (LOA) option. However, students may request to be placed on Academic Leave for a future semester.

Students who must interrupt their studies for a legitimate reason, such as sustained ill health or military service, may be granted an academic leave for a stated period, usually not to exceed one year. Requesting Academic Leave permits the student to return to the University within a specified timeframe without reapplying to the University. Academic Leave can only be granted for a future term(s) and cannot be granted once a term has started. Students that have to interrupt their studies once a semester has started will have to apply for a term withdrawal.

Students requesting to be placed on Academic Leave should contact the assistant academic dean.

Students on Academic Leave will be reported to the National Student Clearinghouse as 'not enrolled' with an effective date as of the last day of the semester in which they were last enrolled. They will enter their federal student loan grace period as of that date, and if they have previously used up their student loan grace period, they will immediately enter into loan repayment.

Unable to Provide Official Notification
If the student does not provide official notification because of circumstances beyond the student's control (i.e. student's death, student's hospitalization, natural disaster), the "Student's Withdrawal Date" will be the date that the University determines that the event took place that resulted in the student being unable to provide official notification. This will usually be processed as an official withdrawal by the assistant academic dean. The "Date of the Institution’s Determination that the Student has Withdrawn” will be the date the school is notified that the student has ceased attendance. If a student attends class after the event and then withdraws, the "Withdrawal Date" will be the date the school is notified of the student's intent to withdrawal. Since a student can officially withdraw online, the student would have to document that they could not have reasonably gained access to a computer to officially withdraw online.
**FINANCIAL AID**

Various financial aid programs are available to law students and are divided into three categories: scholarships, loans, and employment. Scholarships come from institutional sources and are subject to fund limitations. Loans are generally unlimited in availability. Some loans are credit-based. Total financial aid received may not exceed the published cost of attendance (COA) of approximately $69,500 and $59,500 for day and evening programs, respectively, for the 2012–13 academic year. Eligibility for federal student aid requires half-time status. Half-time status, for the purpose of financial aid, is defined as six or more credit hours per semester. Half-time enrollment during the eight-week summer session is defined as three or more credit hours.

**APPLICATION PROCEDURES**

Students applying for federal student loans must first submit the Free Application for Federal Student Aid (FAFSA). Application procedures are available online at http://law.cua.edu/finaid.

**FEDERAL PROGRAMS**

*Unsubsidized Direct Stafford Loan*

Through this program students may borrow up to $20,500 per academic year. Information about the loan application process is provided in April by the law school’s Office of Financial Aid. Eligibility requires the completion of the Free Application for Federal Student Aid (FAFSA), as the tool that establishes the applicant’s citizenship status. U.S. citizens and permanent residents are eligible for the Stafford Loan. The interest rate for borrowers is 6.8 percent. Interest begins accruing at the time the loan is disbursed — typically one half the amount requested is disbursed at the start of each semester. The repayment period begins approximately six months after graduation or the student ceases to be enrolled at least halftime. The standard repayment period is 10 years, but may be extended to 25 years, with options to use graduated repayments for both standard and extended repayment periods. Also available is an Income-Based Repayment option. Stafford Loans are eligible for the Public Service Loan Forgiveness Program.

*Graduate PLUS Loan*

Graduate and professional (e.g., law) students are eligible to borrow through the Federal Direct Graduate PLUS loan program. Terms are similar to Stafford loans although the interest rate is fixed at 7.9 percent. Payment of principle and interest may be deferred while the student is enrolled at least half time. The repayment period typically is 10 years, but may be extended to 25 years. Income-based repayment is also available. The maximum amount available is the school’s Cost of Attendance (tuition and fees, plus a living expense allowance for nine months) minus grants, scholarships, other loans, and Federal Work-Study awards.

*Federal Perkins Loan*

The Federal Perkins Loan is a federally based loan program administered by the University. Funds are available to students on a limited basis, and awarding is prioritized to students with high financial need as demonstrated on the Free Application for Federal Student Aid (FAFSA). The size of the award is determined by the University, and typically has been $2,000 per student. The interest rate for borrowers is 5 percent, with interest beginning to accrue nine months after the student ceases to be enrolled at least halftime. Repayment begins nine months after the student ceases to be enrolled at least halftime, and is based on a 10-year repayment schedule. Federal Perkins loans are not eligible for forgiveness under the Public Service Loan program, but may be consolidated with Federal Stafford and Federal PLUS Loans, and therefore, the amount borrowed would be included with a “forgivable” loan. Federal Perkins loans do have independent forgiveness options such as teaching in a designated high-need area.

*Veterans Benefits*

Often overlooked are many benefits available to veterans and children of deceased veterans, or those disabled in military service. In addition to the benefits offered directly by the Veterans Administration, others are available through various service organizations such as the American Legion, Veterans of Foreign Wars, Catholic War Veterans, and directly through the branches of the armed services. Any possible claim resulting from current or past military service of the student or a member of the family should be investigated.

*Work-Study Program*

On-campus employment through the Federal Work-Study program is available to law students on a very limited basis. Employment through this program is considered need-based financial aid and impacts eligibility for other resources such as Federal PLUS Loan amounts.

**PRIVATE (COMMERCIAL) EDUCATION LOANS**

Students may borrow private education loans that are credit-based. Financial need is not a criterion, but the lender conducts a credit review and may deny approval of the loan requested. Students who are unsure of their credit history should request a credit report from their nearest credit bureau for review prior to applying for private loans. Through a private loan program, a student may borrow up to the Cost of Attendance minus other aid (including institutional loans or grants, scholarships, Federal Unsubsidized Direct Stafford loans, Graduate PLUS loans, and Federal Work-Study awards). The aggregate borrowing limit for the private loans varies depending on the lender.

The interest rate for these loans also varies according to the lender. Students may choose to defer payment of principal and interest while enrolled at least part time. The first payment is usually due nine months after graduation. Information on the loan application process will be provided by the law school’s Office of Financial Aid in April and is available online at www.law.edu/finaid.
Bar Study and Bar Exam Loans
Various lenders offer loans to graduating students to cover the cost of a bar review course and living expenses between graduation and the time of the bar exam. Terms and conditions are similar to those of other private educational loans.

LAW SCHOOL FINANCIAL AID
Scholarships Provided by CUA

First-Year Students. Upon review of an applicant’s LSAT scores, GPA, and other factors, the admissions office may award a scholarship to a first-year student. Most scholarships are renewable based on the student maintaining a certain class rank. The renewal criteria are outlined in the letter awarding the scholarship.

Continuing Students. Students who achieve specified class ranks at the end of the year are awarded scholarships for the following year. These awards include, but are not limited to, the renewable scholarships awarded to first-year students.

Funding for Scholarships
The Columbus School of Law has benefited from generous contributions given by individuals and organizations — contributions intended to support our scholarship programs. Some of the scholarships awarded will bear the name of an endowment or other fund established by a contributing individual or organization. The following is a partial list of endowed and other funding sources for the law school’s overall scholarship program.

- Albert A. Carretta Endowment
- Judge Kathryn J. DuFour Endowment
- Francis X. Gallagher Endowment
- Robert C. and Helen Graff Endowment
- Elizabeth Guhring Endowment
- William F. Hague, Jr. Endowment
- Linda Nelson Endowment
- Eleanore Dulin and James Clanton Haynes Endowment
- Adolph Charles Hugin Endowment
- Leahy Endowment
- William Hobart and Wilma Kyle Cox Little Endowment
- Arthur John Keefe Endowment
- Thurgood Marshall Endowment
- Vernon X. Miller Endowment
- Jody Freshman Nurik Endowment
- O’Brien Endowed Scholarship for New Students
- Irving R. M. and Sue Stokely Burnett Panzer Endowment
- Ralph J. Rohner Endowment
- Miriam Theresa Rooney Endowment
- Bertram B. and Floreine R. Saymon Endowment
- Silver Anniversary Endowment

Fanning Labor Law Scholarship
This scholarship has been established by the John Fanning Fund for Labor Studies in honor of Mr. John Fanning, former member and chairman of the National Labor Relations Board, to promote excellence in the pursuit of labor law study at the law school. The recipient is selected by the dean of the law school in consultation with the Advisory Council of the John Fanning Fund for Labor Studies. Eligibility is limited to second-year day- and third-year evening-division students who have demonstrated excellence in the study of labor law. Applications for consideration must be received by June 15 of each year.

SUMMER STIPEND PROGRAMS

Students for Public Interest Law Stipends
The SPIL organization raises money through an annual auction and other activities. Auction proceeds are matched by the law school. These funds are used for summer public interest externship stipends and are intended for use by students committed to returning to CUA the following fall semester.

Eric Weissman Endowed Scholarship Fund
This fund was established by family and friends to honor the memory of Eric Weissman, Class of 1994. Awards from this fund are part of the Students for Public Interest Law stipends. These stipends are intended for use by students committed to returning to CUA the following fall semester.

Charles and Louise O’Brien Fellowships
This fellowship was established by the Reverend Raymond C. O’Brien, a professor at the law school, in honor of his grandparents. Students completing the first or the second year of law school are eligible to apply for summer grants in conjunction with their work at a pro bono assignment during the summer. The fellows are chosen from essays describing their summer placement in the context of the interaction between their religious perspective and their legal careers. At present, each student chosen receives a grant of $6,000. These fellowships are intended for use by students committed to returning to CUA the following fall semester.

Patton Boggs Public Policy Fellowship
In honor of founding partner James R. Patton Jr., Patton Boggs LLP provides an annual $5,000 grant to a CUA student spending the summer working on public policy matters for a nonprofit institution or a government agency. These fellowships are intended for use by students committed to returning to CUA the following fall semester.

Plato Papps Labor Law Scholarship
This scholarship is a stipend for a summer externship in labor law for students who have completed their first year of law school. This scholarship is intended for use by students committed to returning to CUA the following fall semester.
EMPLOYMENT OPPORTUNITIES

In general, because of its effect on academic performance, outside employment by first-year day-division students is discouraged. Outside employment is particularly discouraged during the first semester of law school. For day-division students who are unable to finance their education without such employment, however, there are opportunities for part-time employment both on and off campus. In compliance with the American Bar Association, a student may not work in excess of 20 hours per week while enrolled in the day division.

Students are strongly urged to use the services of the school’s Office of Career and Professional Development throughout their legal careers. The office and its staff are equipped to help students with every phase of their career development, from career assessment to job search strategies.

Library Desk Attendants. There are a limited number of openings in the law school library. Interested applicants should contact the head of access services in room 224A.

Clerical and Research Positions. A variety of part-time positions are available from time to time in some of the law school administrative offices. Individual faculty members hire their own research assistants. Such research positions usually are available only to students who have completed their first-year program and meet any other requirements set forth by the professor. Interested students should contact the associate dean for administration and finance in room 451.

In addition to University or law school positions, numerous part-time positions are available in Washington, D.C. Many government agencies, private companies, and firms, including law firms, also offer either full- or part-time student employment opportunities. The Office of Clinical Programs (room 312), which offers academic credit for part-time work, and the Office of Career and Professional Development can aid in the search for these positions.

OFFICE OF CAREER AND PROFESSIONAL DEVELOPMENT

The Office of Career and Professional Development (OCPD) advises students and alumni on career planning and development. Staffed by experienced professionals with advanced degrees in law, the office provides individual counseling; career workshops, programs, and panels; instructional materials; mock interviews; job announcements; and opportunities that facilitate direct contact with legal employers and practitioners. OCPD also hosts on-campus interviews, conducts résumé collections for employers, and publicizes events hosted by public and private employers as well as outside organizations.

Law firms, federal government agencies, members of the judiciary, members of Congress, trade associations, and corporations post full- and part-time positions through OCPD’s online career site. The office also maintains subscriptions with a broad range of online jobs databases. OCPD’s library houses reference books, directories, periodicals, and publications on a variety of topics such as career development, networking opportunities, practice specialties and environments, and alternative career ideas. The office continually updates and adds to its resource library to meet the changing needs of students and reflect the fluid employment market.

COUNCIL ON PROFESSIONAL CONDUCT AND RULES OF PROFESSIONAL CONDUCT FOR LAW STUDENTS

In 1982, the law school adopted a set of ethical standards for personal and professional conduct of students. The original Honor Code and the 1993, 1999, and 2012 revisions (called the Council on Professional Conduct and Rules of Professional Conduct for Law Students) were adopted by the faculty as a delegation of some of their disciplinary authority, a statement of community norms, and a set of rules necessary to administer the academic program.

A joint faculty and student panel has the authority to decide facts and impose sanctions for violations. Students found to violate the rules have a right of appeal. In addition to administering the rules, the Council undertakes initiatives to heighten ethical awareness in the student body.

The rules and their administration prepare law students for participation in the self-regulated legal profession governed by an analogous set of rules. Like bar codes, the rules include an obligation to report violations.

All students are required to certify that they have read the Rules of Professional Conduct for Law Students during Orientation. The text of the Council on Professional Conduct and Rules of Professional Conduct for Law Students is found in the Announcements.

COCURRICULAR ACTIVITIES

A variety of cocurricular activities significantly broadens the educational opportunities at the school of law. The programs, although varying in content and organization, supplement the formal curriculum and provide an opportunity for students to become involved in legal activities outside the classroom.

CATHOLIC UNIVERSITY LAW REVIEW

The Catholic University Law Review is a scholarly journal that examines problems of current legal concern. Published quarterly, it provides members with intensive training in legal research and writing and publishes significant law student work. In addition, contributions are solicited from faculty members, practicing attorneys and judges, and other legal scholars. The Catholic University Law Review is edited and managed solely by its student staff. Members are selected on the basis of writing ability and grades from the group of first- and second-year students who participate in the spring writing competition.
JOURNAL OF COMMUNICATIONS LAW AND POLICY — COMMLAW CONSPECTUS

Comlaw Conspectus is a biannual, student-edited, scholarly law journal devoted to communications law and policy issues. Each issue contains lead articles written by professionals in the communications law industry, student comments, essays, a book review, a bibliography of current communications law treaties, and digests of major FCC actions and court decisions involving communications law issues. The Conspectus serves the communications law community by presenting major developments occurring in the areas of cable television, broadcasting, international communications, private radio, telecommunications, First Amendment law, copyright, and antitrust.

Students attain membership on the Conspectus staff by demonstrating superior writing skills in the closed-packet writing competition held each spring. Each staff member works with an assigned Comment Editor to produce a comment of publishable quality and several student comments are selected for publication in the upcoming volume. Editors serving their second year on the Conspectus work closely with student authors and lead article authors to produce the articles and other materials published in the upcoming volume. All members have the opportunity to develop and hone their legal research and writing skills while exploring an inherently fascinating field of law on the cutting edge of technology.

JOURNAL OF CONTEMPORARY HEALTH LAW AND POLICY

The Journal of Contemporary Health Law and Policy is a professional legal periodical that focuses on a comprehensive range of health-related issues. Articles, notes, comments, and book reviews have traditionally covered areas associated with modern health care, bioethics, environmental law, and medical practice. Published biannually, the journal reaches both domestic and international subscribers.

The journal exposes student editors and staff to the substantive areas of health law and provides an excellent opportunity to develop advanced legal writing, research, and editing skills. Law students achieve membership qualification by academic invitation or demonstrated excellence in writing via the annual writing competition or faculty recommendation. Staff members write notes or comments of publishable quality and edit professional and student materials accepted for publication. Selected staff members are invited each year to publish their work in the journal.

MOOT COURT ASSOCIATION

One of the largest participatory student groups at the law school, the Moot Court Association is composed of students who share strong interests in oral and written advocacy training. The Moot Court Board, comprising selected second-, third-, and fourth-year students, conducts a comprehensive three-year training program open to all students, using actual and mock cases to provide instruction in the arts of appellate and trial advocacy.

The trial program offers participants opportunities to prepare and conduct full-length trials. Students participate in intraschool competitions, as well as several national trial competitions.

The appellate program is one of the largest in the Washington metropolitan area. Operating throughout the academic year, it includes several intraschool programs available to all students and provides qualified students opportunities to participate in national and international interschol competitions.

Perhaps the most popular interschool competition is the Sutherland Cup Competition. Hosted by CUA’s law school, the Sutherland Cup is believed to be the nation’s oldest interschool appellate advocacy competition. This invitational competition has included law school teams from the University of North Carolina, the University of Virginia, and Ohio State University. The law school, in conjunction with the Federal Communications Bar Association, also hosts the National Telecommunications Moot Court Competition.

Other interschool competitions have included Jessup Cup Competition (international law), Wagner Cup (labor law), National Civil Rights Competition, National Trials Competition, Gourley Cup (civil litigation), American Trial Lawyers Association Competition (litigation), and Kaufman Cup (securities law).

First-year students are invited to participate in “soapbox” competitions, 10-minute oral arguments judged by upperclass student moot court associates. The “Soapbox” events give first-year students the opportunity to interact with experienced associates and prepare for upperclass events.

OFFICE OF LAW AND SOCIAL JUSTICE INITIATIVES

The Office of Law and Social Justice Initiatives was created by Dean Veryl V. Miles in fall 2007 as a center within the Columbus School of Law dedicated to supporting our community of students, staff, and faculty in their efforts to make a lifetime commitment to service in the common good. The Office of Law and Social Justice Initiatives develops programs and other initiatives to encourage, facilitate, and promote community service and pro bono publico activities by students, faculty, and alumni of the Columbus School of Law. The office also assists students who wish to pursue postgraduate fellowships and other employment opportunities in public interest or public service settings.

THURGOOD MARSHALL AMERICAN INN OF COURT

The Inn, established in 1989 at CUA, is one of 400 similar institutions across the United States modeled after the four English Inns of Court, the historic training ground for barristers. The Inns are dedicated to improving the skills, professionalism, civility, and ethics of judges, attorneys, and students. In the United States some 1,300 state judges, 30 percent of federal judges, and more than 2,900 students are Inn members.

As members of the Thurgood Marshall American Inn of Court, CUA students join experienced attorneys and sitting judges from the United States District Court and the D.C. Superior Court to discuss trial techniques and exchange experiences on how to best manage various aspects of courtroom litigation.

The Inn is divided into eight teams, each led by a sitting judge or Master, comprising masters (lawyers with more than 10 years of legal experience), barristers (attorneys with at least two but not more than
10 years of legal experience), and two or three CUA law students. The Inn meets once a month for the eight months of the academic year. Student members are selected during the second and third years of law school.

**STUDENT ORGANIZATIONS**

**ADVOCATES FOR LIFE**
Advocates for Life is an association of students and faculty who wish to uphold the value of human life in all its stages, from the moment of conception. The group was founded in 1990 for the purpose of facilitating the study of human life issues as they relate to the law. Abortion is one of today’s most urgent human rights concerns, as are the new reproductive technologies, genetic testing and manipulation, and euthanasia. The organization strives to be a forum for intellectual discussions on these topics and the many surrounding legal challenges they generate. Advocates for Life also serves its student members as a source of information on externship placements to participate in legal research on the cutting edge of the life debate.

**ALTERNATIVE DISPUTE RESOLUTION SOCIETY**
The Alternative Dispute Resolution Society was founded to highlight the importance of ADR techniques in the legal community. The society provides the law school community with training, resources, and opportunities to practice using ADR techniques including negotiation, mediation, arbitration, and client counseling. In addition, the society provides opportunities for students to represent the school at ABA-sponsored regional competitions in alternative dispute resolution. Membership is open to all students in good standing at the Columbus School of Law.

**AMERICAN BAR ASSOCIATION LAW STUDENT DIVISION**
The Law Student Division of the American Bar Association is a national organization founded to achieve awareness and promote the involvement of law students in the aims of the professional bar. It is both a service organization and a catalyst for social change through the ABA. Members of the ABA/LSD are eligible to join sections of the ABA, receive numerous publications, participate in low-cost life and health insurance programs, and receive funding for law student-operated projects.

**AMERICAN CONSTITUTION SOCIETY**
The American Constitution Society for Law and Policy (ACS) is one of the nation’s leading progressive legal organizations, comprising law students, lawyers, scholars, judges, policymakers, activists, and other concerned individuals who work to ensure that the fundamental principles of human dignity, individual rights and liberties, genuine equality, and access to justice are in their rightful, central place in American law. ACS believes that law can and should be a force for improving the lives of all people. The group’s main purpose now is to articulate and promote the professional needs and goals of black law students; to foster and encourage professional competence; to focus upon the relationship of the black law student and the black attorney to the American legal structure; to instill in the black attorney and law student a greater awareness and commitment to the needs of the black community; and to influence the legal community to bring about meaningful change to meet the needs of the black community.

**BLACK LAW STUDENTS ASSOCIATION**
The Black Law Students Association (BLSA) is a national organization founded in 1967 by A. J. Cooper at the New York University Law School for the purpose of effecting change in the legal system and sensitizing the legal profession to the ever-increasing needs of the black community. While this commitment has never wavered, BLSA’s main purpose now is to articulate and promote the professional needs and goals of black law students; to foster and encourage professional competence; to focus upon the relationship of the black law student and the black attorney to the American legal structure; to instill in the black attorney and law student a greater awareness and commitment to the needs of the black community; and to influence the legal community to bring about meaningful change to meet the needs of the black community.

The Catholic University of America Columbus School of Law chapter of BLSA was established in November 1969 and is one of more than 200 national BLSA chapters. BLSA initiated many programs, including tutoring and mentoring first-year law students.
and high school students; exam-taking seminars, lectures, and panel discussions; as well as social functions such as the annual BLSA Alumni Reception.

**CHRISTIAN LEGAL SOCIETY**

The mission of Christian Legal Society is to maintain a vibrant Christian law fellowship on the school’s campus that enables its members, individually and as a group, to love the Lord with their whole beings — hearts, souls, and minds — and to love their neighbors as themselves. (Matthew 22:37-40).

**COMMUNICATIONS LAW STUDENTS ASSOCIATION**

The Communications Law Students Association (CLSA) provides a forum for students interested in communications, telecommunications, copyright, and entertainment law issues. Originally founded by students enrolled in the Institute for Communications Law Studies, membership is now open to all students in the law school community. CLSA encourages students to attend networking events with communications practitioners and serve local communities via numerous volunteering opportunities. It also provides insight for students applying for externships in communications law at law firms, companies, trade associations, and federal agencies throughout the Washington, D.C., area.

**CRIMINAL LAW STUDENTS ASSOCIATION**

The Criminal Law Students Association aims to promote the study of and professional development in the field of criminal law to provide students with the opportunity and experience necessary to function effectively in criminal litigation. Through programs that combine student interests, faculty expertise, and alumni support, the Criminal Law Students Association seeks to expand and enhance the study and practice of criminal law at CUA. Membership is open to all CUA law school students with an interest in criminal law.

**DELTA THETA PHI**

The Delta Theta Phi Law Fraternity International was founded in 1900. Since its inception, Delta Theta Phi has produced a number of distinguished members, including Oliver Wendell Holmes, Sandra Day O’Connor, and Jeanie J. Kirkpatrick. The Catholic University of America Columbus School of Law is the home of Delta Theta Phi’s Hughes Senate. The Hughes Senate chapter focuses on three major goals for its members: professional development, scholastic achievement, and community service. All of the activities the Hughes Senate coordinates fall into one of these categories. In addition the Hughes Senate offers a number of benefits to its members. These include yearly scholarships for the most active participants of the chapter; an outline bank free of charge; a mentor-mentee program for first-year students; seminars on exam-taking strategies and professional conduct; and an active alumni network for finding jobs and externships.

**DEMOCRATIC LAW STUDENTS ASSOCIATION**

The Democratic Law Students Association was organized in the fall of 1994 to provide a forum for law students interested in politics and the inner workings of the political environment centered in Washington. Our membership consists of students with varying political beliefs and ideals, but who are most likely affiliated with the Democratic Party. The organization seeks to draw upon the wealth of opportunities and resources available in the nation’s capital to increase each member’s knowledge of and involvement in the happenings of national, state, and local politics while in law school and after graduation. Activities the group has pursued include an election night party, cosponsored blood drives and happy hours, and recruitment of noted speakers and politicians to the law school. Membership is open to all interested students.

**ENVIRONMENTAL LAW SOCIETY**

The Environmental Law Society (ELS) provides a forum for students interested in current environmental issues and career opportunities in environmental law. ELS sponsors numerous programs, including issue seminars, roundtable discussions, and professional panels, as well as community outreach programs and field trips for neighborhood cleanup efforts. ELS sponsored a team to go to the 2nd Annual National Energy and Sustainability Moot Court Competition. The competition gave the selected team a chance to test their skills in addressing emerging trends in energy law and recent development in sustainable energy.

**EVENING LAW STUDENTS ASSOCIATION**

The Evening Law Students Association (ELSA) was founded in 1993 to represent our evening-division students, promote their extracurricular activities, address their special academic concerns, and enhance their legal education. ELSA works to encourage equitable access to all academic and extracurricular activities for evening law students, as well as sponsoring programs (both social and academic) specifically designed for evening students.

**FEDERALIST SOCIETY**

The Federalist Society is a nonpartisan, conservative, and libertarian organization dedicated to freedom, federalism, and judicial restraint. The Federalist Society seeks to educate the legal community through its programs and publications about how limited constitutional government based in the rule of law can have a positive effect on law and public policy. The CUA chapter aims to advance these ideals by hosting speaker events and by encouraging open debate about these topics.

**GOVERNMENT CONTRACTS LAW STUDENTS ASSOCIATION**

The Government Contracts Law Students Association (GCLSA) is a professional student organization designed to create a network for students interested in legal careers in the government contracts/procurement field. This includes military and federal government agencies, government contractors, and small, medium, and large
firms. GCLSA helps its members become acquainted with recruiters and, ultimately, find jobs in these fields. The organization sponsors events throughout the year, both academic and professional. These include bringing speakers to the school, as well as providing career forum days along with D.C. area bar associations. Involvement in the organization gives students an opportunity not only to find resulting careers but also externships during their tenure at school and the opportunity to discover if this field is right for them.

HABITAT FOR HUMANITY
The Catholic University of America Law school chapter of Habitat for Humanity is affiliated with the international Habitat for Humanity organization, which is a nonprofit, ecumenical-Christian housing ministry. The law school chapter seeks to further the international organization’s goals of eliminating poverty housing and homelessness from the world and making decent shelter a matter of conscience and action. To accomplish these goals, the chapter invites law students and faculty members to participate in and fundraise for organized house builds in partnership with families in need.

HEALTH LAW SOCIETY
The Health Law Society was organized in 1995 to provide an informational and professional resource to students interested in pursuing either an interest or career opportunity in one of the largest growing legal fields in the country — health law. The purpose of the society is to explore new opportunities in health law beyond the traditional area of medical malpractice in managed and long-term care, bioethics, corporate issues, health care reform, and other areas.

IMMIGRATION AND REFUGEE INTEREST SOCIETY
The purpose of the Immigration and Refugee Interest Society is to engage the Columbus School of Law community around the rights of immigrants in the U.S.; to promote community service by working with local immigrant communities; to network with advocates and professionals who work with immigrants or issues related to immigration; and to work together to build up the next generation of legal advocates working in the immigration and refugee field.

THE INNOCENCE PROJECT OF THE NATIONAL CAPITAL REGION
The Innocence Project Student Organization is an authorized student organization at CUA founded in 2002 that promotes awareness about the efforts of the National Innocence Project. CUA has a clinic, as well as a student organization, devoted to this effort. Locally, the project is affiliated with the Mid-Atlantic Innocence Project (MAIP). Specifically, the Innocence Project at CUA facilitates guest lectures and related presentations on pertinent issues, organizes community service activities in line with the organization’s mission, and ensures CUA’s presence at the annual Innocence Network conference. This organization is perfect for individuals who are passionate about correcting wrongful convictions.

INTELLIGENT PROPERTY LAW STUDENTS ASSOCIATION
The Intellectual Property Law Students Association (IPLSA) is a group of faculty and students of the Columbus School of Law who share an interest in promoting the educational and professional development of students in the specialty of intellectual property law. This includes traditional areas of intellectual property — patents, trademarks, copyrights, and trade secrets — but also other related disciplines such as cyberlaw, entertainment law, and unfair trade practices. IPLSA sponsors various events throughout the year where law students have the opportunity to meet and discuss principles of intellectual property law with practitioners, members of the judiciary, and representatives of governmental agencies, such as the United States Patent and Trademark Office. In recent years IPLSA has sponsored events to provide students interested in intellectual property law with guidance and advice regarding course and career planning.

INTERNATIONAL LAW STUDENTS ASSOCIATION
The Catholic University of America chapter of the International Law Students Association (ILSA) is made up of students who are interested in international law. Many members are also members of the Comparative and International Law Institute (CILI). In addition to ILSA’s social function, the association works to organize CILI’s nonacademic component, which includes organizing panels and alumni networking events, and providing informal interaction with the institute’s faculty. Members gain comfort with the practice and scope of international lawyering through participation in such programs. They can make contacts in the international law community to facilitate job searching and may find outlets for research and volunteering. The goal of ILSA is to combine those talents of students, faculty, alumni, and guest speakers to deepen the international law understanding.

IRISH AMERICAN LAW STUDENTS ASSOCIATION
The Irish American Law Students Association (IALSA) was founded in 1995 to promote a better understanding of Irish cultural and political heritage, by sponsoring speakers and cultural events through which interested persons can learn about past and present Irish concerns. Service to the law school community and the surrounding neighborhood community is one of the primary missions of IALSA. IALSA sponsors various speakers, and social and fundraising events for local charities and international charities. Membership is open to all members of the law school community who are interested in networking, socializing, and serving the community.

JEWSH LAW STUDENTS ASSOCIATION
The Jewish Law Students Association (JLSA) is a member of the National Jewish Law Students Network. JLSA strives to provide a sense of community to Jewish students, while also being a Jewish voice among the CUA law community. The association offers a
for the discussion of legal, political, religious, and social issues affecting the Jewish community in the United States and abroad. Through lectures, discussion groups, newsletters, and social events, JLSA seeks to educate and inform students, faculty, and the community at-large. JLSA sponsors a Model Seder for the entire law school community.

JOHN QUINCY ADAMS SOCIETY

Human trafficking is modern-day slavery and the second-largest and fastest-growing criminal industry in the world, with an estimated 27 million slaves worldwide today. The purpose of the John Quincy Adams (JQA) Society is to promote and disseminate knowledge of human trafficking issues and to support students interested in working to fight against human trafficking. To that end, the JQA Society assists members with identification of potential service projects, internship placements, and networking opportunities. For the entire CUA community, the JQA Society works in cooperation with other student organizations to build a team to participate in the annual DC Stop Modern Slavery Walk, held on the National Mall. JQA Society serves as a liaison between members and the University, and outside resources in furtherance of these and other student goals.

LATIN AMERICAN LAW STUDENT ASSOCIATION

The purpose of the Latin American Law Students Association is to promote political, social, cultural, and economic awareness of the Latino community through the utilization of legal skills and training and to actively promote the recruitment, admission, and retention of prospective Latino law students dedicated to the improvement of the Latino community.

LEGAL SERVICES SOCIETY

Founded in 2006, the Legal Services Society has grown into a network of students and alumni who seek to foster the understanding that legal professionals have an obligation to provide our skills free of charge to underserved and disadvantaged communities in Washington, D.C. and the nation at-large. The Legal Services Society’s members believe that hands-on experience is the best way to teach the intrinsic value of pro bono work. The Legal Services Society is proud to represent the Columbus School of Law and The Catholic University of America as it strives to embody the University’s spirit of public service.

MILITARY LAW AND NATIONAL SECURITY LAW STUDENTS ASSOCIATION

Founded in 1994, the Military Law Students Association (MNLSA) has expanded to include national security interests. The MNSLSA is a professional student organization designed to create a network for students interested in legal careers in military and national security agencies, to become acquainted with recruiters and, ultimately, find jobs in these fields. The organization sponsors numerous events throughout the year, both academic and professional, including bringing speakers to the school, arranging trips to view live appellate cases heard by the U.S. Court of Appeals for the Armed Forces, and providing career forum days. Involvement in the organization gives students an opportunity to find careers and externships during their tenure at school to discover if this field is right for them.

PHI ALPHA DELTA

Phi Alpha Delta Professional Legal Fraternity was established in 1902 to advance integrity, compassion, and courage through service to the student, school, profession, and community. Distinguished members of the fraternity include Samuel A. Alito, Jr., Stephen G. Breyer, Ruth Bader Ginsburg, Elana Kagan, and Sonia Sotomayor. The headquarters of Phi Alpha Delta are located in Baltimore, Md. Phi Alpha Delta is a fraternity of firsts. It is the first law fraternity to admit women, the first law fraternity to allow undergraduate students to form a pre-law chapter, and the first law fraternity to open membership to all races, creeds, religions, and national origins.

POPE JOHN PAUL II GUILD OF CATHOLIC LAWYERS

The Pope John Paul II Guild of Catholic Lawyers is an organization dedicated to the promotion of justice in the law, and the protection and advancement of the intrinsic value and dignity of the human person. Through the study of Catholic social and moral principles, based on the authentic and authoritative teachings of the Catholic Church as they relate to law and the legal profession, the guild seeks to aid law students in discovering ways of applying these principles in the practice and development of law, as well as in the larger society. For the entire law school community, the guild hosts the annual Mirror of Justice Scholars Lecture series, honoring Catholic lawyers and scholars for their particular contributions to the harmonization of law and justice. The guild also participates in the Red Mass and the Annual Prayer Vigil for Life. The guild cherishes its Catholic identity, but also seeks to be enriched by members of other rites and religious traditions, and to foster a clear sense of personal identity with one’s particular heritage while seeking common participated meanings and values. The guild welcomes the participation of all interested students, faculty, and staff.

REPUBLICAN NATIONAL LAWYERS ASSOCIATION

The Catholic University of America Columbus School of Law’s chapter of the Republican National Lawyers Association (RNLA) seeks to act as a bridge between law and politics. Through speakers, events, campaign work, and externship placement assistance, the RNLA connects Republican law students with the legal aspects of politics and government. The Washington, D.C., area provides numerous opportunities for such interaction. Acting alone or with other RNLA chapters and organizations, CUA’s RNLA provides a forum for law students interested in politics and government.
SECURITIES LAW STUDENTS ASSOCIATION

The Securities Law Students Association (SLSA) at the law school was organized in 1996 to provide an informational resource for students interested in exploring the various career opportunities available in the field of securities law. Specifically, SLSA provides cutting-edge educational securities forums, professional advice, discount and free admission to many professional society meetings, opportunities to develop career contacts, and occasions to socialize with professionals and contemporaries in the securities field. Recent activities include lecturers by SEC commissioners, SEC division directors, leading professionals, and industry association heads; attendance at annual commercial securities conferences and bar meetings; a panel discussion with law school alumni practicing securities law; a mentor-mentee program with alumni; and participation in the annual Securities Alumni Luncheon and student-alumni receptions. Since 2000, CUA has competed in the Irving R. Kaufman Memorial Securities Law Moot Court Competition — the only securities national moot competition in the country. Each year, our students have performed exceptionally well, taking the national championship title in 2001 and placing in the quarter finals in 2002. SLSA has been continually supported by the Securities Alumni Association and looks forward to many more activities that involve both groups.

SOCIETY OF TRIAL ADVOCATES

The Society of Trial Advocates is an active organization of students focused on developing strong trial advocacy skills. Members compete for advocates’ roles in several National Trial Advocacy competitions per semester and prepare extensively to compete in mock trial against other law schools. Student travel to various cities including San Antonio, Texas, Buffalo, N.Y., Atlanta, Ga., and San Juan, P.R. The Society of Trial Advocates also hosts an intraschool trial competition in the spring for students interested in learning more about trial advocacy and/or participating in trial competitions.

SOUTH ASIAN LAW STUDENTS ASSOCIATION

The South Asian Law Students Association (SALSA) is an organization of students of South Asian descent who are interested in the region of South Asia, including the nations of the Indian subcontinent. SALSA aspires to foster networking opportunities and career development for students, recent graduates, and practicing attorneys. It also hopes to advance students’ knowledge of contemporary legal challenges facing the Indian subcontinent, while forming a strong community at The Catholic University of America.

SPORTS AND ENTERTAINMENT LAW SOCIETY

The Sports and Entertainment Law Society seeks the advancement of the study of sports law and entertainment law. The purpose of the society is to provide a forum for the discussion of past, current, and potential legal issues pertaining to amateur and professional sports and the entertainment field. For the sports law portion, the society provides guest speakers from within the law school, sports community, and legal profession to address contractual, labor, antitrust, taxation, and other legal topics germane to amateur and professional sports. For the entertainment law portion, the society provides panels and lectures by practicing attorneys in the entertainment law specialty. The group works to provide an informational resource for students interested in exploring the various career opportunities available in the field of sports and entertainment law.

STREET LAW

CUA’s Street Law teachers work as a team to develop lesson plans and curriculum for Archbishop Carroll High School’s “Law and Social Justice” course. Each law student-teacher goes into the high school classroom at least once each week to teach and discuss basic principles and practical applications of the law. In addition, Street Law members coach after-school mock trial teams at two area Catholic high schools, culminating in a spring interschool competition held in CUA’s Slowinski Courtroom. Through lesson planning, teaching, and mock trial coaching, Street Law teachers must consider the legal knowledge they gain in the law school classrooms in new ways, while providing invaluable mentorship to the high school students they serve.

STUDENT BAR ASSOCIATION

The Student Bar Association (SBA) represents all registered students at The Catholic University of America Columbus School of Law. Each year, law students elect a 10-member board and a president to provide effective representation of law student opinion at all levels of the University.

The mission of the SBA is to increase student involvement in the operation of the law school, to protect student rights, to promote student standards of professional responsibility, and to contribute to the greater cohesiveness of the student body. The board works with faculty, staff, and administration on issues of concern and chooses student representatives to sit on faculty committees and participate in faculty meetings. SBA sponsors events that promote learning, celebrate diversity, and seek to achieve fellowship and camaraderie among students at CUA Law. The SBA also has its own internal committees such as community service, social programming, and graduation. The SBA plans the annual Barrister’s Ball and also participates in the law school orientation and Columbus Awards Night. Funding for the SBA is acquired primarily from law student fees. Elections occur in the spring semester of each year. Students are encouraged to take an active role in the law school’s form of student government throughout the year.

STUDENTS FOR PUBLIC INTEREST LAW

Students for Public Interest Law (SPIL), founded in 1989, is an associate member of the National Association for Public Interest Law. While the law school and its students have continually demonstrated commitment to providing legal services in the public interest, SPIL was organized to further this commitment. SPIL has one fundamental goal: To provide funding for students who choose to spend their summers giving legal assistance to the public. SPIL is an organization open to all students. It welcomes students who not
only choose to pursue job opportunities in public interest, but also those who recognize the need for the essential services provided by public interest attorneys. The organization derives its unique character from the diversity of the students involved, all of whom share in the law school’s tradition of public service.

WOMEN’S LAW CAUCUS
The CUA Women’s Law Caucus (WLC) promotes awareness about domestic and global women’s legal issues, converses about issues encountered by women in the law school environment, and empowers future female leaders who will work toward the advancement of women’s legal rights. WLC Members organize brown bag lunches on legal issues affecting women, participate in networking events with other D.C. women law students, and serve pro bono with D.C. community agencies that work with women. The caucus also works to connect CUA women, provide support to first-year students, and increase the CUA community’s awareness of and opportunities to work on women’s legal issues.

STUDENT LIFE
CAMPUS FACILITIES
Law students have full access to the CUA law library, and cultural, social, and athletic facilities. These include the John K. Mullen of Denver Memorial Library; Hartke Theatre; the Edward J. Pryzbyla University Center; the Eugene I. Kane Student Health and Fitness Center; and the Raymond A. DuFour Athletic Center with pool, Nautilus equipment, sauna, tennis courts, and track. A bookstore, bank, and post office are located on campus. Student tickets for all intercollegiate sports events are available at the Department of Athletics ticket office. The Department of Drama presents performances throughout the academic year. Graduate and undergraduate student organizations present lecture series. The Benjamin T. Rome School of Music schedules concerts, and the Department of Art maintains a campus gallery.

OFFICE OF CAMPUS MINISTRY
The role of Campus Ministry is to support the members of The Catholic University of America in their growth as persons and as a community able to celebrate and live the message of the Gospel.

The staff exercises its ministry through gathering the community for prayer and liturgy; through social justice projects, community service, educational, and social events; and through sacramental preparation, pastoral counseling, spiritual direction, and retreats. As we strive to grow into a more faithful community here at The Catholic University of America, it becomes obvious that campus ministry is not the work of a few, but of many. The student ministry staff lives in-community at The House, giving witness to the Gospel by sharing their time and energies with the larger community. They do this through liturgy, programs, and personal presence.

The professional Campus Ministry staff, composed of clergy and laity, seeks to be an open and affirming presence for students, faculty, administrators, and staff.

The law school has a consecrated Catholic chapel, the Mary, Mirror of Justice Chapel. Mass is offered in the chapel five days a week during the school year.

TRANSPORTATION AND PARKING
An automobile is a considerable convenience in Washington, D.C., and students are not restricted in their possession or use of motor vehicles. The University, however, assesses registration fees for student vehicles and requires the registration of vehicles used by students, whether or not the student is a campus resident. Each student registering a vehicle is given a booklet of the University’s rules and regulations on vehicles.

The University parking garage is located in the law school building. Parking is also available on the main campus. Parking stickers may be purchased by the year or by the semester. Students are urged to review the Student Handbook section on security and safety.
SOCIAL EVENTS
The school year is not without its social calendar, which typically includes the following official functions (in addition to those held by various student organizations): August — Orientation; September — Law School Picnic, Reunion Weekend; October — SBA’s Crabfest; University Homecoming Weekend; February — SPIIL Auction; March/April — Barrister’s Ball and Columbus Awards Night; May — Faculty Reception for Graduates, and Reception for Parents.

STUDENT HEALTH
The health of students residing on campus is under the care of the University medical director, who is available in both emergency and nonemergency situations. Minor illnesses not requiring hospitalization will be treated in the infirmary, but illnesses of long duration or cases requiring surgical treatment are referred to area hospitals and must be financed by the individual student. The University also sponsors a voluntary health insurance plan.

LOST AND FOUND POLICY
Items found and turned in to the law school will be retained by the law school as follows:

1. “Low-value items” (umbrellas, books and papers, and clothing) will be kept either in the law library or the Office of the Associate Dean for Administration until the end of the semester in which they are turned in, or for a minimum of two months. Please check at the library circulation desk or in the Office of the Associate Dean for Administration (room 451) for these items.

2. “High-value items” (watches, wallets, eyeglasses) will be kept in the dean’s office until the end of the second semester. Please check with the dean’s office receptionist for these items.

3. Items not turned in to the law school may be at the security officer’s desk in the lobby of the building or at the security office (first floor, Leahy Hall), which maintains the University lost and found.

INCLEMENT WEATHER
The law school closes only when the entire University closes. Closing decisions are made by the provost. Information on emergency closings is available from the Office of the Dean during regular business hours and is announced on local TV and radio stations. After regular business hours, information on cancellations, early closings, and late openings is available from the University switchboard (202-319-5000) or the University Web site home page (www.cua.edu). The law library closes when the school of law closes.
COURSES OF INSTRUCTION
COURSES OF INSTRUCTION

FIRST-YEAR COURSES

Recognizing the importance of imparting basic legal skills and concepts to beginning law students, the faculty has established a required set of courses in both the day and evening divisions. The first-year day-division curriculum consists of eight required semester-long courses, three or four taken each semester, plus a yearlong course in lawyering skills. Evening-division students are required to complete the same basic courses within the first two years of their law school career.

Civil Procedure (4 hrs.)
An introduction to the judicial system and the basic problems and concepts involved in the adjudication of civil cases. The litigation process from jurisdiction through appellate review is considered. Topics include jurisdiction, pleadings, pretrial motions, discovery, pretrial conferences, jury trial, post-trial motions, finality of judgments, and appellate review. Mr. Goldman, Ms. Kelly, Ms. LaBelle, Ms. Malveaux, Mr. Ogilvy.

Constitutional Law (5 hrs.)
A study of the American constitutional system, emphasizing sources, limits, and modes of exercise of federal and Supreme Court jurisdiction; the allocation of powers between the federal government and the states; the separation of powers among the coordinate branches of the federal government; and selected topics involving the guarantees of individual rights in the Bill of Rights and the post-Civil War Amendments. Mr. Breger, Mr. Destro, Ms. Duggin, Mr. Fischer, Mr. Hartley, Mr. Rienzi, Dr. Wagner, Mr. Watson.

Contracts (5 hrs.)
A study of the fundamental principles of contract law, as expressed both in the common law and Article Two of the Uniform Commercial Code. Topics include the formation of contract obligation; the writing requirement of the statute of frauds; unfairness, overreaching, and the limits of public policy as grounds for nonenforcement; interpretation; breach; remedies for breach; and the rights of third parties. In addition to substantive contract doctrine, the course is designed to teach analysis of common law and statutory materials and the application of law to factual situations. Ms. Drinan, Ms. Lerman, Mr. Perez, Ms. Schooner, Mr. Watson, Ms. Winston.

Criminal Law (3 hrs.)
The course covers the elements of criminal conduct in general and of specific crimes, which may include rape, the various forms of homicide, drug and theft offenses, anticipatory offenses, group criminality, and both common law and statutory defenses including insanity, provocation, and duress. Ms. Drinan, Mr. Fishman, Ms. Leary, Mr. Watson, Ms. Wortham.

Lawyering Skills (4 hrs. — 2 hrs. each semester)
In the first semester, students develop analytical skills, a clear and effective writing style, and the ability to research through drafting office memoranda. In the second semester, students learn advocacy skills through the writing of a memorandum in support of a motion, development of an appellate brief, and oral argument before a panel of attorney judges. Ms. Everhart, Dr. Harmon, Ms. Jennison, Ms. Lewis, Mr. Williams, Mr. Woods.

Property (4 hrs.)
This is the basic course in property. It considers such topics as the nature of "property," property "interests," and property as an institution in contemporary society; problems in possession; the historical development of land law and its manifestation in the law of landlord and tenant; and conveyancing. Mr. Colinvaux, Mr. Garvey, Ms. Silecchia, Mr. G. Smith, Mr. Sprang.

Social Justice and the Law: Introduction to Catholic Social Thought (1 hr.)
This course examines the application of the Catholic Church's tradition of social thought to issues of social justice and law. It familiarizes students with the social encyclicals of the popes and with the relevant documents of the Second Vatican Council, beginning with Pope Benedict XVI's encyclical Deus Caritas Est (2006) and continuing through Pope Benedict XVI's encyclical Caritas in Veritate (2008). Topics include the relation of law and morality, justice as a norm of lawmaking, the justification and limits of the authority of law, subsidiarity, religious freedom, the reciprocal rights and duties of civil society, penal justice, the dignity of the person, the dignity of human life, the authentic character of marriage and family, the meaning of human work, economic justice, the Church's preferential option for the poor, and justice among nations and peoples in a global era. Within the confines of a one-credit course, the content of the social encyclicals and other church documents on these topics will be elucidated by reference to the Catholic tradition of legal philosophy. Full-time students are required to complete the course during their first year. Part-time (evening) students are required to complete the course any time during their second or third years. This course is pass/fail. Faculty.

Torts (4 hrs.)
A study of the noncontractual obligations that an individual in society owes to others according to the common law and statutes. Emphasis is placed on intentional acts violating legally protected interests, such as assault, battery, and false imprisonment; negligent conduct resulting in injury; causation; traditional forms of liability without fault and the more recent development of strict liability for defective products. Ms. Kelly, Dr. Noone, Mr. Ogilvy, Mr. Perez, Mr. Rienzi, Mr. Scordato.
UPPER-LEVEL COURSE REQUIREMENTS

Professional Responsibility (3 hrs.)
This course, which is a graduation requirement, examines the legal profession and the law that governs the professional behavior of lawyers, including the Model Rules of Professional Conduct, the law of legal malpractice and the relevant rules of agency law, criminal law, civil procedure, and other law. Students will explore ethical questions relating to the lawyer’s role in the legal system and the lawyer’s relationships with clients, adversaries, tribunals, colleagues, employees, witnesses, and others. The course looks at issues that arise in the various roles occupied by lawyers, including advocate, counselor, and negotiator. The course is designed to assist students in recognizing and evaluating ethical dilemmas they may encounter in practice. The course also aims to assist students in gaining knowledge about the legal profession, to clarify their own professional values, and to learn the ethical norms of the legal profession. The course must be taken by every student during the second, third, or fourth year of law school. Mr. Destro, Ms. Duggin, Mr. Goldman, Mr. Grossman, Ms. Lerman, Mr. Mintz, Ms. Wortham.

Professional Skills — The American Bar Association requires that all students take at least one professional skills course prior to graduation. This requirement applies to those students who entered law school in fall 2006 and after. Professional skills courses in our curriculum include Alternative Dispute Resolution Techniques; Mediation and Arbitration Skills; Mediation Skills; Interviewing, Counseling, and Negotiating Skills; Legal Drafting; Appellate Advocacy; Trial Advocacy; Trial Practice; Trial Skills; CCLS Clinics; Innocence Project Clinic; Law Students in Court; and Criminal Prosecution Clinic; Vis International Arbitration Moot Court, and Pre-Trial Litigation.

Upper-level Writing Requirement — Each upper-level student must complete at least two substantial writing projects after the first year of law school. A full description of the requirement is contained in Academic Rule X—Writing Requirement and Directed Research.

UPPER-LEVEL COURSES

Instructional offerings change as the law moves in new directions, as faculty members are added, and as new intellectual interests develop among students and faculty. The following courses have been approved by the faculty as instructional offerings at the school. Some courses will be offered every year while others will be offered once every two or three years. A list of the course offerings available in a given semester and the professors who teach them will be posted prior to student registration. In all two-semester courses, the first semester course is a prerequisite to the second-semester course, unless the requirement is waived by the professor.

To assist students in planning and organizing their upper-level course programs, the faculty has divided the upper-level curriculum into 32 “course clusters.” Students who wish to concentrate in a particular area of the law will find the clusters helpful as a curriculum guide. Additional counseling and information on concentrations is available from the academic dean’s office and faculty advisers.

I. Administrative and Legislative Law

Staple: Administrative Law
Foundation Course: Legislation
Advanced Administrative Law
Banking Law
Civil Rights Law
Employment Law
Environmental Law
FCC Practice and Procedure
Federal Courts
Federal Regulation of Food and Drugs
Financial Institutional Regulation
Government Contracts
Government Contracts, Grants and Programs
Law and Public Policy
Law of Federal Aid Programs
Legislation
Legislation: The Making of a Federal Statute
Legisprudence: Theories of Lawmaking
Practice and Procedure Before the NLRB
Separation of Powers
Veterans Law
Legal Externship

II. Alternative Dispute Resolution

Alternative Dispute Resolution Techniques
D.C. Law Students in Court — Civil
Interviewing, Counseling, and Negotiating Skills
Introduction to International Arbitration and Mediation
Mediation and Arbitration Skills
Legal Externship
Vis Arbitration
III. Antitrust and Trade Regulation

Foundation Course: Antitrust
Advanced Antitrust
Comparative and International Trade
International Business Transactions
International Economic Regulation
International Regulation of Telecommunications
Regulated Industries (Legal Control of Business)
Telecommunications Law, Policy and Core Technologies
Trademark and Unfair Competition
Legal Externship

IV. Business Organizations

Staple: Corporations
Advanced Antitrust
Antitrust
Advanced Issues in Corporate Law
Agency Law
Banking Law
Bankruptcy
Business Reorganization
Corporate Finance Seminar
Corporate Taxation
Legal Accounting
Partnership Taxation
Unincorporated Business Organizations
White Collar and Business Crimes
Legal Externship
See also "Securities Regulation" cluster

V. Civil Rights and Civil Liberties

Staple: Criminal Procedure — The Investigative Process
Foundation Course: Advanced Constitutional Law: First Amendment
Foundation Course: Civil Rights Law
Civil Rights and Legal History Seminar:
Brown v. Board of Education — Historical Antecedents, Legal Strategies, and Impact
Comparative Law Seminar: Political Violence
Criminal Procedure: The Post-Investigative Process
Death Penalty Seminar
Education Law
Fair Employment Law
First Amendment Problems of the Media
First Amendment Seminar: Religious Liberty
Immigration and Nationality Law
Labor Law
Law of Church — State Relations
Law of Federal Aid Programs
Legal Rights of People with Disabilities
Legisprudence: Theories of Lawmaking
Litigation with the Federal Government
Military Law: A Comparative Perspective
National Security Law and Policy Seminar
Women and the Law
Legal Externship

VI. Clinical Skills and Lawyerng Competencies

Client Representation
Columbus Community Legal Services: Advocacy for the Elderly
Columbus Community Legal Services: Families and the Law Clinic
Columbus Community Legal Services: The General Practice Clinic
Criminal Prosecution Clinic
D.C. Law Students in Court — Civil
D.C. Law Students in Court — Criminal
Innocence Project Clinic
Legal Externship: Becoming a Lawyer
Legal Externship: Becoming a Communications Lawyer
Legal Externship: Becoming a Public Policy Lawyer
Legal Externship: Supervised Fieldwork
Public Interest Advocacy: An Interdisciplinary Approach to Lawyerng
Vis Arbitration

Ethics

Required Course: Professional Responsibility

Interviewing and Counseling

Interviewing, Counseling, and Negotiating Skills

Research and Writing

Advanced Legal Research
Advanced Legal Writing and Research
Intellectual Property Transactions
Legal Drafting Seminar
Law Journal Editing
Law Journal Writing
Public Policy Fieldwork
Directed Research
Courses with qualifying course papers

Alternative Dispute Resolution

See Alternative Dispute Resolution cluster

Trial Skills

Staple: Evidence
Advanced Trial Practice
Trial Advocacy
Trial Practice
Trial Skills: A Criminal Case
Trial Skills: A Medical Malpractice Case
Moot Court Trial National Teams

Appellate Advocacy

Appellate Advocacy
Moot Court Trial National Teams
VII. Commercial and Consumer Law

- Commercial Transactions
- Remedies
- Bankruptcy
- Business Reorganization
- Columbus Community Legal Services:
  - General Practice Clinic
- Consumer Transactions
- Creditors' and Debtors' Rights
- D.C. Law Students in Court — Civil International Business Transactions
- Land Transactions and Finance
- Sales and Leases
- Legal Externship

VIII. Communications Law and New Technologies

- Advanced Torts
- Copyright Law
- Cyberlaw I: Legal Issues Relating to Computer Networks
- Cyberlaw II: Legal Issues Relating to Doing Business in a Digital World
- Electronic Mass Media Policy and Regulation
- FCC Practice and Procedure
- First Amendment Problems of the Media
- Intellectual Property Transactions
- International Regulation of Telecommunications
- Introduction to Intellectual Property
- Legal Externship: Becoming a Communications Lawyer
- New Communications Technologies and the Law
- Patent Enforcement
- Patent Law
- Problems in Telecommunications Law and Policy
- Regulation of Wireless Telecommunications Services
- Telecommunications Law, Policy and Core Technologies
- Legal Externship

IX. Criminal Law and Criminal Justice

- Evidence
- Criminal Procedure — The Investigative Process
- Administration of Criminal Justice
- Advanced Trial Practice
- Criminal Procedure: The Post-Investigative Process
- Criminal Prosecution Clinic
- D.C. Law Students in Court — Criminal
- Death Penalty Seminar
- Federal Criminal Litigation
- Health Care Fraud and Abuse
- Innocence Project Clinic
- International Criminal Law
- Military Law: A Comparative Perspective
- The Role of the Federal Prosecutor
- Trial Advocacy
- Trial Practice

X. Constitutional Law

- Advanced Torts
- Civil Rights Law
- Civil Rights and Legal History Seminar:
  - Brown v. Board of Education—Historical Antecedents, Legal Strategies, and Impact
- Comparative Constitutional Law
- Criminal Procedure: The Investigative Process
- Death Penalty Seminar
- Federal Courts
- First Amendment Problems of the Media
- First Amendment Seminar: Religious Liberty
- Separation of Powers
- Legal Externship

XI. Entertainment, Art, and Sports Law

- Agency Law
- Foundation Course: Entertainment Law
- Copyright Law
- Electronic Mass Media Policy and Regulation
- First Amendment Problems of the Media
- Introduction to Intellectual Property
- Legal Externship: Becoming a Communications Lawyer
- Professional Sports and the Law
- Legal Externship

XII. Environmental Law

- Administrative Law
- Foundation Course: Environmental Law
- Environmental Crimes
- Land Use
- Maritime Law
- National Resources Law and Policy
- White Collar and Business Crimes
- Legal Externship

XIII. Family Law

- Family Law
- Remedies
- Trusts and Estates
- Columbus Community Legal Services:
  - Advocacy for Elderly
- Columbus Community Legal Services:
  - Families and the Law Clinic
- Columbus Community Legal Services:
  - General Practice Clinic
- Health Law
Juvenile Law  
Women and the Law  
Legal Externship

XIV. **Financial Institutions and Regulation**  
**Staple:** Administrative Law  
Banking Law  
Financial Institutions Regulation  
SEC Student Observer Program  
Securities Regulation: Trading  
Securities Regulation: Investment Company and Investment Advisor Act  
Legal Externship

XV. **General Practice**  
**Required Course:** Professional Responsibility  
**Staple:** Administrative Law  
**Staple:** Agency Law  
**Staple:** Commercial Transactions  
**Staple:** Conflict of Laws  
**Staple:** Corporations  
**Staple:** Criminal Procedure — The Investigative Process  
**Staple:** Evidence  
**Staple:** Family Law  
**Staple:** Federal Income Taxation  
**Staple:** Remedies  
**Staple:** Trusts and Estates  
Advanced Federal Civil Procedure  
Advanced Legal Research or  
Advanced Legal Writing and Research  
Advanced Trial Practice  
Columbus Community Legal Services: Advocacy for the Elderly or  
Columbus Community Legal Services: Families and the Law Clinic or  
The General Practice Clinic  
Complex Litigation Seminar  
D.C. Law Students in Court — Civil  
D.C. Law Students in Court — Criminal  
Employment Law  
Interviewing, Counseling, and Negotiating Skills  
Legal Drafting Seminar  
Legal Externship: Becoming a Lawyer  
Legal Externship: Supervised Fieldwork  
Local Government Law  
Mediation and Arbitration Skills  
Sales and Leases  
Trial Advocacy or  
Trial Practice  
Trial Skills: A Criminal Case  
Unincorporated Business Organizations  
Virginia Practice and Procedure

XVI. **Health Law/Law and Medicine**  
**Staple:** Administrative Law  
**Foundation Course:** Health Law  
Contemporary Social Issues Under Jewish Law — Jewish Bioethics  
Federal Regulation of Food and Drugs  
Health Care Fraud and Abuse  
Law, Science, and Medicine (Bioethics)  
Trial Skills: A Medical Malpractice Case  
Legal Externship

XVII. **Immigration/Human Rights**  
Comparative Constitutional Law  
Comparative Law Seminar: Political Violence  
Immigration and Nationality Law  
International Human Rights Law  
International Humanitarian Law: Peacekeeping  
Legal Externship

XVIII. **Intellectual Property Law**  
Advanced Seminar in Copyright and Trademark  
Cyberlaw  
Cyberlaw I: Legal Issues Relating to Computer Networks  
First Amendment Problems of the Media  
Intellectual Property Transactions  
International Intellectual Property Law  
Introduction to Intellectual Property  
New Communications Technologies and the Law  
Patent Enforcement  
Patent Law  
Trademark Law  
Trademarks and Unfair Competition  
Legal Externship  
See also "Communications Law and New Technologies" clusters

XIX. **International and Comparative Law**  
**Staple:** Conflict of Laws  
Comparative and International Trade  
Comparative Constitutional Law  
Comparative International Tax  
Comparative Law  
Comparative Law Seminar: Political Violence  
Comparative Remedies  
International Business Transactions  
International Civil Litigation  
International Criminal Law  
International Economic Regulation  
International Humanitarian Law: Peacekeeping  
International Human Rights Law  
International Intellectual Property Law  
International Regulation of Telecommunications  
Introduction to International Arbitration and Mediation  
Law of the European Union
Legal Issues of the Middle East Peace Process
Maritime Law
Military Law: A Comparative Perspective
National Security Law and Policy Seminar
Public International Law
Space Law
Legal Externship
Vis Arbitration

XX. Labor and Employment Law

**Staple:** Agency Law

**Foundation Course:** Labor Law

**Foundation Course:** Fair Employment Law

**Foundation Course:** Employment Law

ERISA: Pensions (Tax Policy)

ERISA: The Labor Management Perspective

Immigration and Nationality Law Labor Law Seminar:
  - Collective Bargaining and Labor Arbitration

Practice and Procedure Before the NLRB

White Collar and Business Crimes

Women and the Law

Legal Externship

XXI. Land Use and Real Estate Transactions

**Staple:** Remedies

**Foundation Course:** Land Transactions and Finance

**Foundation Course:** Land Use

Environmental Law

Local Government Law

Legal Externship

XXII. Law and Public Policy

**Staple:** Criminal Procedure

**Staple:** Administrative Law

**Staple:** Family Law

**Foundation Course:** Law and Public Policy

Administration of Criminal Justice

Advanced Administrative Law

Bankruptcy

Becoming a Public Policy Lawyer

Civil Rights Law

Civil Rights and Legal History Seminar:
  - Brown v. Board of Education — Historical Antecedents, Legal Strategies, and Impact

Consumer Transactions

Creditors' and Debtors' Rights

Death Penalty Seminar

Education Law

Employment Law

Environmental Law

Fair Employment Law

Federal Courts

Federal Regulation of Food and Drugs

First Amendment Problems of the Media

First Amendment Seminar: Religious Liberty

Government Contracts

Government Contracts, Grants and Programs

Health Law

Immigration and Nationality Law

International Human Rights Law

Labor Law

Law of Federal Aid Programs

Legal Externship: Becoming a Lawyer

Legal Externship: Supervised Fieldwork

Legal Rights of People with Disabilities Legislation

Legislation: The Making of a Federal Statute

Legisprudence: Theories of Lawmaking

Local Government Law

Military Law: A Comparative Perspective

National Security Law and Policy

Not-for-Profit Organizations Law

Public Interest Advocacy: An Interdisciplinary Approach to Lawyering Public Policy Fieldwork

Public Policy Practicum

Tax Policy

Veteran's Law

Women and the Law

See also “Clinical Skills and Lawyering Competencies”, and "Administrative and Legislative Law" clusters

XXIII. Legal Profession/Professional Responsibility

Required Course: Professional Responsibility

**Staple:** Agency Law

**Staple:** Remedies

Advanced Issues in Corporate Law

Columbus Community Legal Services:
  - Advocacy for the Elderly

Columbus Community Legal Services:
  - Families and the Law Clinic

Columbus Community Legal Services:
  - The General Practice Clinic

Complex Litigation Seminar

D.C. Law Students in Court — Civil

D.C. Law Students in Court — Criminal

Criminal Prosecution Clinic

Law and Public Policy

Legal Externship: Becoming a Lawyer

Legal Externship: Supervised Fieldwork

Mediation and Arbitration Skills

Public Policy Practicum

The Role of the Federal Prosecutor

XXIV. Litigation: Practice and Procedure

Required Course: Professional Responsibility

**Staple:** Conflict of Laws

**Staple:** Criminal Procedure — The Investigative Process

**Staple:** Evidence

**Staple:** Family Law

**Staple:** Remedies
Advanced Federal Civil Procedure
Advanced Trial Practice
Appellate Advocacy
Columbus Community Legal Services:
  Advocacy for the Elderly
Columbus Community Legal Services:
  Families and the Law Clinic
Columbus Community Legal Services:
  The General Practice Clinic
Complex Litigation Seminar
Criminal Procedure: The Post-Investigative Process
Criminal Prosecution Clinic
D.C. Law Students in Court — Civil
D.C. Law Students in Court — Criminal
FCC Practice and Procedure
Federal Courts
Federal Criminal Litigation
International Civil Litigation
Interviewing, Counseling, and Negotiating Skills
Litigation with the Federal Government
Military Law: A Comparative Perspective
Moot Court Trial National Teams
The Role of the Federal Prosecutor
Trial Advocacy
Trial Practice
Trial Skills: A Criminal Case
Trial Skills: A Medical Malpractice Case
Virginia Practice and Procedure
Legal Externship

XXV. Not-for-Profit Organizations
Law of Church/State Relations
Not-for-Profit Organization Law
Legal Externship

XXVI. Perspectives on Law and Legal Systems

Comparative Law
Catholic Social Teaching and the Law
Comparative Law
Contemporary Social Issues Under Jewish Law — Jewish Bioethics
Islamic Law and Jurisprudence
Middle East Peace Process
Military Law: A Comparative Perspective
Property and Marriage: The Law of the Roman Catholic Church

Jurisprudence
Catholic Social Teaching and the Law
Jurisprudence
Legisprudence: Theories of Lawmaking
Sources of Christian Jurisprudence

Legal History
Civil Rights and Legal History Seminar:
  Brown v. Board of Education—Historical Antecedents, Legal Strategies, and Impact
Comparative European Legal History: Roman Law and the Ius commune
History of Canon Law
History of Early American Law
History of Modern American Law
Sources of Christian Jurisprudence

Literary Perspectives
Catholic Social Teaching and the Law
Contemporary Social Issues Under Jewish Law — Jewish Bioethics
Law and Literature
Property and Marriage: The Law of the Roman Catholic Church
Sources of Christian Jurisprudence

XXVII. Public Interest/ Public Service Law
Administrative Law
Becoming a Lawyer
Clinical Course
Criminal Procedure
Directed Research
Evidence
Issue-Related Course
Law & Public Policy
Not for Profit Organizations
Remedies
Supervised Fieldwork

XXVIII. Religion and the Law
Catholic Social Teaching and the Law
Comparative European Legal History: Roman Law and the Ius commune
Contemporary Social Issues Under Jewish Law — Jewish Bioethics
First Amendment Seminar: Religious Liberty
Islamic Law and Jurisprudence
Jurisprudence: A History of the Idea of Law
Jurisprudential Problems in Contemporary American Law
Law of Church/State Relations
Not-for-Profit Organizations Law
Property and Marriage: The Law of the Roman Catholic Church
Sources of Christian Jurisprudence
Legal Externship

XXIX. Securities Regulation
Staple: Corporations
Corporate Finance Seminar
Financial Institutions Regulation
UPPER-LEVEL COURSE DESCRIPTIONS

Courses that may meet the upper-level writing requirement are identified as follows:

req. QP — required qualifying course paper
opt. QP — optional qualifying course paper
req. PP — required portfolio paper
opt. PP — optional portfolio paper
E or QP — examination or qualifying course paper
E or PP — examination or portfolio paper
WC — advanced writing course

A professor may change the requirements of a course in a given semester. Information regarding whether a course will satisfy the writing requirement will be posted prior to fall and spring registration. Professors will also clarify course requirements at the beginning of the semester. For more information concerning the upper-level writing requirement, see Academic Rule X.

Administration of Criminal Justice (2 hrs.) — opt. QP
This course covers a variety of topics in the criminal law/criminal procedure field. Students will be given an opportunity to participate in the selection and presentation of the subject matter and materials to be covered and assigned. In the past, coverage has included the use of penal statutes to criminalize behavior that creates a risk of transmitting the HIV virus, electronic surveillance, and problems relating to informants. There will be no examination for this course; each student will be required to submit a paper on which the final grade will be primarily based, and to conduct a class on his or her topic. Topics will be decided jointly by the student and professor. The paper may be a qualifying course paper that fulfills one half of the upper-level writing requirement, but it need not be if the student wishes to do something experimental. Mr. Fishman, Judge Robinson.

Administrative Law (3 hrs.)
This course involves the study of the administrative process, including formal and informal processes within various administrative agencies; as well as judicial, legislative, and executive control of administrative activity. The investigative, interpretative, rulemaking, adjudicatory, and enforcement operations of administrative agencies will be covered. Mr. Breger, Ms. Gregg, Mr. Mintz, Judge Smith.

Advanced Administrative Law (2 or 3 hrs.) — opt. QP
This course explores, in depth, selected topics not typically covered in the basic Administrative Law course. Specific topics will depend on present and upcoming regulatory and judicial decisions. Among topics recently considered were constitutional separation of powers; statutory separation of prosecution and decision making in administrative agencies; and exemptions from notice and comment in informal rulemaking. A variety of course materials, including court decisions, briefs, scholarly studies, and committee reports will be used as a basis for discussion. At the discretion of the instructor, this course may include a qualifying course paper that fulfills one half of the upper-level writing requirement. Refer to Academic Rule X — Writing Requirement and Directed Research. Prerequisite: Administrative Law. Mr. Breger, Mr. Mintz, Judge Smith.
Advanced Federal Civil Procedure (2 hrs.)
This is a course in advanced civil procedure in the federal courts. While some fundamental principals of federal civil procedure will be examined to ensure all students possess an equal grounding in basic civil procedure, the course emphasizes the study of those advanced topics in civil procedure that are not studied extensively (or at all) in the first year. Federal jurisdiction is examined with an emphasis on federal supplemental and removal jurisdiction. Joinder of claims and parties (who may or must be parties, how to get them in, and how to get them out) is examined in depth, as are the complexities of class suits, multidistrict litigation, federal interpleader, substitution, and intervention. The course also covers shareholder derivative suits, motions practice (with an emphasis on privilege and attorney work product), enforceability of judgments, relief from a judgment, and appeals from federal district courts to Federal Court and attorney work product), enforceability of judgments, relief from a judgment, and appeals from federal district courts to Federal Circuit Courts of Appeal and from federal circuit courts to the United States Supreme Court. Practical problems will be worked on throughout the course. Examination. Mr. Hartley.

Advanced Issues in Copyright and Trademark Law (2 credits) — QP
This seminar explores advanced topics in copyright and trademark law including, but not limited to, digital copyright law, cybersquatting, misappropriation of intellectual property, and indirect copyright infringement. The course also focuses on recent legal developments in the fields of copyright and trademark law. The purpose of this course is to explore copyright and trademark topics that are not covered or are covered only superficially in the introductory intellectual property courses. Successful completion of this course may satisfy one of the two upper-level writing requirements. Refer to Academic Rule X - Writing Requirement and Directed Research. Prerequisite: Introduction to Intellectual Property, Copyright Law, or Trademark Law. Judge Damich.

Advanced Issues In Corporate Law (2 hrs.) — req. QP
This course will focus on selected advanced corporate law issues and the role of corporate counsel in addressing these issues. Topics will include business ethics; corporate social responsibility and philanthropy; corporate political activity; investigation of allegations of corporate wrongdoing; corporate compliance programs in areas such as finance and securities, environmental, employment, and fraud and abuse law; the emerging law of crisis management; and related professional ethics issues, such as responsibilities of corporate counsel, opinions of counsel for complex financial transactions and the operation of the attorney-client privilege in corporate settings. In lieu of a final examination, this course requires a qualifying paper that fulfills one half of the upper-level writing requirement. Ms. Duggin.

Advanced Legal Writing and Research (3 hrs.) — WC
This course will develop students' writing and research skills by guiding them through the process of researching for and writing a case note on a pending Supreme Court case. The first component of the course will be devoted to the development of advanced legal research skills including planning research strategies, field research, research in public records, constitutional law research, statutes, legislative histories, tracking legislation, treaties, administrative and executive publications, agency rules, regulations and adjudications, government documents, case finding, case verification, secondary sources, looseleaf services, LEXIS, WESTLAW, Internet resources, nonlegal research, and specialized research. The remainder of the course will be devoted to the refinement of writing skills, focusing particularly on organization, use of authority, and development of an effective writing style. Successful completion of this course fulfills one half of the upper-level writing requirement. Students who are taking or have already taken Advanced Legal Research or a course on legal literature taught by the School of Library and Information Science may not take this course. Ms. Everhart, Dr. Harmon, Mr. Margeton, Ms. Mullen, Ms. Niedzielko, Mr. Petit.

Advanced Patent Law (3 hrs)
This seminar explores advanced topics in patent law including, but not limited to, the history of patent law, the intersection between patent and antitrust law, various issues regarding pharmaceutical patent law, patent reform, specialized patent courts, and current developments in patent law. The purpose of this seminar is to introduce students to patent law topics that are not usually covered in other intellectual property courses offered at the law school. Each student will be required to write a qualifying course paper on a patent law topic of choice. Because advanced patent law topics will be discussed in this course, students are required to have taken Introduction to Intellectual Property, Patent Law, or Patent Enforcement. This prerequisite may be waived by the professor if a student has other significant patent law experience (e.g., student is a current/former patent examiner). On occasion, this course may be offered as a two-hour course for administrative convenience. Ms. LaBelle.

Advanced Torts (3 hrs.)
This course offers an exposure to a variety of tort law topics, other than product liability, that extends the coverage typically offered in the first-year course in torts. Because many students will not have studied any tort law since their first semester in school, the course begins with a brief review of basic tort law doctrine. Nuisance law will be considered next, followed by a detailed study of the law of defamation, including an examination of both its basic doctrinal characteristics and the federal constitutional features that have developed since 1964. In addition, the rules and practices relating to the award of damages in personal injury cases will be discussed. Where appropriate, the class will look at the way in which various tort law doctrines are tested on both the multistate and the essay portion of the bar. As such, the course may be valuable for the third- or fourth-year student who wishes to be fully prepared for the tort law portion of the bar examination. Mr. Scordato.

Agency (2 hrs.)
This course is a basic survey of agency law doctrine and policy. Agency law addresses the general circumstances by which one entity (the agent) may take action on behalf of, and with significant legal consequences for, another (the principal), and the regulation of the relationship between the principal and the agent. Agency law often operates to facilitate the reach of other doctrinal areas, as when a principal authorizes an agent to enter into a contract with a third party on the principal's behalf, or when an agent who engages in a
tort and as a result harms another generates liability for the principal. Specific topics to be covered in this course include the definition of agency and the creation of an agency relationship; capacity of parties and nondelegable acts; ambiguous agencies; vicarious knowledge and notice (the imputed knowledge rule); vicarious tort liability (the doctrine of respondeat superior); vicarious contractual liability (actual and apparent authority); undisclosed and partially disclosed principals; ratification; rights and liabilities between the principal and the agent; rights and liabilities between the agent and the third party; and termination of the agency relationship. The legal relationship between attorneys and their client, and the legal relationship between attorneys and the law firm (or corporation or government) for which they work is an agency relationship. Moreover, agency law is tested on the Maryland, Virginia, District of Columbia, and many other state bar examinations. Thus, all students who aspire to be licensed practicing attorneys should consider taking a course in agency law. While agency law can be thought of as a foundational subject for the study of corporate law, this course is not taught from that perspective. As a result, it may be particularly appropriate for those students who desire some exposure to agency law, but who do not necessarily wish to engage in a greater study of business entities. Students who would prefer to study agency law in that context might consider the course in Unincorporated Business Organizations. Mr. Nunes, Mr. Scordato, Mr. Weinstein, Mr. Wyrsch.

Alternative Dispute Resolution Techniques (2 hrs.) — req. QP or PP
The seminar is a limited-enrollment (20 students) course that looks at mechanisms for resolving disputes other than the mechanism of litigation. It concentrates on negotiation, arbitration, mediation, conciliation, and the so-called "rent-a-judge" and the "mini-trial" proposals. The seminar will be mainly an in-depth discussion and analysis of the individual devices, and will evaluate the advantages and disadvantages of the alternatives in relation to litigation. A number of guest lecturers will attend and participate. Students will participate in simulations and be critiqued on their individual performance. Class participation by all members of the seminar is required and the final grade will be based on the research paper or portfolio papers written by each participant. Each student will be required to give a short, oral presentation on his or her paper topic toward the end of the semester. This course requires a qualifying course paper or portfolio papers that fulfill one half of the upper-level writing requirement. Refer to Academic Rule X — Writing Requirement and Directed Research. Mr. Breges, Ms. Mitchell, Ms. Raskin.

Antitrust (3 hrs.)
A study of those federal statutes intended to preserve the benefits of competition in unregulated industries. The course considers the impact of the Sherman Act, the Clayton Act as amended by the Robinson-Patman Act, and the Federal Trade Commission Act on the practices and structure of American business. The course includes some economic analysis, but a background in economics is not necessary. The relevant concepts are developed throughout the course. Mr. Garvey, Mr. Greaney, Mr. Perez.

Appellate Advocacy (2 hrs.) — WC
Students will study standards of appellate review, review of the trial record, and appellate practice techniques. Instruction will focus on the presentation of a simulated case to a federal or state appellate court. Students will review the trial record for appealable issues, submit an appellate brief, and argue the case orally before panels of judges and attorneys at the Appellate Advocacy Competition. Successful completion of the Lawyering Skills course is a prerequisite to enrollment in this course. Successful completion of the appellate brief in this course fulfills one half of the upper-level writing requirement. Refer to Academic Rule X — Writing Requirement and Directed Research. The final grade is based on evaluation of the student's written work, oral advocacy, and class participation. Ms. Fair, Mr. Beck, Ms. Gaskins.

Banking Law (3 hrs.) — E
This course surveys the evolving legal and regulatory environment within which banks operate. Areas of coverage include the history and structure of the federal and state regulation of banking generally (i.e., the "dual banking system"); criteria and limitations on chartering, merging, branching, and interstate banking; principal controls on the business of banking (deposit taking, lending, securities, and insurance activities), including activities of holding company affiliates; regulation of troubled financial institutions; liability of officers, directors, and professionals; and operation of foreign banks in the United States. The course also emphasizes the social and policy issues raised by the regulation of the banking industry. May not enroll in Financial Institutions Regulation. Ms. Schooner, Mr. Weinstein.

Bankruptcy (Day, 3 hrs.)
A complete study and review of all legal principles involved in seeking relief under the various chapters of the Bankruptcy Code, including the various relief chapters (chapters 7, 11, and 13), automatic stay litigation and concepts, property of the bankruptcy estate, secured, priority and unsecured claims, discharge and discharge ability issues, debtors' rights and exemptions under both state law and the Bankruptcy Code, the powers of a trustee in bankruptcy, the question of priorities and conflicts between creditors, fraudulent transfers, and the jurisdiction and venue of the United States Bankruptcy Court. Students who have taken the Creditors' and Debtors' Rights course may not enroll for Bankruptcy. Ms. Miles, Judge Whelan.

Becoming a Communications Lawyer (2 hrs.)
This externship seminar is similar to Becoming a Lawyer, except that students' field placements are in communications law and class discussion focuses on issues that relate to the practice of communications law. Students in the Communications Law Institute should take this course to fulfill one of the externship requirements for the certificate. Students should enroll in "Legal Externship" while taking this course to receive credits for their fieldwork. Mr. Tramont, Ms. Harold.

Becoming an International Lawyer (1 hr.)
This externship seminar is similar to Becoming a Lawyer, except that students' field placements are in international law and class discussion focuses on issues that relate to the practice of international law. Students in the Comparative and International Law Institute should take this course to fulfill one of the externship requirements
for the certificate. Students should enroll in "Legal Externship" while taking this course to receive credits for their fieldwork. Pass/fail option. Ms. Tekach.

Becoming an Immigration/Human Rights Lawyer (2 hrs.)
This externship seminar is similar to Becoming a Lawyer, except that students’ field placements are in immigration or human rights law and class discussion focuses on issues that relate to law practice in those fields. Students should enroll in “Legal Externship” while taking this course to receive credits for their fieldwork. Ms. Tekach.

Becoming a Lawyer (4 or 5 hrs.)
This two-credit, graded seminar is designed to assist the professional development of students doing externships for credit. It is required for students doing their first externships except for those enrolled in an equivalent externship seminar.

The seminar meets for two hours per week throughout the semester. Students must enroll in the seminar during the semester in which they are doing their fieldwork. The seminar includes reflective oral and written dialogue and readings designed to foster learning from the field experience and to advance the students’ professional development. Participants study various aspects of their own and others’ field experience, including the goals and operations of the organizations where they are working, the process and problems encountered in law practice and in the making and implementation of law, the professional conduct and roles of the lawyers with whom they work, ethical dilemmas that arise at the placements, and other topics. The course will expose students to a wide variety of legal organizations and substantive fields.

Students in Becoming a Lawyer complete several reflective writing assignments and each student writes a 10-page paper on a topic relating to his or her fieldwork. In addition, each student does a presentation in class on a topic relating to the fieldwork. Some classes may feature guest speakers who talk about their professional lives. Other classes may focus on discussions of field experience or cultivation of various professional skills. Participants in Becoming a Lawyer will be encouraged to articulate and to examine short and long-term professional goals and paths and to consider issues relating to professional identity and professional values.

This course is offered on a graded basis, but credits for fieldwork (obtained by registering for "Legal Externship") are awarded on a pass-fail basis. Ms. Card-Mina, Mr. Flesch, Judge Jordan, Mr. Jordan, Ms. Lerman, Ms. Niedzielko, Mr. Ogilvy, Ms. Wortham.

Becoming a Public Policy Lawyer (2 hrs.)
Students taking this course should register for two or three credits of fieldwork under the course titled “Legal Externships” or they should enroll in one of the CUA clinical courses.

This course is required for second-year students in the Law and Public Policy Program and is open to other students if space is available. In consultation with the instructor, each student selects either a live-client clinical course or a field placement at which to do uncompensated legal work under the supervision of an attorney at a nonprofit organization, a government office (executive, legislative, or judicial branch of federal, state, or local government), a law firm, or a corporation. Placements and clinical courses should involve the students in the development or implementation of law and/or public policy, and must be approved by the instructor. Students enrolled in externships receive one credit for each 60 hours of fieldwork. Students are encouraged to complete three hours of fieldwork credit but may elect to complete only two fieldwork credits. For additional information about the externship program, refer to the description of “Legal Externships” on page 42.

This two-credit seminar will include reflective oral and written dialogue and readings designed to foster learning from the field and clinical experiences, to advance the students’ professional development and to allow discussion of a range of public policy issues. Participants study various aspects of their own and others’ field experience, including the goals and operations of the organizations where they are working, the process and problems encountered in the making or implementation of law or policy, the professional conduct and roles of the lawyers with whom they work, and other topics. The course will expose students to a wide variety of legal organizations and substantive fields. The course is designed to assist students in identifying professional goals and paths through which they might pursue those goals. The seminar is graded; fieldwork credit is awarded on a pass-fail basis. Mr. Kong, Mr. Miller.

Becoming a Securities Lawyer (1 hr.)
This externship seminar is similar to Becoming a Lawyer, except that students’ field placements are in securities law and class discussion focuses on issues that relate to the practice of securities law. Students in the Securities Law Program should take this course to fulfill one of the externship requirements for the certificate. Students should enroll in “Legal Externship” while taking this course to receive credits for their fieldwork. Students enrolled in the SEC Observer Program need not enroll in this seminar during their participation in the SEC program. Offered in the spring semester. Pass/fail. Mr. Southerling.

Business Reorganization (2 hrs.)
This is an advanced course in business reorganization under Chapter 11 of the Bankruptcy Code. Students will navigate a distressed company through the Chapter 11 reorganization process. Coverage will include the following topics: pre-filing considerations and strategies connected with a corporation’s decision to seek relief under Chapter 11; commencing the Chapter 11 case and first-day motions; creditor committees, trustee, and examiner issues; developing a plan of business reorganization; filling the reorganization plan; disclosure statement requirements and solicitation of plan acceptances; plan confirmation requirements; and post-confirmation issues. Attention also will be given to special Chapter 11 issues involving airline bankruptcies, utility bankruptcies, toxic tort-type cases, collective bargaining agreements, and retiree-benefit issues. Prerequisite: Bankruptcy. Enrollment limited to 20 students. Judge Whelan.

Canon Law for American Attorneys (2 or 3 hrs.)
An introduction to the legal system of the Roman Catholic Church with particular emphasis on laws, structures, and procedures of relevance to American attorneys representing Catholic dioceses, religious communities, educational and health care institutions, bishops, priests, religious, and associations of the laity. Particular attention will be given to canon laws governing church property, marriage, and the relationship of priests and religious to their dioceses and communities. Comparison of relevant canonical and American legal concepts. Rev. Msgr. Antonicelli, Dr. Martens.
Catholic Social Teaching and the Law (2 hrs.) — req. QP
This course introduces students to the basic tenets of Roman Catholic Social Teaching — the response of the Catholic Church to the social, political, and economic order as it has evolved over the past 115 years. These teachings began with the 1891 papal encyclical *Rerum Novarum* and have developed through later encyclicals, documents of the Second Vatican Council, and pastoral letters of bishops’ conferences. Dominant principles include the dignity of the human person, solidarity, subsidiarity, and the preferential option for the poor. This course will compare American approaches to the formation of law and policy with the Catholic ideal in four special areas: economic and labor regulation, family and life issues, war and peace, and domestic social policy (e.g. welfare reform, etc.). There will be no final examination, but each student is to write a paper, lead a class on the paper topic, and participate in the discussion of the papers of fellow students. This course requires a qualifying course paper that fulfills one half of the upper-level writing requirement. Refer to Academic Rule X — Writing Requirement and Directed Research. Faculty.

Civil Rights Law (3 hrs.)
This course surveys civil rights law. The students study constitution—al litigation brought under Section 1983 to enforce the 4th, 8th, and 14th Amendments, specifically exploring prisoners’ rights, police abuse, and substantive Due Process claims. The students also examine other Reconstruction Era civil rights statutes (Sections 1981 and 1982), and modern federal statutes prohibiting discrimination, including Title VI and Title VII. The students address cutting-edge areas: economic and labor regulation, family and life issues, war and peace, and domestic social policy (e.g. welfare reform, etc.). There will be no final examination, but each student is to write a paper, lead a class on the paper topic, and participate in the discussion of the papers of fellow students. This course requires a qualifying course paper that fulfills one half of the upper-level writing requirement. Refer to Academic Rule X — Writing Requirement and Directed Research. Faculty.

Columbus Community Legal Services: Advocacy for the Elderly (3, 4, 5, or 6 hrs.) — opt. PP
Advocacy for the Elderly provides evening-division students with a unique opportunity to engage in the direct delivery of legal services. Students carry an individual caseload closely supervised by a clinical professor. Through direct delivery of legal services, students gain experience in practical trial techniques, refine research and writing skills, and develop important lawyering competencies such as negotiation, fact investigation, and case management. In addition to maintaining a caseload, students attend weekly classes and case reviews. The classroom component focuses on developing lawyering competencies and knowledge of relevant substantive areas of law. The classroom component and client meetings are scheduled at night. Some flexibility in scheduling and daytime accessibility is necessary. Graded with a pass/fail option with permission of the professor. Enrollment is limited. Students who have completed 41 credit hours, including Civil Procedure, Criminal Procedure: The Investigative Process, and Evidence, may qualify to appear in court under the District of Columbia Student Practice Rule. Evening-division students are given preference in enrollment. A student may request to do a qualifying portfolio paper that fulfills a portion of the upper-level writing requirement. Refer to Academic Rule X — Writing Requirement and Directed Research. Mr. McGonnigal.

Columbus Community Legal Services: Consumer Protection Project (4 or 5 hrs.) — opt. PP
The goal of the Consumer Protection Project (CPP) is to equip Montgomery County, Prince George’s County, and the District of Columbia at-risk consumers who may not be able to afford or access individual legal representation with the information and advice they need to protect their legal rights, avoid exploitation, and prevent legal disputes from erupting. Through a weekly seminar, community legal education outreach, and direct client representation, students involved in this course will engage in such activities as conducting limited advice clinics for Maryland and District of Columbia residents; develop and conduct “know your rights” outreach programs for Maryland and District of Columbia residents; provide low-income Maryland and District of Columbia residents with direct case representation before courts and agencies in Maryland and in the District of Columbia; provide closely supervised courtroom experience on behalf of Maryland and District of Columbia residents; receive practical instruction on federal, Maryland, and District of Columbia law and procedure; and obtain opportunities for providing pro bono services to needy individuals in Maryland and the District of Columbia.

CPP cases and outreach efforts focus primarily on fair debt collection activities; debt collection actions; fair credit reporting requirements; wrongful repossessions; home repair scams; credit scams; bankruptcy; and identity theft. The four credit option requires students to commit 13 hours per week to the project and the five credit option requires students to commit 17 hours per week to the project; the time commitment includes the weekly seminar for both credit options. The course is open to all second- and third-year students and there are no course prerequisites.

Columbus Community Legal Services: Families and the Law Clinic (6 hrs.; optional 3 hrs. for continuing students) — opt. PP
The Families and the Law Clinic is designed to help students develop lawyering skills while focusing on a particular area of practice: domestic violence, family law, or immigration law. Whether a student is interested in family law issues or another area of law, the Families and the Law Clinic gives individualized instruction in and exposure to many aspects of legal practice that will be useful for future practice in a wide variety of fields. Among the skills developed in the clinic are oral argument, trial advocacy, legal interviewing, witness preparation, client counseling, case preparation, fact investigation, drafting motions and pleadings, and discovery practice.

Students will assist victims of domestic violence in obtaining temporary and permanent restraining orders in D.C. Superior Court. Students may also represent clients in general domestic relations litigation. Cases can address issues such as divorce, custody, visitation, property distribution, and child support. All cases involve emergency protective orders. In addition to individual case representation, each student will work on a community legal education project during the course of the semester. Some of the projects include working at a shelter for domestic violence victims, providing limited legal assistance at the Superior Court’s Self-Help Center, and helping negotiate settlements of domestic relations cases in Superior Court.

Students are expected to spend 20 hours per week working at the clinic. Three of the hours will be spent attending a weekly semi-
Columbus Community Legal Services: The General Practice Clinic (6, 7, or 13 hrs.; optional 3 hrs., continuing students) — opt. PP
This clinical program provides students with the opportunity to experience the general practice of law. Students handle the legal problems of low-income residents of the District of Columbia. The caseload of the clinic consists primarily of SSI/public benefits; and consumer, employment, housing, wills, and family law matters. These cases offer the full range of client representation before administrative agencies on the local and federal levels and the courts of the District of Columbia. Interns eligible for certification under the Student Practice Rule may have the opportunity to present their clients' cases in court. The program is designed to give students the opportunity to develop skills in time and office management, interviewing, counseling, negotiating, drafting, motions practice, trial techniques, and reflective lawyering.

In addition to the clinical work, a three-hour seminar is conducted once a week. The seminar includes participatory exercises in interviewing, counseling, negotiations, and selected aspects of trial techniques; and structured discussions of ethical considerations, recent common law and statutory development, and general case discussion.

Students enrolled for six credits are expected to spend a minimum of 20 hours weekly on clinic work. Students may also enroll for seven or 13 credits, but only with the prior approval of professors Brustin, Mullen, and Scully. Enrollment for 13 credits requires a minimum commitment of 40 hours weekly. Enrollment for three hours is limited to students who have satisfactorily completed a minimum of six credits of CCLS: General Practice Clinic, and requires prior approval of professors. The course is graded, with a pass/fail option, with permission of the course professors. A student may request to do a qualifying portfolio paper that fulfills a portion of the upper-level writing requirement. Refer to Academic Rule X — Writing Requirement and Directed Research. Ms. Barry (on leave 2012-13), Ms. Klein, Ms. Martin, Ms. Scully (2012-13).

Comparative and International Trade (Day, 3 hrs.; Eve., 2 hrs.)
This course examines the major issues of international trade and its regulation at the national and international level. The focus is on the U.S. trade laws, including the tariff system and customs laws, the safeguard provisions, antidumping and countervailing duty remedies, and retaliatory measures. Attendant issues such as the distribution of powers to regulate international trade, the delegation doctrine, and judicial review of regulating agencies are also examined. The international regulatory framework — principally, the General Agreement on Tariffs and Trade and the World Trade Organization — are examined in some detail, with a focus on the fundamental rule of nondiscrimination, the resolution of disputes through the dispute settlement system, and the relationship between international agreements and the United States law. Finally, the course also examines specialized topics including free trade areas and customs unions, treatment of nonmarket/transitional economies, developing countries, and international trade in service. Dr. Chorosnicki, Dr. Ludwikowski.

Comparative Constitutional Law (3 hrs.) — req. QP
This is both a comparative law course and an advanced constitutional law course. It focuses on the functions, characteristics, and mechanisms of national constitutions and constitutional systems. The constitutions selected for study may include those of France, Germany, England (the “unwritten” constitution), Japan, Russia, and South Africa. In addition, special emphasis is placed on the new constitutions of the Eastern and Central European countries. Comparisons are continually made to the United States Constitution. Topics addressed in comparative perspective may include judicial review and constitutional courts, the division and distribution of powers, authority to regulate domestic and international trade, emergency powers, immigration and citizenship, personal mobility (right to travel), and the status and rights of racial, ethnic, and religious minorities. Attention is given to the concept of constitutionalism; and to the process of constitution making (or “constitutional engineering”) by which national constitutions are adopted, amended, and implemented. Limited enrollment. This course requires a qualifying course paper that fulfills one half of the upper-level writing requirement. Refer to Academic Rule X — Writing Requirement and Directed Research. Ms. Fischer, Dr. Ludwikowski.

Comparative European Legal History:
Roman Law and the Ius commune
This course surveys European legal history from Roman law to the Renaissance of Rome as part of the Ius commune in the 11th and 12th centuries. The purpose of the course is to introduce two of the great legal traditions of the Western European tradition: Roman law and the Ius commune. The course begins with an examination of Justinian's Corpus iuris civilis in the sixth century AD. It explores the main areas of Roman family law, torts, contracts, and property law.
After establishing the broad outline of Roman legal concepts, the course will explore the revival of Roman law in Italy at the end of the 11th century, and its adoption by the law schools of Europe, and its integration into the *ius commune*. This part of the course describes how the jurists of the 12th to the eighteenth centuries used principles, norms, categories, and concepts of Roman law and applied them to every European legal system. A fuller description of this course, as well as the syllabus and reading materials can be found online at: http://faculty.cua.edu/pennington/Law508/Law508.html. Dr. Pennington.

**Comparative International Tax (2 hrs.)**

This course builds on what students have learned in Federal Income Tax and introduces a conceptual approach to the different tax systems in use around the world. Viewing the way in which countries raise revenue as an important part of their overall internal and external economic affairs, the course discusses important tax policy goals — fairness, efficiency, and simplicity. It places these goals in the context of such frequently used tax bases as wealth, income, and property. It also looks at systems of social security taxation, value-added taxes, and the international aspects of individual income taxation. It focuses, as well, on procedural topics such as the tax legislative process and statutory drafting. Students who are interested in tax and international economic affairs are encouraged to enroll. Federal Income Taxation is a pre- or corequisite. Ms. Simon.

**Comparative Law (3 hrs.) — opt. QP**

The purpose of this course is to provide the student with knowledge about the basic legal systems in the world. Special emphasis will be given throughout the course to legal systems in Great Britain, France, Germany, and the countries of the former Soviet bloc. The course begins with discussion of legal education and the legal professions in these countries. The basic principles of British, French, and German constitutional law are studied to provide the political background necessary to compare these legal systems. The course also examines judicial structures and court organization, as well as key principles of criminal and civil procedures. Dr. Ludwikowski, Ms. Simon, Mr. Watson.

**Comparative Law Seminar: Political Violence (3 hrs.) — req. QP**

The course focuses on the legal systems of Common Law countries and their response to the challenge posed by political violence. All share the tradition of Magna Carta and the Bill of Rights of 1689 and all exalt law as a fundamental basis of unity in society. Yet, their anti-terrorist laws and their courts’ interpretations of those laws differ significantly. Students will be assigned (or select) a topic such as membership in proscribed organizations, extradition, surveillance, or detention without trial; will lead a seminar discussion; and submit a paper on the topic. The course is intended to give students the opportunity to examine the concept of “the rule of law” when its institutions and procedures are subjected to extreme stress. Examples will also be drawn from experiences of other countries in the common law tradition: Israel, South Africa, India, and Pakistan. Limited enrollment. This course requires a qualifying course paper that fulfills one half of the upper-level writing requirement. Dr. Noone.

**Comparative Remedies (2 hrs.)**

This course is designed to acquaint students with a broad overview of the application of remedies principles in the European Union and the United States. Students are invited to consider judicial decisions concerning such remedies as injunctions, specific performance, declaratory judgments, annulment, declarations, contract damages, and restitution. Students are encouraged to compare EU cases dealing with such matters as the nature, availability, and prerequisites of these remedies with counterpart U.S. cases. The course will emphasize, where practicable, decisions of the U.S. Supreme Court and courts of the European Communities (particularly the European Court of Justice) or of EC Member States involving international trade and commercial issues. (2 credits, exam, Cracow program; 3 credits, paper/portfolio, U.S. program) Mr. Sky.

**Complex Litigation (3 hrs.)**

This advanced course offers an in-depth examination of procedural problems involved in multiparty, multiclaim litigation in federal and state court. The course focuses extensively on class action practice, criteria, and litigation strategy. The course covers the disposition of duplicative litigation, problems peculiar to large case discovery, judicial control of litigation, and res judicata and collateral estoppel involved in multiparty, multiclaim litigation. The course also explores alternatives to the class action device. Please view the registration website for an updated course description for a given semester. This is an EXAM course. Ms. Malveaux.

**Conflict of Laws (3 hrs.)**

The course introduces students to the problems arising when clients are confronted with private law matters having multistate or multinational elements. The course emphasizes the traditional concerns of conflicts of law, jurisdiction of courts, choice of law, and the recognition and enforcement of judgments. Mr. Destro, Mr. Goldman, Mr. Perez, Mr. Rohner.

**Consumer Transactions (3 hrs.)**

This course treats the spectrum of legal problems that arise uniquely in cash and credit sales, loans, and similar transactions involving consumers. Areas of coverage include advertising, Internet marketing, credit disclosure, unfair and deceptive sales practices, warranties, particular credit and collection abuses, credit reporting, and enforcement mechanisms. Attention is given to issues arising under the Federal Trade Commission Act, the Federal Consumer Credit Protection Act (Truth in Lending, Fair Credit Reporting, Equal Opportunity, Fair Debt Collection, et al.), Uniform Consumer Credit Code, state “unfair or deceptive acts or practices” statutes, and other federal, state, and local consumer protection laws. A prior course in Commercial Transactions is not required. Students may not take Consumer Law Seminar in addition to this course. Mr. Rohner.

**Contemporary Social Issues Under Jewish Law — Jewish Bioethics (2 hrs.) — opt. QP**

This course will discuss the approach of various Jewish religious groups to current bioethical issues. Among the topics covered are new reproductive technologies, stem cell research, cloning, surrogate motherhood, organ transplants, and autopsies. The discussion...
is based on traditional Jewish sources — the Hebrew Bible, The Talmud, Codes of Responsa — as well as recent scholarly works exploring the applicability of traditional materials to today's bio-ethical issues. No prerequisites. Satisfies writing requirement with faculty approval. Mr. Mintz.

Copyright Law (3 hrs.)
This course covers the nature and subject matter of copyright, including literary, artistic, and musical works; computer software; and motion pictures; how copyrights are acquired, licensed, and enforced; the fair-use privilege and other limitations on the copyright owner's rights; and principles of international protection. Ms. Fischer.

Corporate Finance Seminar (2 hrs.)
The course examines the major financial and structural changes that an on-going corporation might experience. Topics that explored include valuation methods, leverage finance, debt instruments, share repurchase tactics, merger techniques, going-private transactions, hostile and friendly tender-offers, recapitalizations, acquisitions, and spin-offs. These subjects will be analyzed in terms of their corporate and securities law implications, as well as for related economic and policy concerns. Corporations required. A previous or contemporaneous course in securities is recommended. A good understanding of business can serve as a substitute. Limited enrollment. Mr. Lipton.

Corporate Taxation (3 hrs.)
The law of taxation as applied to corporations and their shareholders in the various contexts of corporate life, including incorporation, distributions, reorganizations, and liquidations. Prerequisite: Federal Income Taxation. Ms. Simon, Mr. Walker.

Corporations (4 hrs.)
The course entails the study of the fundamental principles in the fields of agency, unincorporated businesses, corporations, and securities regulation, examined in relation to the functioning of the corporate enterprise. Both publicly owned and closely held corporations are considered, with detailed consideration of basic formation, issues of governance, and shareholder rights, as well as additional attention to more advanced areas relating to conflicts of corporate control, questions of corporate responsibility, and shareholder input in corporate decision making, and federal regulation of capital formation and investor interests. Ms. Duggin, Mr. Goldman, Mr. Lipton, Mr. Scordato, Mr. Wyrsch.

Creditors’ and Debtors’ Rights (2 hrs.)
A complete study of the legal principles and remedies involved in enforcing creditors’ and debtors’ rights under state law, including attachments before judgment; judicial liens, statutory and consensual liens; garnishment and execution; forced sales of property; creditors’ suits and supplementary proceedings; the Federal Tax Lien Act; the Uniform Fraudulent Conveyance Act; common law compositions and assignments for the benefit of creditors; bulk sale transfers under the Uniform Commercial Code; equity receiverships; debtors’ rights and exemptions under state law. Mr. Leach, Judge Whelan.

Criminal Procedure: The Investigative Process (3 hrs.)
All sections of the course focus primarily on issues of constitutional criminal procedure relating to the Fourth Amendment (search and seizure), Fifth Amendment (custodial interrogations), and Sixth Amendment (interrogation and identification), and also include an examination of the defense of entrapment. Professor Fishman’s section also covers the grand jury, the rules governing subpoenas for testimony, exemplars and documents, and the obligations and responsibilities a defense attorney has when he or she discovers evidence tending to incriminate the defendant. Ms. Drinan, Mr. Fishman, Ms. Leary.

Criminal Procedure: The Post-Investigative Process (3 hrs.)
This elective course is recommended as an adjunct to Criminal Procedure: The Investigative Process. Whereas Criminal Procedure: The Investigative Process focuses on constitutional criminal procedure with primary emphasis on Fourth, Fifth, and Sixth Amendment issues, this course provides an in-depth examination of procedural problems in criminal litigation. Topics covered may include right to counsel at trial, on appeal, and in collateral proceedings; the right to court-appointed experts, transcripts, and other aids; the plea-bargaining process; discovery obligations in general and reciprocal discovery in criminal cases; notice requirements for the insanity and alibi defenses; joinder and severance of counts and defendants; trial rights such as right to jury trial, right to speedy trial, peremptory challenges and the challenge for cause; the right to jury instructions on elements of the crime, defenses and theory of the case, etc.; proof issues such as burden of production and persuasion; and ethical issues in the prosecution and defense of criminal cases. It is suggested that this course be taken by those students intending to pursue a career in criminal litigation, either as a prosecutor or as a defense attorney. Judge Satterfield.

Criminal Prosecution Clinic (4 hrs.)
This clinical program is designed to promote the acquisition or improvement of basic lawyering skills essential to effective criminal practice in a prosecution setting, including familiarity with certain substantive legal principles, courtroom skills, the ability to learn from practical legal experience, the enhancement of problem-solving capabilities in a legal context, the recognition and principled resolution of ethical dilemmas arising in a criminal prosecution practice, and the development of an independent, critical perspective on the functioning of the criminal justice system. Students work with assistant state attorneys to prepare and try criminal cases in a state criminal court. Students are expected to devote 16 hours each week to the prosecutor's office. A weekly, two-hour seminar also is required. The seminar is designed to prepare students to work effectively and ethically in the prosecutor's office. Students are expected to be familiar with the Rules of Professional Conduct and the Rules of Court in the jurisdiction in which they practice.

All students enrolled in the Criminal Prosecution Clinic must be eligible to be certified under the applicable student practice rule of the jurisdiction in which they will appear. Limited to 14 students. Grading is pass/fail. Recommended previous work: Criminal Procedure: The Investigative Process; Evidence; Trial Advocacy, Trial Practice, or Trial Skills. Ms. Chase, Mr. Glynn, Ms. Wagner-Stewart.
Cyberlaw I: Legal Issues Relating to Computer Networks (2 hrs.)
This course focuses on law and policy relating to network security, privacy, cybercrime, and copyright enforcement issues arising from file sharing, circumvention software and other new digital technologies. No prerequisites and no technological or engineering knowledge is expected or required. Ms. Fischer, Mr. Kennedy.

Cyberlaw II: Legal Issues Relating to Doing Business in a Digital World (2 hrs.) — req. QP
This course focuses on Internet governance, jurisdiction in a digital world, electronic commerce, antitrust and competition law issues, electronic practice for courts, electronic practice for rulemaking, and global standardization issues. No prerequisites and no technological or engineering knowledge is expected or required. This course requires a qualifying course paper that fulfills one half of the upper-level writing requirement. Ms. Fischer, Mr. Kenny, Mr. Purcell.

Death Penalty Seminar (3 hrs.) — E or QP
This course examines the substance and procedural law dealing with capital punishment in the judicial process. The focus of the course is on how the death penalty is being administered today — almost 30 years after the 1976 Supreme Court cases that upheld the constitutionality of selected death penalty statutes. A number of particularly pressing legal problems will be examined, e.g., constitutional challenges to the death penalty; race and gender of defendants given the death penalty; constitutional limitations on death eligibility; the role of aggravating and mitigating circumstances; the sentencing phase of capital cases; the use of expert witnesses; and state and federal habeas corpus review in capital cases. This course offers unique opportunities to examine the law and our legal system from a variety of historical, religious, political, ideological, philosophical, economic, sociological, and other perspectives. Enrollment limited to 16 students. If the instructor allows papers in lieu of examinations, this course may include a qualifying course paper that fulfills one half of the upper-level writing requirement. Refer to Academic Rule X — Writing Requirement and Directed Research. Prerequisite: Criminal Procedure: The Investigative Process. Mr. Dieter.

D.C. Law Students in Court (12 hrs., two semesters) — opt. PP
A clinical program in trial advocacy, the D.C. Law Students in Court program offers students an opportunity to develop skills as trial lawyers while representing indigent persons in the Superior Court of the District of Columbia. Students may participate in either the civil division (that focuses primarily upon the representation of tenants in landlord-tenant actions, but also handles some consumer and other civil matters) or the criminal division (in which student attorneys defend persons charged with misdemeanor offenses and/or juveniles charged with delinquent acts ranging from drug possession to assault with a deadly weapon). Students are responsible for all aspects of litigation under the supervision of clinical instructors. Student attorneys interview clients and witnesses, conduct investigations, prepare pleadings, negotiate settlements, and conduct all motions, hearings, trials, and occasional appeals pursuant to the Superior Court's third-year practice rule. To be eligible to participate in the clinic, students must have completed 41 credit hours and courses in Evidence, Civil Procedure, and (for the criminal division) Criminal Procedure: The Investigative Process. Seminars are held in the civil division on Monday evenings from 6 to 8 p.m. and in the criminal division on Thursday evenings from 6 to 8 p.m. Students in the civil division must set aside one day per week for court appearances. Participating students should plan to devote approximately 20 hours per week to the clinic. This is a yearlong program; students enroll for six credits each for two semesters. No academic credit will be awarded to a student who completes only one semester. Students in the civil division have the option to enroll for either three or six credits in the second semester. In the criminal division, the course must be taken for six credits both semesters. Evening-division students and students who have part-time employment may participate. In the criminal division only, students may participate in either the summer session and first (fall) semester or the fall and spring semesters. In addition, some writing in the civil division may be used to satisfy one or more of the three products required for the applied legal writing portfolio option of the upper-level writing requirement. This course is offered on a graded basis but a student may elect to take the course on a pass-fail basis. The course is limited to 15 students. An interview with a supervising attorney is required before a student may register. Ms. Haney, Mr. Cook, Mr. Curry, Mr. Harris, Mr. Manlowe, Mr. Neal.

Directed Research (2 hrs.)
This course offers students the opportunity to conduct original, in-depth legal research and produce a quality, written analysis in an area of special interest under the close supervision of a faculty member. The course will fulfill one of the two upper-class writing requirements if the student achieves a final grade of at least a C. A faculty member who agrees to serve as the student's supervising instructor will provide guidance and feedback throughout the research and writing process. The student's final grade will reflect the supervising instructor's evaluation of the quality of the student's legal research and legal analysis, as well as the quality of his/her legal writing. Although the page number requirement is left to the supervising instructor's discretion, it is unlikely that a paper of acceptable quality could be completed in fewer than 40 pages. To register, a student must submit a statement of topic, signed by the supervising instructor, that describes the proposed research topic and establishes the tentative research and writing schedule. The signed statement of topic must be submitted to the Office of the Academic Dean before the end of the add/drop period for the semester. (See Academic Rule X). Faculty.

Education Law (3 hrs.)
This course will consider current legal problems in public and private education systems. Both elementary/secondary education and higher education will be addressed, but primary emphasis will be on public elementary/secondary education. Topics to be discussed include the roles and authority of state and local education agencies, compulsory education, home schooling, curriculum control, academic freedom, students’ and teachers’ rights, desegregation and affirmative action, allocation of educational resources, federal aid programs, and problems of church and state. The prerogatives of parents, the roles of such private groups as teachers unions and accrediting associations, the functions of courts and lawyers in resolving education law problems, and the usefulness of education policy materials in elucidating education problems will be consid-
Election Law (2 hrs.)
The integrity of our system of electing public officials is one of the cornerstones of American democracy. At least since the year-2000 presidential election, we have been aware of the important role of the law in the election process. A number of recent decisions of the United States Supreme Court have dealt with elections, most notably Bush v. Gore, and many legal issues relating to the November 2006 election are currently under consideration by the courts. Among the topics explored in this course are the operation of the Electoral College in the selection of the president, political gerrymandering, recent developments under the Voting Rights Act of 1965 and the Equal Protection Clause of the United States Constitutional, and the role of the political parties, including third parties, in the election system. Mr. Mintz.

Employment Law (3 hrs.)
The theme of the course is the protection of the individual employee by statute, administrative rule or through judicial decision. Among the major topics covered are wage and hour legislation; occupational safety and health; workers’ compensation; workplace torts; reconsideration of the employment-at-will doctrine; and protection against unemployment. There also is a discussion of recent legislative developments in Congress and the states. Mr. Mintz.

Energy Law and Policy (2 or 3 hrs)
Energy law is far-reaching, covering virtually all human activities that use or impact resources with energy potential. Energy issues drive numerous aspects of U.S. domestic and foreign policy, including agriculture, environment, transportation, and national security. The first portion of this course provides a general overview of energy resources and the policy considerations that drive the need for energy production, distribution, and use. The second portion of this course focuses on one, major energy-producing activity – the production and use of electric power – with some limited attention to parallel themes in other areas such as transportation. The emphasis is on exploring general legal and policy issues in these focused areas – e.g., the role and regulation of markets, the tension between economic and environmental regulation, the degree of national versus decentralized regulation, and the roles law might play in impacting not only supply but also consumer behavior. By developing an understanding and appreciation for the legal, political, and economic considerations impacting the electricity sector, students can expect to develop the skills necessary to identify, assess, and utilize approaches and methods for resolving the many challenges facing the generation, transmission, and distribution of electricity. These themes can be generalized to any energy resource, including petroleum, natural gas, renewables, etc. Mr. Currier

Entertainment Law (2 hrs.)
This course emphasizes specialized contract law for the entertainment industry, including the role of attorneys, agents, and managers in the negotiation of recording, management, publishing, and performance agreements. The course addresses the substantive law of the entertainment industry, as well as a practical approach to the representation of clients involved in various fields of entertainment. Mr. Keene.

Environmental Law (3 hrs.) — E or QP
This course considers federal statutes and regulations designed to improve the quality of our environment, e.g., Federal Water Pollution Control Act, Clean Air Act, National Environmental Policy Act, Comprehensive Environmental Response, Compensation and Liability Act, and Resource Conservation and Recovery Act, etc. A basic understanding of the statutory schemes is complemented by theoretical and policy analysis. Discussion of relevant administrative law principles is incorporated throughout the course. If the instructor allows papers in lieu of examinations, this course may include a qualifying course paper that fulfills one half of the upper-level writing requirement. Refer to Academic Rule X — Writing Requirement and Directed Research. Ms. Dunn, Ms. Silecchia, Mr. Smith.

ERISA: The Labor Management Perspective (3 hrs.)
This course focuses on pension and welfare benefit plans that are created as result of a collective bargaining relationship between a labor union and one or more employers. It concentrates on the Employee Retirement Income Security Act, “ERISA”, which is the primary statute governing the operation of private employee benefit plans. Topics covered include rules governing participation in employee benefit plans, establishing entitlement to benefits, investment of plan assets, interplay between the collective bargaining relationship and the provision of employee benefits, considering benefit claims and appeals, and employee benefits litigation. Particular emphasis is placed on compliance with the fiduciary obligations ERISA imposes on employee benefit plan trustees, as well as on the role and responsibility of attorneys representing employee benefit plans. In addition to a final exam, the course requires either a brief research paper or an in-class presentation. Mr. Leary.

ERISA: Pensions (Tax Policy) (2 hrs.)
This course examines federal tax policy aimed at increasing the adequacy of retirement savings. The course surveys the tax provisions of ERISA and provides an in-depth examination of the fundamental policy considerations these provisions reflect as they relate to qualified plans. The material covered in this course complements the material covered in ERISA: Pensions (Taxation), but completion of that course is not a requirement. Prerequisite: None (Federal Income Taxation recommended). Ms. Jefferson.

Estate Planning (2 hrs.) — req. PP
An advanced course that attempts to integrate in a meaningful way the principles of property law and tax law as they apply to the accumulation and disposition of wealth. Revocable and irrevocable trusts, wills, interspousal lifetime and death transfers, life insurance, charitable planning, and estate planning for owners of incorporated and unincorporated businesses are examined in detail. Special attention is given to practical problems that arise in the estate planning process, such as efficient use of the unlimited marital deduction, planning for generation-skipping transfers, and structuring a beneficiary’s inheritance. An examination of various methods of transmitting wealth is undertaken with an emphasis on planning for the most efficient and
economical disposition of property in view of the tax and property consequences of the various alternatives. This course requires a qualifying portfolio paper that fulfills a portion of the upper-level writing requirement. Refer to Academic Rule X — Writing Requirement and Directed Research. Drafting skills are developed; the major project for each student is to draft a will and revocable trust agreement. No examination is given. Enrollment limited to 15 students. Prerequisites: Trusts and Estates and Federal Taxation of Wealth Transfers, or permission of the instructor. Mr. Harrison.

Evidence (4 hrs.)
This course covers basic rules governing presentation of evidence at trial including procedural matters (objections, offers of proof), relevancy, character evidence, examination and impeachment of witnesses, opinion evidence, hearsay, authentication, and the "original documents" rule. The course examines the comparative roles of counsel, judge and jury. It may also include coverage of judicial notice, burdens of proof, and presumptions. It also explores the tactical decisions and ethical dilemmas a trial attorney is likely to confront. Mr. Barracato, Mr. Fishman, Judge Smith.

Fair Employment Law (2 hrs.)
This course is designed to give the student a basic introduction to the statutes and theories governing employment discrimination. The course explores the historical context in which the primary employment discrimination statute, Title VII of the Civil Rights Act of 1964, was enacted, and the policy bases behind it and other anti-discrimination laws. The course covers the three major theoretical approaches in the law against employment discrimination: individual disparate treatment; systemic disparate treatment; and disparate impact. The course also focuses on some of the unique practical and legal challenges of protecting persons from employment discrimination based on various protected classes. Ms. Malveaux, Mr. Jeffrey.

Family Law (3 hrs.)
A study of marriage, nonmarital relationships, divorce, custody, and support obligations as these affect children and adults within the context of state, federal, and constitutional standards and perspectives. Ms. Barry, Judge Sundt, Rev. O’Brien.

Federal Courts (2 hrs.)
The course examines the nature of the federal judicial function, explores in depth an aspect of federal-state relationships — the dual court system — that is a particular concern and responsibility of lawyers, and provides the opportunity for systematic thought about a series of problems important to an understanding of our constitutional system. Among the topics that may be considered are historical development of the federal court system, congressional power to regulate the jurisdiction of federal courts, standing as it affects judicial power, political questions, the meaning of "arising under" jurisdiction, actions claiming constitutional protection against official state action, the original and removal jurisdiction of the district courts, and the original jurisdiction of the Supreme Court. Mr. Hartley.

Federal Criminal Litigation (2 hrs.)
The goal of this course is to familiarize students with the theoretical and practical concerns of federal criminal litigation from both prosecution and defense perspectives. The course deals with the law, theory, ethical considerations, and tactical concerns that relate to criminal practice in federal court from the pre-indictment phase through plea negotiations or trial and appeal. Lectures, class discussions, and reading materials focus on the general analytical framework for prosecuting and defending a federal criminal case. This is not a trial techniques course. It is concerned with the law, ethics, and strategy behind the techniques. Mr. Chamble, Mr. Salem.

Federal Income Taxation (4 hrs.)
This course is an analysis of the federal income tax law as it applies to the individual taxpayer. The course will focus on the Internal Revenue Code of 1986, as amended to date, as well as considerations of tax policy. Taxation of business associations will not be treated in this course. Mr. Colmeyre, Ms. Jefferson, Ms. Simon.

Federal Regulation of Food and Drugs (2 hrs.)
This course explores the Food and Drug Administration’s development of regulatory controls in response to Congress’ legislative enactments regarding the safety of food and the safety and effectiveness of drugs. Coursework entails an analysis of FDA’s legislative tools; the agency’s substantive regulatory authority over foods, drugs, and selected regulated commodities; and the agency’s creative use of its legislative authority to develop regulatory mechanisms for the protection of the public health. While focusing on substantive food and drug law, the course also scrutinizes the operation and problems an administrative agency faces in dealing with sometimes conflicting legal, scientific, and policy concerns regarding a given issue. To this end, the course focuses on FDA’s efforts to establish safe levels for added carcinogens in food, to ensure the safety of foods produced by recombinant DNA technology, to improve the public health by comprehensive food labeling reform, and to establish the safety and effectiveness of pharmaceuticals in an ethical and timely manner. This course is highly recommended for persons interested in the regulatory process and in the practical aspects of administrative law. Mr. Degnan.

Federal Taxation of Wealth Transfers (3 hrs.)
Tax problems and consequences of gratuitous transfers of wealth during one’s lifetime and at death are considered in this course. The law of estate, gift, and generation-skipping taxation is critically examined as it applies to outright gifts, trusts, life insurance, joint property, and future interests and powers. Considerable emphasis is given to transfer tax planning and implementing lifetime and testamentary dispositive arrangements. Particular attention is given to the attorney’s role in advising clients concerning alternative means for the gratuitous disposition of property. Prerequisite: Trusts and Estates or permission of instructor. Mr. Harrison.

Financial Institutions Regulation (3 hrs.) — req. PP
This course surveys the regulation of all financial institutions, i.e., banks, insurance companies, securities firms, and mutual funds. The course examines the history and development of regulation of each of these institutions and the markets in which they oper-
First Amendment Problems of the Media (2 hrs.) — req. QP
This Communications Law Institute course considers the general issue of the extent to which the First Amendment Press Clause affords protection of the communications industry in the gathering and dissemination of news and information. Specific subject matter covered includes competing theories of First Amendment Press Clause, libel, invasion of privacy, the censorship and punishment of obscenity and indecency, restrictions on the reporting of matters affecting national security and foreign relations, reporter access to persons and places, constitutional privileges for news persons not to divulge confidential sources and information, free press-fair trial issues, judicial secrecy, the “fair use” defense to copyright infringement actions and a multitude of issues spawned by modern telecommunications and the Internet. This course requires a qualifying course paper that fulfills one half of the upper-level writing requirement. Refer to Academic Rule X — Writing Requirement and Directed Research. The grade for this course is based primarily on the student research paper. Enrollment is limited to 25 students. Mr. Waldron, Mr. Klitzman.

First Amendment Seminar: Religious Liberty (3 hrs.) — req. QP
An in-depth seminar that addresses the practical and theoretical problems arising in religious liberty cases involving individuals and institutions. Though the course materials address the First Amendment as a whole (speech, religion and petition), the nature of the liberty protected by the First and 14th Amendments and the solution of practical problems are explored from the perspective of religious institutions, believers and dissenters. A thorough knowledge of concepts of church/state relations and freedom of speech is helpful, but not necessary. Presentation and defense of individual seminar paper is required. This course requires a qualifying course paper that fulfills one half of the upper-level writing requirement. Refer to Academic Rule X — Writing Requirement and Directed Research. Limited enrollment. Prerequisite: Constitutional Law. Mr. Destro.

Health Care Fraud and Abuse (2 hrs.)
This course focuses on the various federal laws, both criminal and civil, and on regulations, which become the basis for prosecution and sanctions by federal enforcement authorities, and on the key cases and rulings relating to these provisions. Topics include false claims and anti-kickback statutes, “Stark” provisions, civil money penalties, exclusions, qui tam actions, investigations, and compliance programs. The final grade for this course will be based on an examination. Ms. McDermott, Ms. Nichols.

Health Law (2 hours/ req. QP or 3 hrs./exam)
This course covers professional methodology (the “medical model” and the litigative process); compensation for professional fault (malpractice and other bases for claims); licensing, structure and performance of the medical professions and health-care organizations, and aspects of medical science and public policy. When taught in two hours, the course includes a qualifying paper that fulfills one half of the upper-level writing requirement. Refer to Academic Rule X — Writing Requirement and Directed Research. When taught in three hours, the course is exam only. Ms. Duggin, Mr. Smith.

History of Jurisprudence: The Catholic Tradition (3 hrs.)
This course examines the history of canon law from the first collections of canonical legal texts during the Patristic Age to the Codification of Canon Law under Pope Benedict XV in 1917. Western canon law is the only legal system that can trace from its birth to its maturation as a part of the Ius commune between 1100 to 1800. The course investigates the jurisprudence created by canonists from ca. 1100 to 1800. Gratian (died ca. 1140) was a key figure in this development. His compilation of canon law, the Decretum, was taught and studied as a basic text in every law school in Europe for six centuries. The course explores collections of canon law compiled in the early Middle Ages, Gratian, the first collections of papal decrees, the importance of the great ecumenical councils establishing norms from the First Lateran Council (1123) to Vatican I (1870), and the creation of a comprehensive code of canon law promulgated by Pope Gregory XIII in 1580. During these centuries, canon law became a very sophisticated legal system. Secular legal systems adopted canonistic procedural rules, theories of civil and criminal
Innocence Project Clinic — opt. PP
Through direct service to incarcerated inmates convicted of serious crimes who maintain their actual innocence, students in the CUA Innocence Project Clinic develop essential lawyering skills: oral and written communication, investigation, interviewing, counseling, negotiating, professional judgment, and creative problem solving. Students evaluate case histories — including review of trial transcripts, appellate briefs, medical reports, laboratory reports and other documents — and fully reinvestigate the events that led to the arrest and conviction of the inmate. Students also may interview prisoners, prosecutors, defense attorneys, and expert and lay witnesses during their investigations. If the investigation reveals a viable claim of innocence, the matter is referred to an outside cooperating attorney who will undertake representation of the inmate to prosecute the claim of innocence. Whenever possible, students from the CUA Innocence Project Clinic are assigned to work with the cooperating attorney in prosecution of the inmate's claim.

In addition to working on claims of actual innocence on behalf of inmates, students in this clinic participate in a weekly seminar that examines the lawyering skills and processes necessary for investigating a claim of innocence; state and federal post-conviction procedures (e.g., motions for new trial based on new evidence, state collateral attack, federal habeas corpus, and clemency); the nature and uses of DNA and other scientific evidence; and problems in the criminal justice system that may contribute to convicting the innocent, such as ineffective assistance of counsel, prosecutorial misconduct, police misconduct, witness misidentification, false confessions, and tainted evidence. The students also may participate in research and writing projects on issues to reform the criminal justice system to reduce the frequency of wrongful convictions and to address the problems faced by exonerated inmates upon their release from prison and reintegration into free society.

Students earn six credits in this year-long clinic, three credits each semester. The written work in the clinic satisfies the requirements for the upper-level writing requirement portfolio credit, and participation in the clinic satisfies the upper-level skills course requirement. All credits are graded. Mr. Ogihy, Mr. Sharifi.

Intellectual Property Transactions (2 hrs.) — opt. PP
This limited-enrollment course is focused primarily on the analysis and drafting of documents related to transactions involving the transfer of interests in intellectual property, including patents, copyrights, trademarks, and know-how. Through the process of analyzing and drafting transactional documents, students are introduced to the relevant statutory and case law and become familiar with substantive legal principles related to title, express and implied licenses; license transfers; and assignments of rights in intellectual property. Students may also gain exposure to substantive areas of the law having significant impact on intellectual property rights, such as international law, antitrust, tax, and bankruptcy. The grade is based primarily on the final written work products produced by each student. At the discretion of the instructor, this course may include a qualifying portfolio paper that fulfills a portion of the upper-level writing requirement. Refer to Academic Rule X — Writing Requirement and Directed Research. Prerequisite: Students must have taken at least one of the following: Introduction to Intellectual Property Law, Patent Law, Copyright Law, Trademark Law, or Trademarks and Unfair Competition.
Interdisciplinary Courses
After completing first-year courses, students may take graduate courses in other schools and departments of the university if the courses relate to the law. Students must obtain permission for each such course from the assistant dean for academic affairs of the law school. The requirements of the other school or department must also be satisfied. Bulletins of other departments of the university are available in the university’s Office of Enrollment Services.

International Business Transactions (3 hrs.) — req. QP
This course concentrates on private business transactions that cross national boundaries. After an examination of some basic international and comparative law principles, the course examines various types of international commercial agreements such as joint ventures, contracts for the sale of goods, agency and distribution agreements, and franchises. In addition, the course includes some practical exercises in negotiating and drafting international business contracts, and examines methods of dispute resolution such as international commercial arbitration. Guest lecturers may address some specialized topics during the semester. This course requires a qualifying course paper that fulfills one half of the upper-level writing requirement. Refer to Academic Rule X — Writing Requirement and Directed Research. The final grade is based on a contract-drafting exercise. Mr. Perez, Ms. Quast.

International Criminal Law (2 hrs.)
This focus of this course is the international framework for combating crime, including the role that the United States plays in developing vehicles for bilateral and multilateral cooperation. The course examines responses to offenses traditionally viewed as “international crimes” (e.g., genocide, war crimes, crimes against humanity and piracy), as well as transnational criminal conduct that increasingly is seen as undermining sovereignty, stability, and the rule of law (e.g., narcotics trafficking, terrorism, organized crime and money laundering). Major topics include jurisdiction (including extraterritoriality issues), international criminal tribunals, extradition, mutual legal assistance, substantive international and transnational crimes, law enforcement activities undertaken abroad, and immunities. The class explores selected emerging tensions that affect international criminal law, including military vs. law enforcement responses to terrorism, and the need for individual criminal accountability vs. collective truth and reconciliation approaches to post-conflict situations. Mr. Surgalla.

International Economic Regulation (2 hrs.) — opt. QP
This course focuses on international and foreign national economic laws and policies that foster or impair transnational economic commerce. It explores the WTO, various transnational competition laws, IMF, the World Bank, and conflicting policies of developing nations designed to stimulate trade and investment while promoting internal growth and domestic control. At the discretion of the instructor, this course may include a qualifying course paper that fulfills one half of the upper-level writing requirement. Refer to Academic Rule X — Writing Requirement and Directed Research. Mr. Garvey, Mr. Midley.

International Humanitarian Law: Peacekeeping (3 hrs.) — req. QP
This course explores aspects of transactional practice of public international law by examining the legal problems associated with peacekeeping operations — truce maintenance, election supervision, and so-called “peace enforcement” — at both the United Nations and regional levels. Students select (or be assigned) a peacekeeping operation and are called upon to analyze and comment on the drafting of the operation’s mandate from the issuing institution, and the instruments regulating its relations with the host country(ies) and those governing its own multinational force. These analyses will serve as the bases for a final report on the legal problems associated with the particular operation. The report and prior analyses are intended to satisfy one half of the school’s writing requirement. Refer to Academic Rule X — Writing Requirement and Directed Research. Enrolled students must attend the first class meeting. Dr. Noone.

International Intellectual Property Law (2 hrs.)
An overview of the international aspects of intellectual property law, focusing on the major areas of copyright, patent, and trademark law. The course covers the development and nature of international protection under domestic law, as well as under bilateral and multilateral agreements; the use of trade negotiations as a mechanism for the implementation and harmonization of rights; and enforcement problems, including issues of jurisdiction, territoriality, exhaustion of rights, and conflicts of law. Limited enrollment. Prerequisite: Introduction to Intellectual Property Law, Patent Law, Copyright Law, Trademark Law, or Trademarks and Unfair Competition. Mr. Chambers, Ms. Fischer, Mr. Laskoski.

International Human Rights Law (3 hrs.) — E or req. QP
This one-semester course explores the development of international human rights standards and the role of international organizations in establishing and applying those rights. The materials focus on the development of the international law of human rights, particular areas of current attention, the legal basis for the authority of international bodies to act, the resolution of disputes between nations, and the monitoring and enforcement mechanisms applicable to human rights. Attention will also be given to the relationship between international human rights law and domestic legal remedies, as well as to the interpretation and application of treaties in the legal systems of the states that are parties to them. At the option of the instructor, the course will either require an examination or a qualifying course paper that will fulfill one-half of the upper-level writing requirement. Ms. Simon, Mr. Watson.

International Regulation of Telecommunications (2 hrs.) — req.QP
This course studies changing patterns in international telecommunications law and policy management caused by dramatic cost reductions in telecommunications and the blurring distinctions between the telephone, television, and computer as communications platforms. It reviews the traditional management of international communications at the International Telecommunications Union and related space law concepts, and then considers the liberalization of international trade in telecommunications services through
International lawmaking at the World Trade Organization. The course considers international competition policy issues, as well as other jurisdictional and policy conflicts of nation-states, such as freedom of expression and limits to territorially based jurisdiction. This course requires a qualifying course paper that fulfills one half of the upper-level writing requirement. Refer to Academic Rule X — Writing Requirement and Directed Research. Recommended prior courses: Public International Law, Antitrust, or Problems in Telecommunications Law and Policy. Mr. Del Bianco.

Interviewing, Counseling, and Negotiating Skills (3 hrs.) — opt. PP
This course introduces students to the basic lawyering skills of interviewing, counseling, and negotiating. It employs simulation exercises, self-critiques, and feedback from the course instructor, as well as other students. The course is intended to teach and improve basic skills needed for the practice of law. In addition to the exercises, students gain exposure to the theoretical underpinnings of the skills and examine some of the ethical issues involved in interviewing, counseling, and negotiating. Enrollment is limited. On occasion this course may be offered as a two-hour course for administrative convenience. At the discretion of the instructor, this course may include a qualifying portfolio paper that fulfills a portion of the upper-level writing requirement. Refer to Academic Rule X — Writing Requirement and Directed Research. Ms. Kelly, Mr. McGonnigal, Ms. Mitchell, Mr. Woods, Ms. VanLowe.

Introduction to Intellectual Property Law (3 hrs)
This is an overview course covering the core areas of intellectual property law — copyrights, patents, trade secrets, and trademarks. This course is designed primarily for students who are seeking a basic grasp of the fundamentals of intellectual property law. In an age of rapidly developing technology, it is becoming increasingly important for all lawyers to have some understanding of this area of the law. Students who are interested in pursuing a career specializing in intellectual property law should probably take the separately offered courses in Patent Law, Copyright Law, and Trademark Law. Students should consult with the instructor prior to registration to determine which intellectual property course offering(s) would be most appropriate for them.

Most of the course focuses on the four most significant types of intellectual property rights (patent, copyright, trademark, and trade secret). Study includes the scope of these rights, infringement, defenses to infringement, and available remedies for infringement. It also considers the relationship between the four types of intellectual property right, as well as the extent to which the federal intellectual property regime relates to state law doctrines giving protection to intellectual creations. The course assesses the theoretical justifications for legal protection of intellectual property rights and the appropriate balance between legal protections, technological protections, and a robust public domain. The central theme of this course is how American intellectual property law and policy is adapting, and should adapt, to rapid technological change.

There are no prerequisites for this course, and scientific background is not required. The course grade is based primarily on an in-class final examination, as well as on several graded quizzes administered during the semester. Ms. Fischer, Ms. LaBelle, Mr. Watkins.

Introduction to International Arbitration and Mediation (2 hrs.) — req. QP
This course focuses on international commercial arbitration. It traces the history of commercial arbitration, including the lex mercatoria through present international regimes such as the United Nations Commission on International Trade Law Model Rules. Various internationally used venues such as the International Chamber of Commerce in Paris, the London Court on International Arbitration, and the International Center for the Settlement of Investment Disputes is explored. Some attention is paid to enforcement of awards, including the role of the Convention on the Recognition and Enforcement of Foreign Arbitral Awards (the New York Convention). Attention will be paid both to selected aspects of the Federal Arbitration Act (including how the New York convention is enforced under United States law) and to the growing movement toward an "a-national" arbitration jurisprudence. The course also considers European Union treaties on arbitration. Some consideration is given to mediation and other forms of alternative dispute resolution in an international context. A drafting exercise is included in the course. This course requires a qualifying course paper that fulfills one half of the upper-level writing requirement. Refer to Academic Rule X — Writing Requirement and Directed Research. Recommended prerequisite: Alternative Dispute Resolution Techniques. Mr. Breger, Mr. Brubaker, Ms. Gogadze, Mr. Weinstein.

Islamic Law (2 hrs.)
This course is a basic introduction to Islamic law (Fiqh) and Islamic legal theory (Usul al-Fiqh). It assists the student in understanding how Islamic law was instituted and has developed over time, particularly after the demise of the Holy Prophet (Pbuh), with reference to five different schools of thought (Mahaheb). Students also study, in detail, the sources of Islamic law, i.e., The Holy Book (Quaran), Tradition (Sunna), Consensus (Ijma), Reason (Aql), and Analogy (Qiyas). The course also covers practical issues such as the law of personal status and the position of women (marriage and divorce), criminal law (Hudud, Qisas, Ta'zir), and economics (taxes: Khoms, Zakat). The basis for the final grade is primarily a seminar paper. Dr. Iravani.

Jurisprudence: A History of the Idea of Law (2 or 3 credits)
This course introduces the student to the Western tradition of thought on the nature and significance of law. By a close reading of canonical texts, students in the course gain exposure to basic theoretical questions raised by law’s existence, including issues concerning law’s distinctive purpose, nature, function, and value. They consider ideas that have advanced with regard to the criteria of law’s legitimacy or validity. In addition, they explore ideas offered for the normative evaluation of law by reference to conceptions of justice, civic order, public morality or societal or individual well-being. Through its survey, the course identifies the major alternatives in philosophical perspective on law emerging in the course of the Western tradition. The course provides students with an opportunity to master the forms of reasoning and argument according to which law in any era becomes the object of theoretical reflection on larger questions of meaning. It equips students to understand deeper lines of division underlying differences in contemporary approaches to jurisprudence. The course meets for two classroom hours, but it
may be taken for either two or three credits. If taken for two credits, the course is graded based on a paper/examination option. If taken for three credits, it is graded based on the paper option only, and the paper serves as a qualifying course paper fulfilling one half of the upper-level writing requirement. For students who are members of the Journal of Law, Philosophy, and Culture, it may also satisfy the upper-level writing requirement as an instance of “law journal writing.” Students taking the course for three credits are required to participate in a number of writing tutorial meetings and exercises outside scheduled classroom time. Qualifying course papers fulfill one half of the upper-level writing requirement. Refer to Academic Rule X — Writing Requirement and Directed Research. Dr. Wagner.

**Jurisprudential Problems in Contemporary American Law**  
(2 or 3 credits)

This course introduces the student to some central theoretical and normative issues posed by American law and legal institutions. In addition, it exposes students to the diverse responses that contemporary schools of jurisprudence offer to these issues. The course syllabus covers such problems as the government regulation of market transactions; the fair distribution of government benefits (e.g. affirmation action and redistributive spending and taxing policies); the meaning of marriage and parenthood; the basis for respect for personhood and eligibility for citizenship; the assignment of criminal and tort liability; the reconciliation of civil liberties and national security; the consequences of civil disobedience; and the obligations of sovereign states under international law. Students are invited to explore the implications of the way these problems are resolved for such basic goods as human dignity and freedom; justice; political community; individual happiness; and efficiency in fostering of material requisites of a good life such as a vibrant human culture and sound natural environment. The course syllabus also acquaints students with the distinguishing features of various schools comprising primary options in contemporary jurisprudence. The course meets for two classroom hours, but it may be taken for either two or three credits. If taken for two credits, the course is graded based on a paper/examination option. If taken for three credits, it is graded based on the paper option only, and the paper serves as a qualifying course paper fulfilling one half of the upper-level writing requirement. For students who are members of the Journal of Law, Philosophy, and Culture, it may also satisfy the upper-level writing requirement as an instance of “law journal writing.” Students taking the course for three credits are required to participate in a number of writing tutorial meetings and exercises outside scheduled classroom time. Qualifying course papers fulfill one half of the upper-level writing requirement. Refer to Academic Rule X — Writing Requirement and Directed Research. Dr. Wagner.

**Labor Law (3 hrs.)**

A survey of the legislative, administrative, and judicial regulation of labor relations. The course deals with the scope of national labor legislation; the protection of the right of organization and the designation of bargaining agents; the negotiation and administration of the collective agreement; the legality of strikes, picketing, and boycotting; and employer interference with concerted activities. Mr. Hartley.

**Land Transactions and Finance (3 hrs.)**

This course studies the law of real estate financing methods and transaction documentation. Lender liability, title insurance, and federal income tax considerations are included with an examination of the lawyer’s role in the development and transfer of land. Ms. Asdorian, Mr. Lynch.

**Land Use (2 hrs.)** — opt. QP

This course studies the process of imposing limitations (legal, political, economic, and social) upon the use and management of privately owned land by judicially crafted principles of waste and nuisance; by contract; through the use of easements, covenants, and servitudes; by zoning and subdivision regulation; and by environmental legislation. Simulated exercises of land development conflicts (e.g., the administrative processes of zoning deliberations before a zoning board) and role-playing assists the students in developing competencies and skills — and particularly negotiation — when representing the full component of clients in a typical land-use conflict: the developer, and private property owners together with local, state, and federal administrative bodies. At the discretion of the instructor, this course requires a qualifying course paper that fulfills one half of the upper-level writing requirement. Refer to Academic Rule X — Writing Requirement and Directed Research. Ms. Asdorian, Mr. Smith.

**Law and Economics (2 hrs.)** Opt. QP

This seminar introduces students to the law and economics field. No previous economics training or mathematical background is required. Students survey basic economic concepts, such as rationality, transaction costs, and economic efficiency. Students then apply economic analytical methods to core areas of the law, regulation, and public policy. Students are introduced to the work of leaders in the law and economics field. Finally, the seminar previews the most recent advancements in and criticisms of the academic discipline. At the discretion of the instructor, this course may include a quali-
fying course paper that fulfills one half of the upper-level writing requirement. Refer to Academic Rule X — Writing Requirement and Directed Research. Mr. Garvey, Mr. Williams.

**Law and Literature (2 hrs.) — E or QP**

The course explores insights into the meaning and value of law that are communicated through literature. It seeks to elicit corresponding student insight into the meaning and value of law in their social and professional context. As a secondary goal, the course aims to understand the methodology and theory that make possible valid and true statements about the relation of law and literature. The course pursues its goals through the reading of literary sources. Enrollment is limited to 20 students. If the instructor allows papers in lieu of examinations, this course may include a qualifying course paper that fulfills one half of the upper-level writing requirement. Refer to Academic Rule X — Writing Requirement and Directed Research. Dr. Harmon, Dr. Wagner.

**Law and Public Policy (2 hrs.)**

This course considers the relationship of law and the making of public policy, giving special emphasis to the variety of interactions among the three branches of the federal government. Students study, in depth, three government proceedings (an administrative rulemaking, the enactment of a law by Congress, and an appeal to the United States Supreme Court), focusing both on the legal and policy issues involved and the roles of government officials, attorneys, and members of the public in these proceedings. This course is required for students seeking a certificate in Law and Public Policy. LPP students are encouraged to take this course in the spring of their second year, and must complete a course in Administrative Law before enrolling in this course.

**Law Journal Editing (2 hrs.; pass/fail)**

This course is mandatory for third- and fourth-year law journal members who supervise student writing projects (as determined by each editor-in-chief); it is optional for other third- and fourth-year journal members. During the first five weeks of the semester, the course focuses on topic selection, publication decisions, substantive editing, style editing, word editing, and professional working relationships. The instructor provides editing exercises and workshops and leads discussions of classic law review articles and trends in legal scholarship. For the remainder of the semester, students supervise and edit at least two student writing projects or critique or edit at least two other manuscripts submitted to the law journal. During this time the instructor conducts editing tutorials, as the need arises, and is available for student conferences. If a student has not completed the required editing assignments by the end of the first semester, work may continue into the second semester, in which case course credit will not be awarded until the end of the second semester. The journal faculty adviser, in consultation with the editor-in-chief, must certify that each student has successfully completed the required assignments. The course may fulfill one of the two upper-class writing requirements, but a student may not count BOTH this course and Law Journal Writing toward completion of the upper-class writing requirement. Refer to Academic Rule X — Writing Requirement and Directed Research. Dr. Harmon.

**Law Journal Writing (2 hrs. over two semesters; pass/fail)**

This course is open only to students who are producing a writing project for one of the school’s law journals. These students must take this course if they choose to receive academic credit for their journal writing project or count it toward satisfaction of the upper-class writing requirement. Generally, students register for one credit for each of the two semesters; the credits are not awarded until the end of the second semester. During the first three weeks of the first semester, lawyering skills faculty conduct workshops that focus on writing skills such as organization, integrating research, transitions and headings, substantive footnoting, grammar and vocabulary appropriate to the journal audience, constructive use of editor and expert-reader feedback, and re-drafting. The instructor schedules writing tutorials for students throughout the year as need dictates. Students must complete a journal portfolio that includes all drafts of the writing project, an expert-reader’s comments, the supervising editor’s comments, the editor-in-chief’s comments, and a certification that the student attended all required workshops. The journal’s faculty adviser, in conjunction with the editor-in-chief, must certify the portfolio is complete and that the student’s Writing Project is of publishable quality. The course fulfills one of the two upper-class writing requirements, but the student may not count BOTH this course and the Law Journal Editing toward completion of the upper-class writing requirement. Refer to Academic Rule X — Writing Requirement and Directed Research. Dr. Harmon.

**The Law of Church/State Relations (3 hrs.)**

This course is a survey of the law governing churches, their affiliates, and believers, and is taught from a “practice-oriented” perspective. Students incorporate a hypothetical religious or religiously affiliated charitable organization, and provide advice to its board of directors concerning the options to be considered given the type of organization to be formed. Subjects covered include federal and state constitutional and statutory protections for religious liberty, the structure and organization of churches and religiously affiliated organizations, the law of nonprofit and charitable corporations, taxation of churches and charities, labor and employment law, and the application of freedom of speech and association principles to organizations and groups. Prerequisite: Constitutional Law. Exposure to Corporations or Tax will be useful, but is not required. Mr. Destro.

**Law of the European Union (3 hrs.) — E or QP**

The rationale of this course is to provide an overview of the political and legal framework of the European Union’s institutions, trade relations, and legal and business implications of the European process of integration. The focus will be on the process of the creation of the European Union, goals and purposes of the union, the structural framework and processes for the development of European Union’s law, constitutional issues, and the roles of the European Court of Justice, East-West trade, and United States trade within the European Union. If the instructor allows papers in lieu of examinations, this course may include a qualifying course paper that fulfills one half of the upper-level writing requirement. Refer to Academic Rule X — Writing Requirement and Directed Research. Dr. Ludwikowski.
Law of Federal Aid Programs (3 hrs.) — E or QP or PP
This course is designed to acquaint students with the law pertaining to a broad range of federal aid programs; the departments and agencies that administer them; and the day-to-day legal problems faced by lawyers, program administrators, and recipients. Course objectives are to survey the law governing federal aid programs that account for a major portion of the federal nondefense budget, to examine the lawyer’s role in shaping the content and administration of these programs, and to explore the types of legal problems that may hamper effective program administration. It is also intended to furnish students, including those who may be considering government or public interest careers, with additional insights regarding programs that affect almost all Americans. The course examines the constitutional underpinnings of the spending power and the application of the general welfare clause of the Constitution from the Early Republic to the present. It also covers major processes affecting federal aid programs (including the formulation of substantive legislation, executive, and congressional budget making, appropriations, rulemaking, and judicial review) and overarching constitutional and administrative concerns, as well as the thrust of major individual programs in such areas as natural resources and environment, agriculture, transportation and community development, education and social services, arts and humanities, social and income security, health, and Medicare. Several case studies focusing on major program areas (such as welfare and Social Security) are presented. Statutory and other drafting projects provide an opportunity for relevant skills development. If the instructor allows papers in lieu of examinations, this course may include a qualifying course paper or portfolio that fulfills one half of the upper-level writing requirement. Refer to Academic Rule X — Writing Requirement. Mr. Sky.

Law, Science, and Medicine (2 hrs.) — E or req, QP
The seminar investigates legal, ethical, and social problems caused by developments in medicine and the biological sciences. Topics include informed consent, death and dying, genetic planning and manipulation, fetal research, treatment of and experimentation with institutionalized persons, societal controls on scientific advances, and allocation of health care resources. At the discretion of the instructor, this course may require a qualifying course paper that fulfills one half of the upper-level writing requirement. Refer to Academic Rule X — Writing Requirement and Directed Research. Mr. Destro, Mr. Smith.

Legal Accounting (2 or 3 hrs.)
This course focuses on both the technical and conceptual aspects of accounting, providing a necessary foundation for students to address legal questions in a business/accounting environment. For example, the course enables students to better understand issues concerning the use of accounting and financial terms in a legal document, calculation of damages in a breach of contract case, valuation of a business organization in a purchase/sale transaction, setting prices of products and charging costs under a government contract, and public corporations assessing compliance with federal securities laws. The course also covers several timely and important accounting issues relevant to today’s practice of law, such as accurate presentation of financial statements; auditors’ responsibility and liability; financial fraud; internal compliance audits and investigations; legal requirements and implications of strong (vs. weak) internal controls; and reporting on pending litigation and claims. Relevant requirements and restrictions of the Sarbanes-Oxley Act of 2002 are also discussed. The course is designed for students who are unfamiliar with accounting, and prior study or training in accounting, business, or finance is not a prerequisite. Mr. Greaney, Mr. Wyrsch.

Legal Drafting: General Drafting (3hrs.) — WC
This course offers students an introduction to legal drafting, with an emphasis on such essential skills as writing with clarity and precision, conforming with statutes and ordinances, using forms appropriately, achieving the goals of clients, identifying and eliminating ambiguity, editing and proofreading a written product, and simplifying complex thoughts and ideas. This course provides students with a thorough introduction to the principles of general drafting through the use of various techniques as written exercises, peer critique, and in-class workshops. These may be general office documents or documents in a particular doctrinal area. Through the course of the semester, students draft a minimum of three major legal documents in addition to rewrites and shorter written exercises. Successful completion of this course satisfies one of the upper-level legal writing requirements. Enrollment will be limited to 16 students per section. Judge Timony.

Legal Drafting: Advanced Litigation Drafting (3hrs.) — WC
This course offers students an introduction to legal drafting, with an emphasis on such essential skills as writing with clarity and precision, conforming with statutes and ordinances, using forms appropriately, achieving the goals of clients, identifying and eliminating ambiguity, editing and proofreading a written product, and simplifying complex thoughts and ideas. This course provides students with a thorough introduction to the principles of litigation drafting through the use of various techniques such as written exercises, peer critique, and in-class workshops. Documents prepared in the class are typical of those prepared in the course of litigation in its various stages. Through the course of the semester, students draft a minimum of three major legal documents in addition to rewrites and shorter written exercises. Successful completion of this course will satisfy one of the two upper-level legal writing requirements. Enrollment will be limited to 16 students per section. Mr. Brewer, Mr. Naresh.

Legal Drafting: Dispositive Motion Litigation (3 hrs) — WC
The most powerful device to protect a defendant client from the high cost and risk of jury trial is to get the plaintiff’s complaint thrown out of court, in whole or part, through “dispositive motions,” such as motions to dismiss or motions for summary judgment. Equally significant for the plaintiff’s counsel is the ability to defeat such motions so as to keep the case alive to get to the jury – because that is a risk many defendants find unacceptable in the civil rights employment law arena, which provides the substantive theme for this course. Successful dispositive motion practice is an art of the critical orchestration of several lawyering skills to position cases for such motions: integrating strategic knowledge of the substantive statutory and case law, procedural rules, discovery rules to create a record of facts and admissions, thorough analysis and determination of law and facts to create a successful pathway to a dispositive motion; or, conversely, to use the same skills to defeat such motions.
This course focuses on learning to integrate and apply these "real world" skills, into the drafting of persuasive motions to dismiss and summary judgment — and the drafting of oppositions to same. In addition, while technically not a dispositive motion, students also learn the use of and draft motions in limine, used strategically on the eve of trial to attempt to bar critical evidence from trial — which, as a practical matter, also may serve to end litigation by forcing settlement. This course can be used to satisfy one half of the upper-division writing requirement.  Mr. Ewing

Legal Drafting: Judicial Opinion Writing (3 hrs.) — WC

This course covers the process of writing judicial opinions. Topics will include the structure of opinions, the purpose of opinions, standards of review, how judges decide cases, and opinion writing style. Over the course of the semester, students draft a bench brief, a trial court opinion, and an appellate court opinion. As such, this class is ideal for students interested in pursuing judicial clerkships, but will benefit all interested in honing their writing skills. This course can be used to satisfy one half of the upper-division writing requirement.  Ms. Abshire

Legal Drafting: Legislation and Regulation (3hrs.) — WC

This course offers students an introduction to legal drafting, with an emphasis on such essential skills as writing with clarity and precision, conforming with statutes and ordinances, using forms appropriately, achieving the goals of the clients, identifying and eliminating ambiguity, editing and proofreading a written product, and simplifying complex thoughts and ideas. This course will provide students with a thorough introduction to the principles of legislative and regulatory drafting through the use of various techniques such as written exercises, peer critique, and in-class workshops. Documents prepared in the class are typical of those prepared in the course of contemporary commercial and business transactions. Through the course of the semester, students draft a minimum of three major legal documents in addition to rewrites and shorter written exercises. Successful completion of this course will satisfy one of the two upper-level legal writing requirements. Enrollment is limited to 16 students per section. Mr. Freeman.

Legal Externship (2 or 3 hrs.)

A student registering for his or her first externship should enroll in Legal Externship and Becoming a Lawyer or one of the equivalent externship seminars. After consultation with the Coordinator of Clinical Programs or the faculty instructor, each student selects a placement at which to do uncompensated legal work under the supervision of an attorney. Placements include federal, state, and local government agencies, judicial chambers, prosecutors' and defenders' offices, law firms, corporate general counsel's offices, public interest organizations, and labor unions. Students may receive two credits for 120 hours of uncompensated fieldwork or three credits for 180 hours of fieldwork. Each student submits periodic detailed time logs to the Clinical Programs Office to obtain credit for the fieldwork. Students must seek approval for proposed placements by filling out the online placement approval form at http://externships.law.edu. Students should obtain approval of placements before the semester begins. For additional information about the externship program, refer to the section on "Legal Externships" on page 42.

Legal Externship: Supervised Fieldwork (2 or 3 hrs.)

Students who have completed one externship and one of the "Becoming a Lawyer" seminars may enroll for a second or subsequent externship in Supervised Fieldwork. This course provides credit for fieldwork and provides each student with oversight from a faculty member. In consultation with the instructor, each student selects a field placement at which to do uncompensated legal work under the supervision of an attorney. Placements include federal, state, and local government agencies; judicial chambers; prosecutor's and defender's offices; law firms; corporate general counsel's offices; public interest organizations; and labor unions. Students may receive two credits for 120 hours of legal work or three credits for 180 hours. Students must seek approval for proposed placements by filling out the online placement approval form at http://externships.law.edu. Students should obtain approval of placements before the semester begins. For additional information about the externship program, refer to the section on "Legal Externships" on page 42.

The faculty instructor may convene periodic seminar meetings or may meet with each student several times over the course of the semester. Students turn in detailed time-logs and do some reflective writing about their field experience. Grading is pass/fail. Students are encouraged to seek a new field placement for each semester. A student who wishes to stay in a single placement for a second semester must receive approval from the Coordinator of Clinical Programs Ms. Frost, Ms. Harold, Ms. Lerman, Mr. Ogilvy, Mr. Tramont, Ms. Tschirch.
Legal Issues of the Middle East Peace Process: The Challenge of Jerusalem (2 hrs.) — QP
This law school course considers legal issues related to the Israeli-Palestinian conflict, with special reference to the problem of Jerusalem. At least three weeks are devoted to legal issues related to the juridical status of Jerusalem. It considers the primary texts beginning with the Balfour Declaration and progressing through the relevant UN resolutions, Israeli laws, and regulations. Students analyze international agreements that may bear on Jerusalem including the UNESCO and Hague Conventions, and bi-lateral treaties such as the Vatican-Israel Fundamental Agreement and the Jordan-Israel Peace Accord. Another two weeks focus on legal issues related to Holy Places. Students review legal issues related to the Israeli “occupation” of the West Bank and read the ICJ and Israeli Supreme Court “Wall” opinions as they relate to Jerusalem. Other issues addressed include those related to the “holy basin,” the legal status of the Arab minority, city planning proposals to extend and expand the City of David eastwards and westwards, and economic and political issues. Students consider analogous problems related to ‘divided cities’ such as Berlin and Belfast, as well as examples of international administration and divided and shared sovereignty. Students write a qualifying course paper on some aspect of Jerusalem. The course meets the “elective” requirements for the Comparative and International Law Institute. Graduate students from political science and religious studies are allowed to take the course under appropriate university regulations. Mr. Breger, Mr. Watson.

Legal Rights of People with Disabilities (2 hrs.) — opt. QP
This course studies federal legislation and court decisions protecting the rights of people with disabilities. All titles of the Americans with Disabilities Act and its regulations are studied, and recent cases arising under this law are discussed. Other federal legislation in the areas of employment, education, and housing rights of people with disabilities are also examined. At the discretion of the instructor, this course may include a qualifying course paper that fulfills one half of the writing requirement. Refer to Academic Rule X — Writing Requirement and Directed Research. Limited to 20 students. Ms. Gardner.

Legislation (3 hrs.) — opt. PP
This course will focus on how statutes are enacted and on a variety of the sometimes conflicting approaches to statutory interpretation. Students become familiar with the structure and procedures in Congress, the relationship of the Congress to the president, and with some of the recent controversies surrounding the way members of Congress are elected. At the discretion of the instructor, this course may include a qualifying portfolio paper that fulfills a portion of the upper-level writing requirement. Refer to Academic Rule X — Writing Requirement and Directed Research. Mr. Mintz.

Legislation: The Making of a Federal Statute (3 hrs.) — req. PP
This seminar studies federal legislation, how it is made (pre-enactment) and how it is interpreted by courts (post-enactment). The pre-enactment portion of the course looks at the fundamentals of federal lawmaking: How does an idea become law? What are the key stages of the Congressional process, including the budget process and reconciliation? The course uses current events as background, and for assignments (e.g., past courses have coincided with health care reform, and the bank bailout, “TARP”). The post-enactment portion of the course is concerned with judicial construction of the meaning of the words Congress uses, and how theories of interpretation, such as purposivism or textualism, reflect or support theories of the separation of powers. Do judges make law? Should they? How do the realities of the legislative process affect the task of statutory interpretation? The course also provides an overview of interpretive techniques, including the canons of statutory construction, and the use (or abuse) of legislative history as an authoritative source of legal meaning. The grade for the course is based primarily on three substantial writing assignments: (1) a judicial opinion, (2) a review and analysis of a statute, and (3) a memorandum in support of or in opposition to a legislative proposal. For each assignment, the student prepares two drafts, the first for comment and the second for a grade. Successful completion of the course satisfies the practice-oriented writing requirement. Students interested in legislation, public policy, administrative law, lobbying, or writing should consider this course. Mr. Colinvaux.

Legisprudence: Theories of Law Making (3 hrs.)
This three credit elective explores the political and philosophical aspects of the law making process. It is not a course in how a bill becomes law, but rather in how the current jurisprudential movements inform law making by legislatures and by the judiciary. Particular attention is given to the law and economics, critical legal studies, and community movements in legal philosophy.

Local Government Law (2 hrs.)
This course will examine the organization, the sources and extent of authority, and contemporary legal and policy problems of local governments. Topics include delegation of powers, home rule, federal-local relationships, local government finance, equitable distribution of services, regional governance, and special considerations in litigation involving local governments. Federal constitutional and statutory developments having particular application to local governments may be studied. Mr. Higgins.

Maritime Law (2 hrs.)
This course covers the leading principles of the Maritime Law of the United States, including its constitutional basis, admiralty and maritime jurisdiction, other federal jurisdiction of shipping matters, traditional and current maritime legal issues, government policies and regulation of shipping, environmental cases, and international issues. Mr. Bloom, Mr. Malia.

Mediation and Arbitration Skills (3 hrs.)
The focus of this course is on the theory, skills, and attitudes involved in the conduct of mediation and arbitration. In addition, some attention is given to the role of counsel in mediation and arbitration. Skills are learned through active participation in simulated exercises, which are videotaped, reviewed, and critiqued by other students and the faculty member. Readings and discussion of the theoretical bases for mediation and arbitration and the ethical issues inherent in these practices also form a part of the course. Enrollment limited to 16. On occasion, this course may be offered as a two-hour course for administrative convenience. Mr. Pope, Ms. Raskin.
Mediation Skills (2 hrs.)
This is an introductory mediation skills development course. Mediation is one of the alternative dispute resolution conflict management mechanisms. The course is approached from the perspective of educating the novice dispute resolver as to what mediation is, how it is different from other forms of dispute resolution, what skills are necessary to manage the mediation process, and how to utilize the appropriate skills and dispute resolution tools to resolve a dispute. The classes include lectures, demonstrations (video-taped and/or live), discussions, and simulations. The overall objective of the course is to give students a general understanding of mediation (from the perspective of the mediator, a party, and an advocate), the basic skills necessary to manage the mediation process and a general familiarity with other dispute resolution processes. Mr. Johnson

Military Law: A Comparative Perspective (2 hrs.)
This course examines military law, both criminal and noncriminal, from a perspective that emphasizes comparisons of military law with state and federal domestic law, and comparisons of United States military law with the military law of other countries. Topics include the sources of military law; the law of war and martial law; the role of Congress and the president in overseeing the military; the application of the First, Fourth, Fifth, and Sixth amendments of the U.S. Constitution to service members and to activities on military installations; the need for a separate military criminal justice system; subject matter and in-persona jurisdiction of military tribunals; command control and influence; and comparison with the Federal Rules of Evidence and Federal Rules of Criminal Procedure. Fraternization, homosexuality, and other systemic policy issues concerning the military are also covered. Mr. Flesch, Ms. Patricia Ham.

Moot Court Appellate National Teams (2 hrs.)
Students selected to register must be certified by the Moot Court Board or its faculty adviser. Students must prepare for and participate in one of several national appellate competitions. A pass/fail grade will be awarded by the faculty adviser. No more than two credits may be earned. Faculty.

Moot Court Trial National Teams (2 hrs.)
Students selected to register must be certified by the instructor. Students must prepare for and participate in one of the several national trial competitions. A pass/fail grade will be awarded. No more than four credits may be earned. Mr. Barracato, Mr. Daniel, Mr. Sharifi.

National Security Law and Policy Seminar (3 hrs.) — req. QP
The seminar will examine the issues that arise when general legal standards and processes are applied to national security activities. In light of the development of national security law since World War II, the seminar explores a range of legal, constitutional, and policy problems relating to the conflict between accepted legal principles, individual rights, and national security requirements. The objectives are to increase understanding of broader constitutional, legal, political, and governmental issues, as well as the peculiar nature of national security programs. Students are expected to contribute to class sessions on a regular and meaningful basis. This course requires a qualifying course paper that fulfills one half of the upper-level writing requirement. Refer to Academic Rule X — Writing Requirement and Directed Research. Ms. Hodgkinson, Mr. Hodgkinson, Mr. Perez.

Not-for-Profit Organizations Law (3 hrs.) — E or QP
Considers many aspects of the legal treatment of not-for-profit organizations, including management and organizational issues, fiduciary responsibilities, tax exemptions and other special privileges, restrictions on political and economic activities, special fund-raising regulations, etc. This course has a comparative focus, exposing students to the legal issues both from a U.S. perspective and from a perspective reflecting their treatment in other countries. This course may require a qualifying course paper that fulfills one half of the upper-level writing requirement. Refer to Academic Rule X — Writing Requirement and Directed Research. Mr. Colinvaux, Ms. Simon, Mr. Weinstein.

Partnership Taxation (2 hrs.)
The tax consequences of the formation and operation of a partnership, including the basis of partnership interests and of partnership assets and the effect of liabilities on basis; the determination of partnership income and a partner's distributive share thereof; sales and exchanges of partnership interests; liquidating and nonliquidating partnership distributions; and tax consequences involving the retiring partner. Prerequisite: Federal Income Taxation. Ms. Jefferson.

Patent Enforcement (2 hrs.) — PP or QP
This course is designed to teach advanced students about the intricacies of litigating a patent infringement suit from inception to trial. The course will go beyond the basic understanding of substantive patent law issues and give students a theoretical and practical understanding for resolving those issues in the context of a patent case. Throughout the semester, the students litigate a hypothetical patent case. The course is offered as a portfolio class and an understanding of basic patent law is preferred. Mr. Fuhrer, Mr. Pivnick.

Patent Law (3 hrs.)
A study of inventions that are protectable under United States patent laws; the requirements for patentability, including concepts of utility, novelty, nonobviousness, and adequate disclosure; the nature of acts constituting patent infringement; interpretation of patent claims and the scope of exclusive rights under a patent; and remedies for infringement Ms. Winston.

Practice and Procedure before the National Labor Relations Board (2 hrs.) — E or QP
This course covers all important aspects of the detailed procedures of the board. Unfair labor practices are examined from the filing of the initial charge in the regional office to the final enforcement in the United States Court of Appeals. Procedure in representation cases is also fully explored. The importance of informal procedures is stressed, and the substantive law is examined, especially from the standpoint of tactics. If the instructor allows papers in lieu of examinations, this course may include a qualifying course paper that fulfills one half of the upper-level writing requirement. Refer to Academic Rule X — Writing Requirement and Directed Research. The student is also evaluated on the basis of class participation. Mr. Higgins.
Problems in Telecommunications Law and Policy (2 hrs.)
This Communications Law Institute course, limited to institute students in their final year, will examine a series of broadcasting, domestic and international common carrier, spectrum allocation, media definition, and technology planning issues. Students prepare for each class by reading the assigned materials and generally taking responsibility for additional research to achieve a complete understanding of the major constituencies or coalitions involved and the policy choices presented. For each issue, an appropriate number of students prepare a written position statement advocating one particular constituency’s legal interpretation/philosophy. These students will present this position in a panel discussion that at times may parallel a debate, moot court proceeding, FCC meeting, or international policy-making forum. After presentations by the students responsible for advocating particular positions, the entire class will have the opportunity to pose questions and additional complications. Enrollment limited to 25 students. Mr. Golant.

Professional Sports and the Law (2 hrs.)
The organized, professional team sports of baseball, basketball, football, soccer, and hockey employ practices unique in American business. The course primarily involves an examination of various areas of law (including contract law, antitrust law, labor law, and intellectual property law) in the context of an analysis of the business of professional sports. Among the issues to be considered in the course are current antitrust developments in professional sports; collective bargaining in professional sports, the impact of the labor exemption under the antitrust laws, the standard-player contracts, and the forms of self-regulation and league structure of each league, and an appraisal of the future development of professional sports. The course encourages a different outlook on professional sports leagues and the athletes they employ. The course emphasizes class participation and debate. Knowledge of sports is not required. Mr. Bohr, Ms. Wilson.

Public International Law (3 hrs.) — E or QP
An introductory course exploring legal elements underlying relations and obligations among nations and their rights and responsibilities to each other and to their citizens. The problems this course examines cut across the major issues of international legal studies. These problems may include sources and subjects of international law, problems of international jurisdiction, international claims, international organization, foreign investment, international finance, environmental protection, economic sanctions, law of the sea, international human rights, and use of force in the international system. The students explore these issues against the background of crucial events of our era. Paper/examination option. At the discretion of the instructor, this course may include a qualifying course paper that fulfills one half of the upper-level writing requirement. Refer to Academic Rule X — Writing Requirement and Directed Research. Mr. Breger, Dr. Ludwikowski, Mr. Perez, Mr. Mulloy, Mr. Watson.

Public Policy Fieldwork (2 or 3 hrs.) — req. PP
This course may be taken only in conjunction with Becoming a Public Policy Lawyer or Public Policy Practicum to satisfy the mandatory fieldwork requirements of those courses. Students perform 120 hours of uncompensated legal work for two credits or 180 hours for three credits in fieldwork placements approved by the seminar instructor. The contemporaneous seminars offer opportunities for reflection on and discussion of fieldwork. Ms. Duggin.

Public Policy Practicum (4 hrs., yearlong or one semester)
— req. QP or PP
During the fall semester, students taking this course should register for three credits of fieldwork under the course titled Public Policy Fieldwork or they should enroll in one of the CUA clinical courses. This course engages students in intensive research and writing on issues of public policy and in reflective study of professional and policy issues in their accompanying fieldwork or clinical work. It is required for third-year day students in the Law and Public Policy Program. Evening students in LPP may take this course during the third or fourth year. The course is open to other students if space is available.

In consultation with the instructor, each student selects either a live-client clinical course or a placement at which to do uncompensated legal work under the supervision of an attorney at a nonprofit organization, a government office (executive, legislative, or judicial branch of federal, state, or local government), a law firm, or a corporation. Placements and clinical courses should involve the students in the development or implementation of law and/or public policy and must be approved by the LPP director. Students may enroll in a fieldwork or clinical experience in the spring semester as well as the fall. Students seeking credit for fieldwork should enroll in “Legal Externships” during the fall semester of this course. For additional information about the externship program, refer to the section on “Legal Externships” on page 42.

In this seminar, the students complete readings and participate in reflective oral and written dialogue designed to advance their professional development and to prepare them for public law careers. They are assigned to submit several reflective essays about their fieldwork or clinical work. This course requires a qualifying course paper that fulfills one half of the upper-level writing requirement. Refer to Academic Rule X — Writing Requirement and Directed Research. Students also prepare and present 25- to 30-page research papers (which go through preliminary work plus three drafts) on topics of their choice related to the policy issues that arise in clinical or fieldwork.

Reflective study of field experience will be the central focus of the seminar during the fall. Topic selection and preliminary research for the papers occur during the fall semester. The spring seminar focuses principally on the research and writing of the papers. Students receive two credits for the fall seminar and two credits in the spring.

Regulated Industries (Legal Control of Business) (3 hrs.)
— req. QP
This course provides an introduction to the scope and nature of government regulation in the United States. It examines the constitutional restraints on regulatory power and reviews the economic and other justifications for regulation (i.e., natural monopoly, destructive competition, allocation of scarce resources, assurance of quality or competence, consideration of otherwise ignored social costs, and wealth redistribution). Given the nature of contemporary efforts to reform the regulatory state, emphasis is placed throughout the
course on the deregulation of traditionally regulated sectors of the economy. This course requires a qualifying course paper that fulfills one half of the upper-level writing requirement. Refer to Academic Rule X — Writing Requirement and Directed Research. Mr. Garvey, Mr. Weinstein.

Regulation of Wireless Telecommunications Services (2 hrs.)
This course addresses FCC spectrum management and licensing policies and regulations with respect to personal, commercial, and industrial wireless telecommunications applications. It covers the historical, philosophical, and legal background of Title III of the Communications Act as it applies to areas other than broadcasting, mass media, and video entertainment services. Students are given a foundation in the legal theory of spectrum policy and a practical knowledge of FCC regulations applicable to the vast array of electromagnetic spectrum uses from the mundane and commonplace (e.g., garage door openers, baby monitors, and cordless telephones) to the technologically advanced and complex (e.g., cellular technology, wireless fiber networks, and microwave and satellite telecommunications systems). Mr. Welsh.

Remedies (3 hrs.)
This course deals with the nature and source of the remedies of specific performance, reformation, rescission, damages, restitution, injunction, and declaratory judgment. Emphasis is placed on the historical development and modern application of equitable principles and the limitations recognized on the exercise of equitable powers. This is an exam course. Mr. Sky, Judge Smith.

Role of the Federal Prosecutor (3 hrs.) — E
This course is taught at the Department of Justice by justice department attorneys. Participants in the class include students from other local law schools. This course explores the powers and responsibilities of the federal prosecutor. Class segments focus on how decisions are made by federal prosecutors throughout different stages of the criminal justice system in light of legal, policy, practical, and ethical considerations. Using actual cases as well as federal statutes, guidelines, and other materials, the course discusses the factors that influence the decisions and discretion of the federal prosecutor. The course also examines the interaction between and among federal, state, and foreign jurisdictions, in particular the interests of competing sovereigns in the investigation and prosecution of criminal activity. Prerequisites: Students must have taken a criminal law and criminal procedure class. Constitutional Law and Evidence would also be helpful. There is a take-home examination. DOJ Staff (Mr. Hinton, Mr. Robinson).

Sales and Leases (3 hrs.)
The course deals with the rights and responsibilities of participants in commercial transactions involving the sale or lease of goods. Coverage draws primarily on UCC Articles 2 and 2A, and centers on issues arising in the performance, rather than the creation, of sales and lease contracts: warranty responsibilities; delivery obligations; risk of loss; rights of inspection, rejection, revocation of acceptance, and cure; and the parties’ remedies for breach, including reclamation of goods. The course also considers pertinent cognate areas such as software licenses, documentary exchanges, letters of credit, and United Nations Convention on the International Sale of Goods. Ms. Miles, Mr. Rohner.

Securities and Exchange Commission
Student Observer Program (3 hrs.)
A clinical externship program under the supervision of Securities and Exchange Commission staff attorneys. Projects in the past have involved the drafting of proposed statutes and rules, investigation of industry and issues practices, and litigation of civil enforcement actions and administrative proceedings. Students attend a weekly seminar at the SEC covering different topics in securities law. Students are required to devote 180 hours during the semester of enrollment (including time spent in the weekly seminar) to fieldwork activities at the SEC. Students in this program are subject to the commission’s conflict of interests rule. Completion of corpora-
tions, securities courses, and other related experience improves, but does not define, the student’s chances of being selected by the SEC for this limited-enrollment program. There is an early application process for admission to this course. Contact the clinical programs office for details. Students should not submit an application to participate unless they are prepared to accept a placement if selected. Grading is on a pass/fail basis.

Securities Markets Regulation Seminar (3 hrs.) — req. QP
This course provides an in-depth analysis of several themes central to the regulation of exchange and over-the-counter trading in domestic securities. Topics covered include purpose and operation of securities markets; the implementation of self-regulatory oversight with focus upon the relationship between the exchanges and broker/dealers and the exchanges and the Securities and Exchange Commission; regulation of broker/dealers; the implication of listed and unlisted trading; the development of the national market system and the system’s reliance upon intermarket communication and execution systems and brokers’ performance of fiduciary duties of best execution; order flow issues; alternative trading systems and competition in the securities market; and the impact of offboard trading restrictions. This course requires a qualifying course paper that fulfills one half of the upper-level writing requirement. Refer to Academic Rule X — Writing Requirement and Directed Research. It is strongly advisable, but not an absolute prerequisite, that students participating unless they are prepared to accept a placement if selected. Limited enrollment. Mr. Lipton, Mr. Ryan.

Securities Regulation: Derivatives and Their Markets (2 hrs.)
This course explores current issues affecting the regulation of financial market derivatives and oversight of derivative transactions under U.S. securities and commodities laws. Topics include the jurisdiction of the Commodity Futures Trading Commission and the Securities and Exchange Commission, interaction of securities and commodities statutes and regulations, registration and regulation of commodity market participants, administrative and injunctive enforcement powers involving violations of the Commodity Exchange Act, developments in self-regulation, and private rights of action. Course themes will cover such questions as: Why are derivatives important to the world of finance and business? How should these instruments be regulated? In what ways do the different approaches to regulation impact on the use of these instruments? Prerequisites: Corporations
and prior or contemporaneous registration in another course in the
securities program or previous experience in the field of securities.
Mr. McCarty, Mr. Ruddy.

Securities Regulation: Enforcement Procedures
and Issues (2 hrs.)
This Securities Program offering introduces securities law students
to the enforcement of the federal securities laws from the perspec-
tives of both the SEC Division of Enforcement and defense counsel.
Students learn how the division operates and how it investigates
potential violations, how it interacts with other regulatory authori-
ties, and how defense counsel represents clients in the enforcement
process. The course also discusses current issues in securities law
enforcement, including insider trading, financial fraud, and other
types of matters. Students taking this course are required to con-
temporaneously take or previously have taken Corporations. It is
suggested that students also contemporaneously or previously take
a basic securities course. Mr. Bennett, Mr. Faragasso.

Securities Regulation: Investment Company and Investment
Advisers Acts (2 hrs.)
This course covers federal regulation of the investment management
industry, focusing primarily on the Investment Company Act
and the Investment Advisers Act, while also examining the impact
of other federal laws, including the Securities Act, the Securities
Exchange Act, ERISA, and the Internal Revenue Code. Topics of
study include regulation of the operation, management, and dis-
tribution of mutual funds and other pooled investment vehicles,
including closed-end funds and hedge funds. Class discussion
includes analysis of business practices in light of the statutory and
regulatory scheme, pertinent case law, and positions taken by the
United States Securities and Exchange Commission. Prerequisite:
Corporations. Mr. Kotapis, Mr. Puretz.

Securities Regulation: Issuance (3 hrs.)
This course focuses in depth on problems arising under the Federal
Securities Act of 1933, dealing with matters such as the purpose
and operation of the registration process, information distribution
during an offering, the application of the registration process to
the secondary distribution, understanding of who is an issuer and
underwriter, defining a “security” and a “public offering,” availability
of various transactional and security exemptions, and the imposi-
tion of civil and criminal liabilities for noncompliance with various
regulations. Corporations suggested. Mr. Lipton, Ms. McGuire, Mr.
Rusch.

Securities Regulation: Securitization of Assets - A Transactional
Approach (2 hrs.)
The securitization of assets is a process that has vastly expanded
the ability of leaders and business in general to expand operations
beyond equity and borrowed capital owned by such firms. The
implementation of securitized transaction requires the drafting of
complex documents, the gathering and direction of a variety of
skilled attorneys, financial experts, and investors, negotiat-
ing the often competing interests of these parties, conducting
required due diligence investigations and understanding the finan-
cial mechanics underlying the transaction. These skills and others
are honed through the course allowing the students to develop a
portfolio of writing documents that satisfy a writing requirement.
Corporations is prerequisite of contemporaneous selection for the
course. Securities Issuance or Securities Trading is recommended
but not required. Mr. Gross, Mr. Arnholz.

Securities Regulation: Trading (3 hrs.)
The course probes matters such as regulation of the securities
markets and the securities industry, annual and periodic reporting
requirements and the integration thereof with the 1933 Act, regula-
tion of broker/dealer activities and prevention of market manipula-
tion, trading exchanges and the system of self-regulation, concerns
arising during takeover actions and corporate repurchases, insider
trading, securities fraud, civil liabilities arising under the 1934 Act,
collateral violators and the role of corporate counsel. Corporations
suggested. Mr. Lipton, Mr. Rusch.

Securities Regulation: See also Financial Institutions Regulation

Separation of Powers (3 hrs.) — req. QP
A study of the doctrine of separation of powers in American consti-
tutionalism. By analyzing specific confrontations over domestic and
foreign policy issues, the student gains a deeper understanding of
the manner in which judicial, executive, and legislative forces inter-
act to shape constitutional law. Includes analysis of appointment
and removal powers, delegated powers, legislative veto, line item
veto, independent commissions, independent counsel, executive
privilege, congressional investigations, foreign affairs, war powers,
and congressional power over federal courts. The grade is based
on written papers. This course requires a qualifying course paper
that fulfills one half of the upper-level writing requirement. Refer to
Academic Rule X — Writing Requirement and Directed Research.
Mr. Breger.

Sources of Christian Jurisprudence (2 hrs.) — E or QP
This seminar surveys the theory and experiences that are primary
sources of jurisprudence within the Christian tradition. It explores
the value of these sources for understanding diverse attitudes
towards the meaning of law within contemporary Christianity. It
seeks, in addition, to build a conceptual and historical foundation
for developing, validating, and criticizing formal jurisprudential
theory from the Christian vantage point. Relying on primary docu-
ments, students examine both formative Christian experiences of
law, which may be considered archetypal, and Christian experiences
of law, which are more recent and of a more specifically American
character. Through a close reading of original Christian authors, stu-
dents encounter the progression of Christian theory about law from
the Bible to the leading thinkers of the historically diverse strands
of the later tradition. Unifying themes concern the relationship of
reason to revelation, law to morality, and charity to justice. Paper/
examination option. Course grades are assigned based on a paper/
examination option. This course may include a qualifying course
paper that fulfills one half of the upper-level writing requirement.
Refer to Academic Rule X — Writing Requirement and Directed
Research. Dr. Wagner.
As a, the European Space Agency, the US Departments of for returning mankind to the moon, and in the United States, to strategies for the Bar exam introduces students to general informa-
a final examination. Students have the option of writing a paper in lieu of
other states' remote sensing technology, licensing regimes for launch
status of astronauts, permitted and prohibited military activities, use
space resources, liability for damages caused by spacecraft, special
students gain understandings of rights to explore and exploit outer
mars using moon resources. Outer space activities are conducted
within a broad framework of international law, including a series
of outer space treaties, domestic law, and the International Space
Station Agreement. Students discuss legal and programmatic roles
of the United Nations, International Telecommunications Union,
NASA, the European Space Agency, the US Departments of Transportation and Commerce, and space agencies of other nations. Students gain understandings of rights to explore and exploit outer space resources, liability for damages caused by spacecraft, special status of astronauts, permitted and prohibited military activities, use of nuclear power sources in space, rights of states to data obtained by other states' remote sensing technology, licensing regimes for launch and reentry of commercial spacecraft, and standards governing space tourism. Students have the option of writing a paper in lieu of a final examination. Mr. Carroll.

Strategies for the Bar Exam (2 hrs.)
Strategies for the Bar Exam introduces students to general information about the bar exams of many states and the common components of those exams, specifically essay tests, the Multistate Bar Exam (MBE) — a multiple choice test, and the Multistate Performance Test (MPT). This general information includes subjects tested, exam formats, question formats, exam administration, and grading. The majority of the course involves students learning and practicing test-taking skills and strategies for the bar exam, using "real" bar exam questions and receiving feedback on their efforts. It focuses on skills and strategies that are non-subject specific and common to all bar exams components, before moving into skills and strategies specific to essay questions, MBE questions and MPT questions, and specific to certain subjects and topics of law. Finally, we will discuss how to study for the bar exam. Please note: This course is not a substitute for a complete Bar Preparation Course (subsequent to graduation.) Further, THIS COURSE IS NOT A REVIEW OF THE SUBSTANTIVE LAW TESTED ON BAR EXAMS. Some substantive law review occurs, but it is incidental to learning how to answer questions in a particular subject or how to study. Credit is not be granted for both Strategies for the Bar Exam and Virginia Bar Preparation and Procedure. Mr. Shemer.

Telecommunications Law, Policy, and Core Technologies (3 hrs.)
This Communications Law Institute survey course encompasses the historical and contemporary treatment of telecommunications, including the Telecommunications Act of 1996. Topics include the history and development of common carriers in general (carriers by water or by rail); the development of communications common carriers (carriers by wire, i.e., telephone and telegraph); the emergence of common carrier regulatory theories and policies; telecommunications legislation; government intervention in the regulatory process; and the emergence of competition. A major component of the course includes the growth and composition of information processing and telephone/telecommunications industries, their increasing interdependence, and the evolving regulatory environment regarding this phenomenon. This component also includes a study of the FCC's computer inquiry decisions, current legislative and judicial initiatives, and their anticipated impact on the information processing and telecommunications industries. Significant emphasis is placed on emerging wireless and broadband services. Enrollment limited to 25 students. Noninstitute students may elect this course on a space-available. Ms. Gregg.

Trademarks and Unfair Competition (3 hrs.)
This course covers the nature and subject matter of common law and statutory trademark protection, including distinctiveness, genericism, and the development of secondary meaning; the acquisition, retention, and scope of trademark rights; the registration process and its effect; infringement issues, dilution, rights of publicity, false advertising, parody and counterfeiting. Students may not take both this course and Trademark Law. Ms. Winston.

Trial Practice (3 hrs.)
A semester-long limited enrollment course covering the role of the advocate in the trial process. The course deals with the various facets of trial court litigation including voir dire of jury panel, opening and closing statements, direct and cross-examination of witnesses, and presentation of exhibits. The course includes tactical and ethical problems that confront trial lawyers in both civil and criminal cases. The course ends with a mock jury trial involving either a criminal or a civil case. Limited to 16 students. In case of over-enrollment, preference is given to students who have not taken another Trial Practice or Trial Skills course. The course is either graded or pass/fail at the discretion of the instructor. If graded, the course grade is based on student performance during the semester. Prerequisite: Evidence. Mr. Balter, Mr. Barger, Judge Boynton, Ms. Carr, Ms. Frey-Balter, Mr. Holt, Mr. J. Williams.
Trial Practice: Advanced (3 hrs.)
This course is a semester-long limited enrollment course which affords those intensely interested in litigation an opportunity to increase and refine their trial tactics and skills. This course provides an opportunity to enhance effectiveness as a litigator in many areas such as direct examination, including use of documentary evidence, cross-examination with emphasis on impeachment skills, expert testimony, exclusion of evidence through motions and objections, jury selection, and opening statements and closing arguments. Videotapes are used to instruct, and exercises are taped for your self-critique. The course ends with a mock jury trial. Prerequisites: Evidence and Trial Practice or Trial Skills. Mr. Barracato, Ms. Carr, Mr. Holt.

Trial Practice: A Criminal Case (3 hrs.)
This course has the same content as Trial Practice with two exceptions: (1) the course covers the role of the advocate in the trial process of a criminal case, and (2) there is no mock jury trial at the end of the semester. Limited to 16 students. In case of over-enrollment, preference will be given to students who have not taken another Trial Practice or Trial Skills course. This course is graded on a pass/fail basis. Prerequisites: Criminal Procedure: The Investigative Process; Evidence. Mr. Barger, Judge Robinson, Judge Satterfield.

Trusts and Estates (4 hrs.)
A study of the inter vivos and testamentary means of gratuitously disposing of property among family and friends. Consideration is given to the rules of intestate succession; the execution, revocation, and contest of wills; the creation and operation of private and charitable trusts; some applications of the remedy of constructive trust; the use of will substitutes; the use of powers of appointment; and construction problems commonly encountered when provision is made for the enjoyment of property by beneficiaries over an extended period of time. Consideration is also given to problems of probate reform. Mr. Davis, Rev. O’Brien, Ms. Silecchia.

Unincorporated Business Organizations (3 hrs., one semester)
This course examines the nature, purpose, and types of unincorporated business organizations: general partnerships, limited partnerships, limited liability partnerships, and limited liability companies. Within the context of studying the formation, financing, management, operation (including the respective powers, rights, and duties of the owners), and termination of these organizations, this course compares and contrasts the corporate form of doing business. An additional important element of this course covers substantially all of the traditional Agency Law areas, such as fiduciary rights and duties and the potential contractual and tort liability (i.e., vicarious liability) of businesses to third parties for the actions or inactions of their agents. Some time is spent on reviewing the main business agreements (e.g., a partnership agreement and the operating agreement), as well as important transactional documents. This course is intended for those students who want to study business entities in more detail (in addition to corporations), plus learn a good deal about the basic principles and concepts of agency law. For those students who prefer a more concentrated study of agency law, with no additional coverage of business entities, they may want to consider the course entitled Agency Law. Mr. Wyrsch.

Veterans Law (2 hrs.) — PP
The law governing veterans seeking benefits is in a transitional period, and in this seminar, students examine how veterans law is developing in the administrative, judicial, and legislative arenas. Reading assignments center on actual case studies, court decisions, statutes and rules, so students can see the application of general legal principles at work, especially in the area of administrative law. Because attorney practice before the Department of Veterans Affairs recently has expanded, the course also explores the role of attorneys, and the attorney-client relationship, in a nonadversarial agency setting. The course is graded based on a writing portfolio; class participation is also a factor. Ms. Blauhut.

Virginia Bar Preparation and Procedure, (3 hrs.)
Open to graduating day and evening division students. This course combines two former two-credit courses: Virginia Practice and Procedure, and Bar Preparation. The purpose of this course is to introduce students to the substantive knowledge, thought process, and writing skills needed for success on the Virginia Bar Exam. Students apply the reasoning skills and legal principles learned in law school to actual Bar Exam questions. Based on experience with previous Bar Exam applicants, the principal classroom methodology will be an iterative “loop” of practice-testing and analysis. The Virginia-specific portion, which comprises the majority of the course, includes lectures on heavily-tested topics, with an emphasis on Virginia civil procedure. Students receive incremental feedback by having selected essays hand-graded and by meeting individually with the instructor to discuss their progress. Grading is Pass/Fail based on timely and complete submission of assignments. Students are expected to complete weekly assignments. Regular and punctual attendance at class meetings or equivalent course exercises is a condition of receiving credit in all courses. If a student misses more than two hours of coursework for each credit hour assigned to the course, the instructor may direct the dean’s office to exclude the student from the course. PLEASE NOTE: This course is not a substitute for a complete Bar Exam review course subsequent to graduation. Credit is not granted for both Strategies for the Bar Exam and Virginia Bar Preparation and Procedure. Mr. Flinn.

White Collar and Business Crimes (2 hrs.)
This course includes a review and analysis of (1) general principles of white collar criminal prosecution and defense, including jurisdiction of various federal and state criminal law enforcement and prosecutorial agencies; (2) the scope of applicable federal criminal laws and some state laws regarding white collar and business crimes; (3) fraud and political corruption crimes, with a focus on federal crimes of mail fraud and bank fraud, and crimes involving official bribery and gratuities; (4) financial and securities fraud, RICO, money laundering, and asset forfeiture; (5) organizational crime statutes such as conspiracy, federal and state racketeering, and continuing criminal enterprise statutes; (6) regulatory crimes in the health and environmental areas; (7) crimes involving the protection of federal rights and functions, including perjury statutes, obstruction of justice, and witness tampering; and (8) the Federal Sentencing Guidelines and the use of minimum mandatory sentences. This is an exam course. Mr. Patton, Mr. Berthiaume.
Women and the Law (2 hrs.) — E or QP
This seminar examines the development of the law and legal principles with regard to sex-based discrimination, in areas such as constitutional law, employment, and education. Issues may include the use of sex-based classifications, sex-segregated facilities, pornography and free speech, sex-based discrimination, disparate treatment and disparate impact theories, sexual harassment at work and in schools, "hostile" workplace environments, unequal pay for equal work, unequal access to educational resources, Title IX, "protective policies" that deny women jobs on the basis of reproductive capacity, the "Glass Ceiling", and reproductive rights. Cases, statutes, and the U.S. Constitution, as well as articles and other reading materials are used to familiarize students with the laws against sex-based discrimination, how such laws evolved, how to use the laws, and what remains to be done to ensure women are treated as equal citizens under the law. If the instructor allows papers in lieu of examinations, this course may include a qualifying course paper that fulfills one half of the upper-level writing requirement. Refer to Academic Rule X — Writing Requirement and Directed Research. Ms. Drinan.

Virginia Practice & Procedure (2 hrs.)
This course explores the specialized practice and procedures of the state courts of Virginia. The topics it covers include subject matter jurisdiction, active jurisdiction, parties, venue, pleading, discovery, pre-trial and trial motions, post-verdict motions, judgments, costs, and appeals. It also includes within its scope distinctions between law and equity and extraordinary writs. The course is directed primarily towards students planning to practice law in Virginia. It offers important preparation for those students who expect to become litigators in Virginia, and it seeks to convey insight into litigation and settlement strategies with distinctive application in the state. It seeks, as well, to prepare students for practice in Virginia, who do not plan to litigate, but who merely seek more adequate knowledge of the more complex than usual procedural backdrop of general law practice in the state. This course has a final examination.

Vis International Arbitration Moot
The Vis International Arbitration Competition is the premier international arbitration moot court in the world. Competitors come from more than 150 universities in 50 different countries. During the year, students write two full-length (35-page) briefs on a complex case in an international business transaction. Following completion of the briefs, the CUA team travels to Vienna, Austria, for a weeklong competition where they square off in four rounds of oral arguments before panels of three arbitrators. The arbitrators are typically leading international arbitration lawyers from around the world. To maximize the learning experience, the organizers of the Vis match schools from common-law countries against schools from civil-law countries and place them before arbitrators drawn from both legal traditions. Mr. Perez, Mr. Weinstein.
I. DEGREE REQUIREMENTS

To be eligible for the degree of Juris Doctor, a student must complete the following requirements during a course of study, not to exceed 84 months after the student has commenced law study:

a. earn at least 84 semester hours of credit while maintaining a cumulative average of 2.15 and a semester average of at least 1.82 (students admitted 2003 through fall 2010) or maintaining a cumulative average of 2.25 and a semester average of at least 1.82 (students admitted fall 2011 and subsequently);
b. satisfactorily complete the upper-division writing requirement;
c. satisfactorily complete a Professional Skills course;
d. satisfactorily complete Professional Responsibility;
e. meet the minimum residency requirement.

Students enrolled in the full-time (day division) program must attend six semesters. A semester is defined as a fall or spring academic term. Full-time students who attend one CUA summer session of three or more credits may switch to part-time status in their final semester. Students enrolled in the part-time (evening division) program must attend eight semesters. A semester is defined as a fall or spring academic term. Part-time students who attend two (2) CUA summer sessions of four or more credits may accelerate their graduation by one semester (i.e. complete coursework at the end of fall semester of the fourth year.) A part-time student who transfers to the full-time division at the end of the first year of law school may graduate after six semesters only if the student completes at least one CUA summer session of at least three credits.

Day-division law students must take at least 80 percent of their courses during the day. Day-division students are expected to register for the day section of any course offered in both day and evening divisions unless otherwise notified by the registrar’s office.

II. REGISTRATION, COURSE LOADS, AND COURSE WITHDRAWAL

1. Registration is held at the beginning of each semester, following a required preregistration during the previous semester. A day-division student may not enroll for more than 16 nor fewer than 12 semester hours; an evening-division student may not enroll for more than 11 semester hours nor fewer than eight hours.

2. Late registration is permitted only for good cause. Students who register after the deadline may incur a late registration fee. No course may be added after the add/drop deadline.

3. The program of every registrant must be approved by the dean’s office. Permission to deviate from the normal program and schedule, or to withdraw from any course after the drop/add period, also must be sought from the dean.

4. Withdrawal from a course after the drop/add period requires the approval of the dean. Approval will not be given if the student’s amended course load would be less than the minimum number of hours specified in paragraph II, 1. supra. After mid-semester a withdrawal may be authorized by the dean only with the concurrence of the instructor in the course.

In no event will withdrawals be authorized after the beginning of the official examination period for that semester. Changing from credit to audit must be done before midterm.

5. Transfers between the evening and day divisions are permitted only for good cause and with written application to the dean. Normally a student will be permitted to transfer only once during his or her law school career.

III. GRADING AND GOOD STANDING

1. Grades

Grades for all first-year students entering in the 1999 fall semester and subsequent years will be based on the following letter-grade scale:

- A+ = 4.33
- A = 4.0
- A- = 3.67
- B+ = 3.33
- B = 3.0
- B- = 2.67
- C+ = 2.33
- C = 2.0
- C- = 1.67
- D = 1.0
- F = 0
- F* = 0

Letter-based grades will be converted to numerical values for the purposes of calculation of grade point average, to determine class rank and to determine academic status as follows:

- Semester average and cumulative average: A+=4.33; A=4.0; A-=3.67; B+=3.33; B=3.0; B-=2.67; C+=2.33; C=2.0; C-=1.67; D=1.0; F=0; F*=0.

2. Good Standing

The faculty revised the Good Standing criteria in academic year 2010–2011. The change was effective for the class entering in fall 2011; however, students who entered prior to that date retain the requirement effective when they entered:

Students who entered fall 2003 and before 2011 must:

a. maintain a cumulative average of 2.15, and
b. attain a semester average of at least 1.82 during each semester.

A student whose cumulative average falls below 2.15 or who attains an average of less than 1.82 for any semester is placed on probation. See section IV, Probation, Exclusion, and Readmission.

Students who entered fall 2011 and thereafter must:

a. maintain a cumulative average of 2.25, and
b. attain a semester average of at least 1.82 during each semester.

A student whose cumulative average falls below 2.25 or who attains an average of less than 1.82 for any semester, is placed on probation. See section IV, Probation, Exclusion and Readmission.

Summer school grades are computed with grades for the succeeding regular semester.
3. Academically at Risk
Students who enter fall 2011 and thereafter who, after the first semester of law school, have a GPA less than 3.33, will be notified that they are academically at risk. This notification will be by letter and will not be posted to the academic transcript.

4. Students with GPA below 2.25 Precluded from Participating in Journal Writing Competition
Students who possess a GPA below 2.25 will not be allowed to participate in the Journal Writing Competition.

5. Standards of Grade Distribution
a. The faculty acknowledges the importance of applying grading standards consistently, particularly in required courses, to protect the integrity of those standards as a reliable measure of student performance and to assure that academic average and students' class rankings are truly comparable.

b. Where the credentials of entering students have been balanced across sections, as in the first year, or where there is a sufficiently large sample of students in a class, there is no empirical basis to justify widely divergent medians, averages, or distributions of grades among those sections and classes. The law school, therefore, prescribes mean/median ranges for its courses. The distribution of grades is formulated according to the following categories of courses: first-year courses, upper-division courses, and seminars and clinics. The law school prohibits the submission of grades that are widely divergent from these prescribed ranges, and it restricts the submission of grades that are marginally, as opposed to widely, divergent from them. Because of the smallness of the sample, the grade ranges become merely advisory in small classes, i.e., classes in all categories in which the number of students is 16 or fewer (see Rule III.5.c.iv.).

c. With the effectiveness of the letter-based grading system starting with the fall 1999 entering class, the distribution of grades shall be as follows (revised spring 2010):

   i. In all first-year courses and upper-division courses, other than seminars, clinics, and small classes covered by Rule iv below, it shall accord with a mean falling within a range of 3.0–3.30 and an advisory median of B/B+. Beginning with the fall 2004 entering class, the course in Catholic Social Teaching will be graded on the same scale as other first-year courses, with the same mean and median ranges.

   ii. In seminars and clinics, except those covered in Rule iv below, it shall accord with a mean falling within a range of 3.00–3.60 and an advisory median of B/B+. A seminar is a course, ordinarily of not more than 20 students, in which students have substantial responsibility for class presentations and discussion. With respect to courses in which credit is based on the submission of a supervised paper or on a supervised clinical performance, the median and mean grades shall fall within the same range prescribed for seminars and clinics. Where papers are written according to standards and procedures equivalent to those governing directed research papers and where clinical performances occur under close and continuous faculty supervision, there may be a special reason for the mean and median grades to fall within the higher part of that range.

iii. In all courses, grades should be distributed around the median in a reasonable manner. Normally, a reasonable distribution would differentiate grades across the full spectrum from A through C, i.e., there would be grades at each of the levels from A to C. Statistically, in most classes, a reasonable distribution would tend to be a more or less symmetrical bell curve with the bulk of the grades clustered near the median. Greater variations in the range of grades, and their distribution pattern, might be expected in seminars and smaller classes. While grades at the level of unsatisfactory or failure (C-, D, F) may be uncommon, those grades will be awarded when the student's work product fails to reflect minimally competent law school work for the course. Likewise, grades at the level of exceptional (A+) will be awarded only when the student's work for the course is of unusually high quality compared to that expected generally of law students.

   iv. In any course where actual student enrollment is 16 or fewer or where the course enrollment cap is 16 or fewer, the grade ranges above become merely advisory.

d. The Enforcement of Distributional Ranges

   i. Faculty members are responsible for calculating and verifying (with faculty support staff assistance, if necessary), the mean and median grade for each course (excluding delayed examinations/papers), and for including such information in their submission of grades. The mean and median for each course must fall within the applicable published range appearing in the law school Announcements, with the exceptions provided in paragraphs iii and v below. For purposes of computing the mean and median only, faculty members should calculate all grades of C, C-, D or F as a 2.0. However, this has no effect on the calculation of individual student GPA. Each student will receive the numerical value of whatever grade he or she earns in a course, i.e., an A+ will be calculated as 4.33; an A will be calculated as a 4.0; an A- will be calculated as 3.67; a B+ will be calculated as a 3.33; a B will be calculated as a 3.0; a B- will be calculated as 2.67; a C+ as 2.33; C as 2.0; C- as 1.67; a D as 1.0; and an F as 0.0. However, in calculating the mean and median for the course, all grades of C or below will be counted as a 2.0.

   In assessing compliance, the top and bottom of the range is the number taken to one decimal point, e.g., 3.0, and not some fraction subject to being rounded off thereto. Whether a mean and median falls within the published range is to be determined after the addition or subtraction of any discretionary steps. If, notwithstanding the faculty member's good faith effort, a median falls outside the range, after such additions and subtractions, the grades for the course are not to be considered divergent.

   ii. After certification, the Office of the Dean shall post the mean and median with the grades for all courses.
iii. The Office of the Dean shall enforce faculty compliance with the published mean/median ranges. Such enforcement applies equally to all categories of courses, including electives, as well as staples and first-year courses, with the exception of small classes, covered by Rule III.5.c.iv. For classes falling within this exception, ranges are advisory rather than mandatory.

iv. If a faculty member submits widely divergent grades, the Office of the Dean will automatically return them for appropriate adjustment. Grades are widely divergent if the mean or median is more than one decimal point above or below the prescribed range. Grades not adjusted will not be posted and will not be entered into the record.

v. As an exceptional matter, a faculty member may submit, and the Office of the Dean shall post, grades diverging from the published range for a course, but to an extent that is not widely divergent, on condition that the faculty member submit with the grades a written justification for the deviation. Such divergence within written justification will, however, not be permitted more than once every two years for any given course. If a faculty member submits grades outside of the published range without the required justification, or in any event, more often than once for a given course within any two academic years, the Office of the Dean will return the grades for adjustment. Grades not adjusted will not be posted and will not be entered into the record.

vi. When the Office of the Dean posts divergent grades based on written justification, it will circulate the justification and divergent mean and median to the faculty.

6. Retaking Required Courses

If a student's grade in a required course is an F or F*, the course must be repeated the next time it is offered in the student's division. In determining which section of the course should be taken, consideration will be given to the student's preference but the final decision will be made by the dean. Both grades will show on the student's transcript and both grades will be included in the computation of the cumulative average. A student may not retake a class in which a passing grade was received.

7. Retaking Elective Courses

A student may retake a failed elective course. However, both grades will show on the student's transcript and both grades will be included in the computation of the cumulative average. A student may not retake a class in which a passing grade was received.

8. Requirements for Graduation

a. Students who entered law school fall 2003 through fall 2010: To graduate, students who are admitted fall 2003 through fall 2010 must maintain a cumulative average of 2.15. In addition, an average of at least 1.82 must be attained in the semester immediately preceding graduation.

b. Students who enter law school fall 2011 and subsequently: To graduate, students who are admitted fall 2011 must maintain a cumulative average of 2.25. In addition, an average of at least 1.82 must be attained in the semester immediately preceding graduation.

9. First-year Students: Academic Standing

The faculty revised the Good Standing criteria in academic year 2010–11. The change was effective for the class entering in fall 2011; however, the students who entered prior to that date retain the requirement effective when they entered.

First-year Students Entering Fall 2011 and Thereafter:

a. A student whose cumulative average for the first year is below 1.82, and whose average for the spring semester is less than 2.25, will be excluded from school.

b. A student whose cumulative average for the first year is below 1.82 but who attains an average of at least 2.25 in second semester courses will be placed on probation and must then attain an average of at least 2.25 for each semester thereafter and must raise his or her cumulative average to 2.25 by the end of the school year or be excluded.

c. A student whose cumulative average for the first year is below 2.25, but not below 1.82, is placed on probation.

d. Academic standing and class rank for first-year day- and evening-division students will be based on all work completed in the first two semesters. First-year day and evening students will not be ranked at the completion of the first year unless all required first-year courses have been completed and the student does not have any incomplete grades at the time of ranking.

e. Pass/unsatisfactory/fail: First-year students may elect to have their grades from either the first or second semester, or both, officially recorded on a pass/unsatisfactory/fail basis. If a student chooses the latter option, the dean’s office must be notified prior to the eighth week of the semester to which it applies. Students who choose the pass/unsatisfactory/fail option shall be provided with a written statement analyzing their final examination performance, their classroom performance when the instructor assesses classroom performance in determining a student’s final grade (see Rule VI.4), and their performance on non-examination components of final grade (Rule VI.3), if any. A student who elects the pass/unsatisfactory/fail option will not be told his or her grade in any course. However, the dean’s office will maintain a record of the student’s letter grade, for purposes of computing the student’s academic standing and graduating class rank (see Rule III, 2 and 7a, b).

10. Transfer Students

Transfer students will be subject to the normal academic standing requirements based on work at this law school. However, transfer students will not be ranked during their attendance and will be ranked at graduation only if they complete two-thirds of the work required for the J.D. or 56 credits at this law school.

11. Procedure for Appealing Failing Grade

http://policies.cua.edu/academicundergrad/appealfailinggrades.cfm.
IV. PROBATION, EXCLUSION, AND READMISSION

The faculty revised the Good Standing criteria in academic year 2010–11. The change was effective with the class entering in fall 2011, however, students who entered prior to that date retain the requirement effective when they entered:

1. Probation: Cumulative Average
   a. A student placed on probation for failure to maintain the required cumulative average of 2.15 for students admitted prior to 2011; 2.25 for students admitted 2011 and subsequently must attain the required minimum average (2.15 or 2.25 respectively) in the following semester courses or be excluded from school. Students graded under the letter-based scale will be placed on probation when the student's cumulative average becomes less than 2.25, but not below 1.82.
   b. Such student also must raise his or her cumulative average to the required level (2.15 or 2.25 respectively) to remove himself or herself from probation. A student whose cumulative average is below the required 2.15 or 2.25, respectively, at the end of two successive semesters on probation will be excluded from school.

2. Probation: Semester Average Below 1.82
   A student placed on probation for attaining a semester average below 1.82 must attain an average of at least 2.15 for students admitted prior to 2011; 2.25 for students admitted 2011 and subsequently in the following semester to remain in school.

3. Required Participation in Academic Excellence Program
   a. First-Year Students
      Following the fall semester of the first year, the following students are required to participate in the Academic Excellence Program: a) any first-year student whose cumulative average for the first-year fall semester falls within the lower 15 percent of the class; b) any student who has received the grade of D or F in any course; or c) a student referred by the Office of Academic Affairs based on pertinent information, which may include a faculty member recommendation. Each student must develop and implement a written individual academic plan approved by the director. No first-year student required to participate in the Academic Excellence Program by this rule will be permitted to register for subsequent fall semester courses until the student provides the Office of Academic Affairs with a statement, signed by the director of the Academic Excellence Program, confirming that the requirements of this rule have been satisfied.

b. Upper-Division Students
   An upper-division student placed on probation is required to participate in the Academic Excellence Program. Students must develop and implement a written individual academic plan approved by the director of Academic Excellence Program. No student required to participate in the Academic Excellence Program by this rule will be permitted to register for subsequent semester courses until the student provides

4. Students Restored to Good Standing
   A student who has once been placed on probation and restored to good standing will not be placed on probation a second time. A student who has been restored to good standing and who thereafter attains an average of less than 1.82 for any semester or whose cumulative average falls below 2.15 (students admitted prior to 2011) or 2.25 (students admitted fall 2011 and thereafter) will be excluded.

5. Readmission Following Exclusion
   a. As a general policy, students excluded for academic deficiency will not be readmitted to the law school. However, the faculty will consider an excluded student's petition for readmission upon a showing of circumstances affecting his or her academic performance while here or substantially changed circumstances since his or her exclusion.
   b. An excluded student will be considered for readmission only once and normally will not be considered within the first year following exclusion. Any student who wishes the faculty to waive the one-year waiting period must request such waiver in writing and give reasons therefore.
   c. A student seeking readmission subsequent to exclusion must be able to complete the remaining work for the degree within the maximum period of candidacy (84 months from the date the student first commenced law study).
   d. As a rule the faculty excludes the votes of student representatives to the faculty and to the Student Affairs Committee on matters pertaining to a student's petition for readmission. However, upon written request of the student seeking readmission, student representatives will be permitted to vote on the petition.
   e. A student who is readmitted following exclusion must, in the first year of readmission, repeat all required courses in which he or she did not receive satisfactory grades (of C or better) during his or her previous attendance at the law school. Only satisfactory prior work (grades of C or better) will be applied toward degree requirements. The student's average for the first semester after readmission will be based only on work taken in that semester. A student's cumulative average after the first semester following readmission shall include earlier work (work completed prior to exclusion) in which the student earned a grade of C or better.
   f. Required standards of performance following readmission.
      i. A readmitted student after one year of law school work must earn an average of 1.82 in the first semester following readmission and must earn a cumulative average of at least 2.15 (fall 2003 to fall 2010) or 2.25 (fall 2011 or thereafter) by the end of the second semester following readmission. A readmitted student will not be placed on probation at any time following readmission.
      ii. A student readmitted to the law school who has accumulated academic credit beyond the first year of law school work must earn an average of at least 2.15 (if original
admission was prior to 2011) or 2.25 (if original admission was fall 2011 or thereafter) in the first semester following readmission and must maintain a cumulative average of at least 2.15 (if original admission was prior to 2011) or 2.25 (if original admission was fall 2011 or thereafter). Readmitted students will not be placed on probation following readmission.

V. CLASS ATTENDANCE AND COURSE REQUIREMENTS

1. Class Attendance
Regular and punctual attendance at class meetings or equivalent course exercises is a condition of receiving credit in all courses. If a student misses more than two hours of coursework for each credit hour assigned to the course, the instructor may direct the dean’s office to exclude the student from the course. Instructors in limited-enrollment courses (seminars, clinics, simulations, etc.) may set stricter attendance rules for those courses, including required attendance at the first or other specified class meetings; if a student fails to meet these requirements the instructor may direct the dean’s office to exclude the student from the course. Each instructor is responsible for announcing and enforcing the specific attendance policy for that course. Chronic, repeated, or general lack of attendance in violation of these rules shall be grounds for dismissal from the school upon a vote of the faculty.

2. Course Requirements
Individual instructors are free to determine their own teaching method and materials and whether their course grade will be based on examination, a research paper, or a combination of the two, or pursuant to Rule VI. Individual instructors also may designate prerequisites for their courses.

VI. COMPONENTS OF GRADE

1. Except as provided below in sections 2–4, each student’s grade shall be based solely on an anonymous written examination administered at the end of the course pursuant to Rule VII.

2. Courses Exempt by Category
Clinical courses, externship courses, simulated lawyering skills courses, seminars, and all courses that satisfy the Writing Requirement pursuant to Rule X are not governed by paragraph 1. Instructors in those courses may base their grades on criteria established by the individual instructors. The criteria must be set forth in writing and distributed to the students in the course at or before the first class meeting.

3. Instructor Option re Student Work Product
   a. In any course other than those listed in paragraph 2, at the instructor’s option up to 30 percent of the final grade may be based on student work product other than the final examination.
   b. The student work product that comprises the nonexamination portion of the final grade may consist of answers to written problems; research or drafting assignments; periodic quizzes; a mid-semester test; classroom demonstrations, presentations, or reports; individual or team exercises such as simulations of interviews, depositions, arguments, hearings, negotiations, or the like; or any other activity during the semester that can be objectively assessed and compared from one student to another.
   c. Any instructor intending to base a portion of the grade on student work product other than a final examination must make that election, set forth the criteria for the grade in writing, and distribute it to the students in the course at or before the first class meeting. No nonexamination grading component criteria may be added by the instructor after the initial distribution of the criteria to the students. Previously announced nonexamination grading criteria may be eliminated or changed by the instructor so long as the change is made in writing and distributed to the students before the last day of classes.
   d. When the final grades are submitted to the dean’s office, the instructor must submit a written worksheet or compilation that identifies the nonexamination component(s) for each student.
   e. The instructor should grade the nonexamination components on an anonymous basis, whenever feasible, especially in first year courses.

4. Instructor Option re Classroom Performance
At the instructor’s option, assessment of classroom performance, which includes participation in class discussions and in-class exercises other than those listed in Paragraph 3, may raise or lower a student’s grade for the course by a single letter-grade step. A single letter-grade step change is a change from an A to an A+ or A−, from a B+ to an A− or B, etc. No grade of D or F may, however, be created or altered through an addition of or subtraction of a step as provided in this section.

VII. EXAMINATIONS

Anonymous written examinations are conducted in all courses at the end of each semester, except as provided in Rule VI.

1. Time and Place for Examinations
Examinations will be administered, according to a posted schedule, in a special period following the end of all regular class meetings. All exams must be taken during that period unless incompletes are entered for good cause. The posted schedule designates specific starting times for exams and will be issued in draft form no later than the beginning of the semester. Examinations that deviate from the time limits set in paragraph 3 below must be identified at that time. Exam questions are distributed by proctors. Students will be assigned to specific rooms, must take every other (alternate) seat in the classroom assigned, and must write the examination in that room.

2. Proctors
Faculty members or others hired for the purpose will be assigned as proctors for each room in which examinations are being taken. Proctors will distribute and collect exams in the assigned room and will remain in the room during the exam.
3. Time Limits
Examinations may be one to four hours’ duration, at the instructor’s discretion. Except in required courses, if an examination will exceed the four-hour limit, students must be advised of that fact no later than the inception of registration. The amount of time allowed will be stated on the examination itself, and this time is absolute. At the stated expiration time, all students must turn in their exams promptly to the proctor. The proctor is instructed to notify the Office of the Dean regarding the examination papers of students who continue to write past the time limit.

Any student who is unavoidably late for the beginning of an examination may see the dean or the dean’s designee, who may extend the deadline for that student for sufficient reason. Otherwise, a late-arriving student is limited to the original deadline set for the exam. Similarly, students who become ill during an exam should report the illness to the proctor. The proctor will collect that student’s examination materials and will report the illness to the dean, who may extend the deadline or reschedule the exam.

4. Rescheduling of Examinations
a. Students may request rescheduling of examinations on account of personal or family illness or emergency or an exam conflict. Any rescheduling will be to the earliest possible date following the originally scheduled time at which all other rescheduled students will be available to take the examination. No examination will be rescheduled to a time prior to the time at which the examination period starts.

Examinations will not be advanced except in extraordinary circumstances. With regards to any exam rescheduled in advance of a regularly scheduled exam, faculty members will be consulted prior to the Office of Academic Affairs making such accommodations.

b. If a student has examinations on three consecutive days, the middle exam may be rescheduled.

c. If a student has two exams in one day, he or she may reschedule one.

d. If a student has two exams in less than 48 hours (the 48-hour period is computed from the starting time for each exam), one exam will be rescheduled so that the exams will be at least 48 hours apart.

e. Reasons of personal convenience, including matters relating to employment, do not warrant rescheduling examinations.

f. The instructor will be advised whenever a student takes his or her exam at a rescheduled time, and the instructor may prepare a special exam for that purpose.

g. Take-home exams and paper due dates are excluded from rescheduling consideration.

5. Failure to Appear for Scheduled Examination
Any student who, without approved rescheduling, fails to appear for an examination at the time scheduled will receive an F for that exam.

6. General Examination Format
Examinations in the law school will consist of a series of questions or problems dealing with the subject matter of the course.

In preparing such examinations, instructors may designate the weight or time-allocation for each question or problem.

7. Take-Home Examinations
An instructor may give a take-home examination in any course. Take-home exams should be distributed and returned at fixed times, and the time allotted should be neither so short nor so long as to interfere with other examinations being administered. Policies stated above with respect to deadlines, and failure to appear apply to take-home exams as well as to regular exams. In giving take-home exams, instructors should appreciate the limited resources of the law library, should avoid using the take-home format as a substitute for a term research paper, and should presume that the exam can be answered from required course materials.

Take-home exams should be in the same format as regular exams and should be returnable within a maximum of 48 hours after distribution. The instructor should specify appropriate amounts of time for preparing and writing exam answers and should set maximum page or word limits for the exam.

8. Materials in Examination Rooms
Instructors should announce in class, advise the proctor, and indicate on the examination questions what (if any) materials students may bring into the examination room. Any other notes, books, or materials must be left outside the room during the exam.

9. Anonymity of Examinations
Examinations are taken and graded anonymously. Students are responsible for obtaining exam numbers according to procedures set by the dean’s office. Students must identify their exams only with their exam number. To preserve grading anonymity, students are prohibited from contacting current semester faculty between the date that the exam is administered and the date that the grades are posted in Cardinal Station.

10. Review of Exams C+ or Below
Every student who has received the grade of C+ or less in any course is required to review the examination and the model answer the professor has prepared for that examination and discuss the review with the professor. For a grade received in the spring term, this review must occur no later than four weeks after the start of fall classes. For a grade received in the fall term, this review must occur no later than six weeks after the start of spring classes. No student obligated to review an examination by this resolution will be permitted to register for courses taken in the semester subsequent to the semester when the grade was posted unless the student provides the Office of the Associate Dean of Academic Affairs a statement, signed by the professor assigning the grade of C or less, confirming the obligation created by this resolution has been satisfied. The limitation on registering for courses shall apply up to, but not including, the registration period for courses to be taken in the last semester of the students’ legal study.
VIII. COMPLETION OF COURSES:
INCOMPLETES

1. Students in all courses are expected to complete their coursework within the semester in which the course is offered. In examination courses this means taking the exam at the time scheduled. In courses in which research papers comprise all or part of the coursework, such papers must be submitted at the times fixed by the instructor but in no event later than the last day of scheduled exams for the semester.

2. When a student is unable, because of illness or other hardship, to complete coursework (other than the examination) on the due date(s), the student should advise the instructor promptly. The instructor may then direct the entry of a grade of incomplete in the course. Incomplete grades must be made up at a time determined by the instructor and, in any event, no later than the middle of the following semester. Incomplete grades will be used rarely and only in extraordinary cases and will not be used when the student simply has failed to complete coursework. A student whose transcript reflects a grade of incomplete will not be officially ranked.

   No incomplete may be entered in the summer session.

   Failure to complete coursework on the due date or, in the case of an incomplete, by the middle of the following semester, will result in the entry of an F.

IX. AVAILABILITY OF GRADES
AND CLASS RANKS

1. Availability of Grades

   Final coursework grades are available through Cardinal Students.

2. Class Rank

   Class ranks for J.D. students will be computed after each second semester and upon graduation. Students completing their degrees in summer or mid-year will be ranked with J.D. students finishing in the following May. Transfer students will not be ranked during law school, and will be ranked at graduation only if they complete at least two thirds of the required credits for the J.D., i.e., 56 credits, at this law school.

3. Grade Changes

   Grades in any course are considered final once submitted to the Office of the Dean. The Office of the Dean may change an otherwise final grade only on written certification from the faculty member either (1) that the final grade reflects an incorrect mathematical computation or recordation or (2) that, in determining the particular exam or paper grade, the faculty member evaluated the student’s work differently from that of all others in the course. (The latter criterion does not contemplates changes in the classroom performance [Rule VI.4] portion of any final grade.)

   No final grade will be changed merely to restore a student to good standing, to assure academic credit for the course, or to improve class rank at this institution or any other; nor will a grade be changed because, on review, the faculty member is persuaded the student had a better (or worse) grasp of the course material than the exam or paper evidenced on its face.

   In no event may any final grade be changed unless the faculty member’s written certification reaches the Office of the Dean by the middle of the semester following that for which the grade was entered.

4. Submission of Grades by Faculty

   Faculty members are expected to submit grades as soon as possible. Absent an extension from the dean, grades are to be submitted no later than four weeks from the conclusion of the examination period. In order to award honors at graduation, grades of graduating students in their last semester must be submitted at a time to be designated by the dean.

X. WRITING REQUIREMENT
AND DIRECTED RESEARCH

1. Introduction

   Each upper-level student must complete at least two substantial writing projects after the first year of law school. These projects usually involve legal research and analysis as well, but the instructor supervising a writing project that satisfies this requirement is expected, to the extent practicable, to critique the student’s writing apart from the research and analysis, discuss these critiques with the student, and base a significant portion of the grade on the writing itself.

   a. Each upper-level student must complete the two writing projects with a grade of B- or better. In a qualifying course where the course grade is not the same as the grade for the writing component, the writing component grade must be a B- or above to satisfy this requirement.

   b. To satisfy the writing requirement a project must include three basic elements: (1) close faculty supervision of the writing process; (2) submission of at least one substantially complete draft in addition to the final product; and (3) feedback on interim drafts in the form of written comments, regular conferences, or both. In addition, each writing project must include a research component appropriate to its scope and genre.

   c. Each project must be from a different one of the six categories below.

      Directed Research
      Qualifying Course Paper
      Law Journal Writing and Editing Project
      Appellate Court Brief
      Advanced Legal Writing Course
      Applied Legal Writing Portfolio

   It is highly recommended that students complete one project in their second year and the other in their third or fourth year.

   Effective with the class entering in 2010 and all subsequent classes, the Writing Requirement must be met by taking first a practice-oriented legal writing course and then a second legal writing course in one of the categories listed in section B:

   a. A practice-oriented legal writing course will be required of
all students in their second year (or second/third year in the
evening program). In their second year (or second/third
year for evening students), all students MUST take ONE of
the following courses:
Appellate Advocacy
Legal Drafting: (any section or specialty)
A course that will meet the requirements
for an Applied Portfolio
VIS Competition
b. After, or concurrent with, completing the required practice-
oriented writing course, a student must then complete one
of the following to fulfill the second part of the writing
requirement:
1. The course in Law Journal Writing.
2. Directed Research (DR). Any student enrolled
must attend a Seminar in Academic Legal Writing* that
covers topics related to the writing process. Writing
requirement credit will not be posted for the DR unless
the registrar receives verification that the student satisfac-
torily attended the academic writing seminar. The faculty
member supervising the DR will be required to certify
that each of the requirements of the Academic Rules has
been met for each student using the DR to satisfy the
writing requirement.
3. A Qualifying Course Paper (QP). Any student enrolled
in a QP course must attend a Seminar in Academic Legal
Writing* that covers topics related to the writing process.
While credit for the course will be awarded when the
faculty member submits the grade, the QP course will
not count toward satisfaction of the writing requirement
unless the registrar receives verification that the student satisfac-
torily attended the academic writing seminar. The faculty
member supervising the QP will be required to certify
that each of the requirements of the Academic Rules has
been met for each student using the QP to satisfy the
writing requirement.
4. The course in Advanced Legal Research and Writing.
* The Seminar in Academic Legal Writing will be a non-
credit, three-hour seminar offered several times at the
beginning of each semester.

3. Writing Project Categories and Specifications
a. Directed Research Project. Directed Research is a two-credit
course.
i. A student may register either for two consecutive semes-
ters (i.e., fall/spring; spring/fall; spring/summer; summer/
fall) or for a single semester. In a two-semester project, the
first semester should be devoted primarily to conducting
research; the second semester should be devoted primar-
ily to writing; the grade and credits will be awarded only
upon the completion of the second semester. Note that
both credits will be awarded for the same semester and
will not be split between semesters.
ii. Reworking or extending prior papers, modifying work
done for employers, or compiling research done by others
is not acceptable. Although the page number require-
ment is left to the supervising instructor’s discretion, it is
unlikely that a paper of acceptable quality could be done
in fewer than 40 pages.
iii. To register for Directed Research the student must submit
a statement of topic signed by the supervising instructor,
including the tentative research and writing schedule
agreed to by the student and the instructor. At a mini-
mum, this schedule should include dates for (1) the sub-
mission of a research bibliography; (2) submission of at
least one substantially complete draft; (3) the return of
the first draft to the student with extensive written comments;
and (4) a final paper that responds to the written com-
ments. These stages, and any additional interim deadlines
required by the supervising instructor, should be spread
out over the semester or semesters for which the student
is registered for the course.
iv. The customary due date for the submission of the final
paper is the first day of the examination period for the
semester in which the paper is due. Individual faculty
members may, however, set an alternative deadline for
any time up to but not past the last day of the examination
period. Within this time period, each faculty member has
the discretion to waive deadlines or to impose penalties
for missed deadlines. If the final paper is not submitted
by the end of the examination period, the instructor must
enter a failing grade unless an incomplete is justified
under Rule VIII.
b. Qualifying Course Paper.
i. A qualifying course paper is one that satisfies the criteria
in paragraph 2.b. above, written in conjunction with a
seminar or other course with an enrollment of no more
than 24 students. The instructor should publish to pro-
spective students before commencement of the course the
procedures to be followed and the criteria for the course
paper. The student must submit a written statement of
topic within the time designated by the instructor teach-
ing the course (normally, within the first two weeks of the
semester). The student and instructor shall then agree on
a tentative schedule for submission of drafts and provi-
sion of feedback.
ii. An instructor may choose to require more than one paper
to satisfy the course requirements. Although the page
number requirement is left to the supervising instructor’s
discretion, it is unlikely that a single paper of acceptable
quality could be done in fewer than 25 pages, or a similar
combined page count for multiple shorter papers.
c. Law Journal Writing Project or Law Journal Editing Project.
The law journal writing project must be completed in the
course in Law Journal Writing, and the law journal editing
projects must be completed in the course in Law Journal
Editing. Both courses are open only to members of the
school’s law journals. The requirements for these courses are
specified in the respective course descriptions and include
the following:
i. Law Journal Writing is open only to students selected for
one of the school’s law journals and engaged in a writing
project for the journal. The course is not mandatory for
those journal members, but a student may not count a law
journal writing project toward fulfillment of the writing requirement unless the student has enrolled in and completed all course requirements including completion and submission of the journal writing portfolio.

ii. Law Journal Editing is mandatory for third- and fourth-year law journal members who have responsibilities for supervising student writing projects, and only journal members enrolled in this course may supervise second- or third-year members who are enrolled in Law Journal Writing.

A student may apply one or the other of these courses, but not both, toward fulfillment of the writing requirement. Each journal's faculty adviser(s) must certify to the dean's office students who have successfully completed writing or editing projects that meet the course requirements.

d. Appellate Court Brief. The brief writing project must satisfy the criteria in paragraph 2.b. above. Briefs completed in the Appellate Advocacy course may satisfy this requirement. An appellate brief (extra- or intramural) does not qualify to satisfy the writing requirement when the rules of the competition prohibit faculty involvement.

e. Advanced Legal Writing Course. This includes Advanced Legal Writing and Research, Legal Drafting, and similar courses that may be identified in the future, where the primary focus is the development of legal writing skills and the process of legal writing and where the writing projects meet the criteria in paragraph 2.b., above.

f. Applied Legal Writing Portfolio. This writing project option recognizes that writing skills may be developed by experience in creating legal documents as part of a law school course.

i. In conjunction with one or more courses the student must produce a portfolio of at least three (3) original written projects, each of which satisfies the criteria in paragraph 2.b., above. The written projects may be a variety of documents, such as: (1) a legal opinion letter to a client; (2) a demand letter or similar communication to an opposing party or attorney; (3) a pleading; (4) a memorandum of points and authorities; (5) a proposed order of settlement; (6) a contract, lease, license, or similar agreement; (7) an appellate brief; (8) comments on draft legislation or a proposed agency rule; (9) a will or trust agreement; (10) a demand letter or similar communication to an opposing party or attorney; (3) a pleading; (4) a memorandum of points and authorities; (5) a proposed order of settlement; (6) a contract, lease, license, or similar agreement; (7) an appellate brief; (8) comments on draft legislation or a proposed agency rule; (9) a will or trust agreement; (10) a proposed statute or agency rule; (11) or any other legal writing that is neither boilerplate nor substantially rewritten by an instructor.

ii. Each written product submitted as part of the applied legal writing portfolio must be of high quality and reflect substantial analytical and writing work, but need not be of any particular length. The three products may (but need not) be written in the same semester.

iii. Each writing included in the portfolio must be accompanied by a certification from the supervising instructor that it satisfies these requirements. The completed portfolio and accompanying certificates must be submitted to the law school registrar in order to receive credit toward the upper-level writing requirement.

XI. STUDENT RECORDS AND TRANSCRIPTS

Each student's file, containing material from application through graduation, is maintained in the law school. Information in the file is available to the student upon written request, consistent with the requirements imposed on the law school by the University and by the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment). The student record policy is online at http://policies.cua.edu/StudentLife/studentrecords.cfm.

Student education records will not be disclosed without written permission of the student unless the release fits one of the exceptions in the CUA Student Records Policy, online at http://policies.cua.edu/studentlife//studentrecordsfull.cfm.

Permanent and official transcripts of law school work are maintained in the University enrollment services office in McMahon Hall. All requests for transcripts should be made to that office or through Cardinal Station.

XII. COURSES OUTSIDE THE LAW SCHOOL DURING THE REGULAR SCHOOL YEAR

Matriculated students are ordinarily expected to take all law school courses while in residence at this law school. In extraordinary circumstances related to family, health, and other unusual personal situations, the associate dean for academic affairs may permit a student to visit at another law school for a total leave of not more than two semesters. Upon timely application to the associate dean for academic affairs, a student may be permitted to visit away for no more than one semester to participate in a structured program of unusual academic and professional enrichment at another institution, on condition that the program for which leave is taken is not available at this law school and is of demonstrated academic rigor, and that the total time visiting at other institutions, for any reason, does not exceed two semesters.

Permission may not be granted solely to reduce the costs of attending law school nor to prove an opportunity for students to be enriched by experiencing another law school's general academic, cultural, or geographic environment. A student who visits away must pay a "transient student fee" to cover administrative expenses and will receive credit only for courses in which a satisfactory grade has been received. Such credits will satisfy degree requirements (credit hours and residency) but no grades will be entered on the student's permanent record and, therefore, the grades received will not be included in the calculation of the student's cumulative average and class rank. Students must earn a minimum of 56 credit hours at CUA to be included in the class ranking.

Exception for students transferring from another approved law school, no credit toward the J.D. degree can be given for coursework done prior to matriculation in the law school.

Within the limits of maximum course load, students may request permission to take courses relating to the law in other schools or departments of the University for credit toward their J.D. degree. No more than three such courses will be approved, and in every case the student should verify the availability of the course and his or her admissibility in the pertinent school or department in advance of registration. Grades in such courses will be entered on the student's record but will not be computed into his or her academic average.
XIII. SUMMER & INTERSESSION COURSES
AT OTHER LAW SCHOOLS

1. Approval will not be given for students to take courses elsewhere that are required courses here, or that will be offered here during the remainder of the student's program of studies.

2. Upon timely application to the associate dean for academic affairs, a student may be permitted to participate in another law school's structured summer program abroad or intersession program where the program offers unusual academic, professional or cultural enrichment, even if the program includes nonrequired courses that are or may be offered here.

3. Students employed more than 20 hours per week in the summer will not be authorized to take at another school any combination of courses or credit hours which require more than 10 classroom hours per week.

4. No transfer credit will be given for summer or intersession coursework at another school unless the student earns a grade that is satisfactory according to the standards of that school. Students are responsible for seeing that transcripts of summer or intersession work are forwarded promptly to the associate dean.

5. Summer or intersession courses at other law schools will not count toward CUA residency requirements.

6. Approval will not be given for summer or intersession courses which will officially begin or conclude during the regular school year.

XIV. INTERRUPTION OF STUDIES

A student in good standing who must interrupt his/her studies for adequate reason, such as prolonged ill health or military service, may be granted an academic leave for a stated period, usually not to exceed one year. The student should apply in writing to the Office of the Academic Dean of the Law School, stating the specific reasons for requiring the leave.

The period of academic leave is counted as part of the time allowed for the completion of degree requirements. All degree requirements must be completed within 84 months after the student has commenced law study. Any incomplete (I) grades that are outstanding must be changed in accordance with the policy on incomplete grades by the date published in the Academic Calendar, whether a student is registered for the current semester or not. If the academic leave extends beyond the period approved by the academic dean, the student will be considered to have withdrawn from the University, and must apply for readmission to be reinstated and satisfy current degree requirements.

Students may apply for an academic leave for a semester if they are not enrolled in courses for that semester up until administrative withdrawals are processed for that term (usually the last date to enroll in any class offered for that semester [including modular, i.e., dynamically dated, classes]).

Students who wish to temporarily leave the University during a semester in which they are enrolled in classes will receive a term withdrawal for that term. An additional request will need to be made if the student wishes to extend the leave into a future semester. This extension will be considered an academic leave subject to the terms stated above. The Office of the Academic Dean notifies the offices of the law school registrar and the law school financial aid office of this action. The student will receive confirmation of the approved action from the Office of the Academic Dean once finalized. A residential student granted an academic leave or term withdrawal must also cancel his/her housing agreement with housing services.

a. Academic Leave

An academic leave, if granted, will be effective as of the last day of the semester in which a student was most recently enrolled.

Students on Academic Leave are expected to return to the University when their stated duration of leave has expired. Students who do not return from an Academic Leave when scheduled will be subject to Administrative Withdrawal during the semester for which they failed to return.

b. Term Withdrawal

i. During Drop/Add Period — Students enrolled in classes who subsequently drop all their classes within the drop/add period will be considered to be on a term withdrawal, effective as of the date they notify the Office of the Academic Dean or the date they drop from the last class in which they are enrolled if they do not notify the University. They will receive a notation on their transcript that they dropped every class in which they were enrolled, and are subject to the tuition refund schedule policy.

Students who drop all classes without notifying the Office of the Academic Dean will be deemed to have withdrawn from the academic program. Students seeking to drop all courses for the semester must notify the Office of the Academic Dean. If the separation is expected to go beyond the start of the next semester, they must apply for an Academic Leave (see above).

ii. After End of Drop/Add Period — Students who are currently enrolled in classes and who decide to withdraw from all their classes after the last day of drop/add will be considered to be on a term withdrawal, effective as of the date they notify the University or the date they withdraw from the last class in which they are enrolled if they do not notify the university. They will receive a grade of "W"
in every class in which they were enrolled, and are subject to the tuition refund schedule policy.

NOTE: Students on Term Withdrawal (Official or Unofficial) or Academic Leave will be reported to the National Student Clearinghouse as "not enrolled" with an effective date as noted above. Recipients of federal student loans will enter their loan grace period, and if they have previously used up their loan grace period, will immediately enter into loan repayment. "Official" means that the student notified the University; "Unofficial" means that the student did not notify the University, but stopped attending all the courses in which they were enrolled.

c. Permanent Withdrawal

Law students who no longer wish to continue to study at the law school should notify the Office of the Academic Dean of the Law School. Students who make the decision to leave before finishing the semester in which they are enrolled will be withdrawn as of the date they notify the administration. For those students who inform the law school of their intent to withdraw for a future semester, the withdrawal date will be the last day of the semester in which they are currently enrolled.

Students who withdraw from the University during a semester in which they are enrolled are subject to the tuition refund schedule policy regardless of the reasons for their withdrawal. Exceptions to the refund schedule will be considered by the Withdrawal Committee (dean of students, associate vice president of enrollment services, director of financial aid, academic representative appointed by the provost). Students who withdraw during a semester will receive a "W" grade in each class in which they were registered.

Students who do not enroll in the University for a given semester and do not inform the University of their intentions to leave on a temporary or permanent basis will be administratively withdrawn from the University as of the last date to enroll in any class offered for that semester (including modular, i.e. dynamically dated, classes).

Students who have withdrawn from the University will be reported to the National Student Clearinghouse as "not enrolled" with an effective date as noted above. They will enter their federal student loan grace period, and if they have previously used up their student loan grace period, they will immediately enter into loan repayment.

If a student who has withdrawn from the law school subsequently decides to return to the law school, he/she must submit an application for admission to the law school Office of Admissions. That application will be considered as an application to the first-year class. Credits earned prior to withdrawal from the law school cannot be applied to a subsequent application for admission.

XV. AUDITS

Within the limits of maximum and minimum course load, students may audit courses in the law school or in the University. Such audited courses are entered on the student's record but do not count toward either the academic credit or residency requirements. Auditors are not excused from class attendance requirements.

XVI. STUDENT CONDUCT AND DISCIPLINE

Students in the law school are subject to the Standards of Student Conduct as set out in the University Policies and Procedures Affecting Students and to the jurisdiction of the Student Judiciary. All members of the law school community are subject to the provisions of the Rules of Professional Conduct for Law Students.

XVII. BAR EXAMINATIONS

Students contemplating taking any bar examination should check the requirements carefully to ensure that their academic programs conform to any special rules. Some states require registration with the bar examiners while still a law student. Some states require specific coursework before a law graduate may take the bar examination.

XVIII. CREDIT THAT MUST BE EARNED IN REGULARLY SCHEDULED LAW SCHOOL CLASS SESSIONS

Students who elect to participate in approved studies or activities away from the law school, or in a format that does not involve attendance at regularly scheduled class sessions, may use such time spent to satisfy the school's residence and class hour requirements, provided the conditions of this section are met.

1. At least 65 credits of the total credited toward satisfying the "in residence" and "credit hour" requirements for graduation shall be in actual attendance in regularly scheduled class sessions in this law school or, with the dean's approval, at another law school.

2. The remaining hours may be earned for other studies or activities such as clinical fieldwork (see section XIX), directed research (see section X), participation in moot court and law review, and courses relating to law taken outside the law school (see section XII). (Students should be aware that state bars may have a more stringent requirement for credit hours earned in classes with regularly scheduled classroom sessions, and thus they should become acquainted with the specific requirements of any state in which they may wish to practice.)

XIX. CLINICAL COURSES

With regard to clinical courses, the Announcements of the school shall designate how much credit is given for regularly scheduled classroom sessions and how much credit is given for other studies and activities including fieldwork. (See section XVIII on maximum credit that may be obtained for studies and activities outside regularly scheduled classroom activities.) No more than one course designated as a clinical offering may be taken per semester without specific approval of the coordinator of clinical programs. The coordinator of clinical programs also shall determine if a particular clinical offering may be taken more than once.
Clinical Courses: Distribution of Credit Hours

In accordance with Academic Rule XIX, Clinical Courses, the chart provided below designates the distribution of credit hours for regularly scheduled classroom activity and other activities scheduled outside of the classroom.

<table>
<thead>
<tr>
<th>Regularly Scheduled*</th>
<th>Other Class Activity</th>
<th>Room Hours**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legal Externship: Becoming a Lawyer</td>
<td>2 credits</td>
<td>0</td>
</tr>
<tr>
<td>Legal Externship (Fieldwork)</td>
<td>2 credits</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>3 credits</td>
<td>0</td>
</tr>
<tr>
<td>Legal Externship: Supervised Fieldwork</td>
<td>2 credits</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>3 credits</td>
<td>0</td>
</tr>
<tr>
<td>Public Policy Fieldwork</td>
<td>2 credits</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>3 credits</td>
<td>0</td>
</tr>
<tr>
<td>D.C. Law Students in Court</td>
<td>9 credits</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>12 credits</td>
<td>4</td>
</tr>
<tr>
<td>SEC Student Observer Program</td>
<td>3 credits</td>
<td>1</td>
</tr>
<tr>
<td>Criminal Prosecution Clinic</td>
<td>4 credits</td>
<td>1</td>
</tr>
</tbody>
</table>

*Counts toward the 65 classroom credits needed for graduation (Academic Rule XVIII).
**Counts toward the total number of credits needed for graduation (Academic Rule I)

XX. TRANSFER OF CREDIT POLICY

Under certain circumstances, the law school will accept academic credit earned at another ABA accredited law school for transfer to CUA. Only graded courses will be considered for transfer (no pass/fail classes will be accepted for transfer.) The grade in the class must be a C or better. If courses are accepted for transfer, the credit will transfer but the grade will not transfer nor will it be included in the CUA Law grade-point average.

This rule summarizes the situations in which credit may transfer and the criteria used to determine whether the credit will transfer and limits on credit transfer.

1. Students Seeking to Transfer from Another ABA accredited law school to CUA.

CUA welcomes applications from students at other ABA accredited law schools who seek to complete their work at CUA and receive the J.D. from CUA. When a transfer application is accepted, the prior law school work is reviewed to determine what credit will transfer. CUA will accept a maximum of 30 credits, with a grade of C (or equivalent) or above, in courses that CUA requires in the first year of law school (or a close equivalent.) Also:

a. We will accept no more credits for a specific course than we offer, i.e., if the former school awarded six credits for Torts, we will only transfer the four credits that Torts earns here.
b. If the former school awards fewer credits than we do for a specific class, then the smaller number of credits will transfer, i.e., if the former school awarded four credits for Contracts, we will only transfer the four credits awarded at that school.
c. We will not accept credits for part one of a two-part class if the second part has not been taken. For example, if the former school offered Constitutional Law I in first year for three credits, and a required Constitutional Law II in second year for three credits, we will not accept the credits from part one alone.

2. Students Who Attend an Approved Summer Abroad Program.

Current CUA law students may seek permission under Academic Rule XIII to attend summer school classes at other ABA Accredited Law Schools or at Summer Abroad programs of other ABA-accredited law schools. With that prior approval:

a. We will accept no more than five credits in one summer from any program other than our own program (domestic or study abroad.)
b. We will not accept credits from multiple summer school programs.
c. Summer courses at other law schools will not count toward CUA residency requirements.

3. Students Who Attend Courses Outside the Law School During the Regular School Year.

Current CUA law students may seek permission under Academic Rule XII to visit away at another ABA-accredited law school or to attend one or more individual courses at another ABA-accredited law school or to take classes relating to the law in other schools or departments of the University for credit toward their J.D. degree. With that prior approval:

a. We will generally accept no more than 30 credits from law schools other than CUA, nor more than one academic year's worth of work from a law school other than CUA.
b. We expect students to meet our specific course requirements at CUA (Professional Responsibility, the Upper-Division Writing Requirement, and the Professional Skills Requirement.) If students have not met the requirements for Professional Responsibility, the Upper-Division Writing Requirement and the Professional Skills Requirement, they must receive specific written approval from the academic dean's office for the course(s) that will meet those requirements at the visited school.
c. We strongly recommend that students not visit away in the final semester of law school. However, if a final semester visit away is approved, the student is on notice that we must have official notice of grades from the visited school prior to the date on which the faculty votes on the graduating class. If the grades are not received prior to the faculty vote, the student will not graduate with the graduating class.
4. Students in "Exchange" Programs Where a Specific Agreement has Been Made Between CUA and Another ABA Accredited School. CUA may enter into an agreement with another school to allow students of one school to visit at the other school under certain conditions. CUA currently has no exchange agreements in place.

XXI. ADVANCED STANDING FOR GRADUATES OF FOREIGN LAW PROGRAMS

Graduates of non-U.S. law schools may apply for admission to the J.D. program with Advanced Standing. Students may receive credit for up to one third of the required credits for the CUA J.D. from prior legal studies in a foreign country. The total amount of credit allowed will be determined on an individual basis. The ABA Standards for the Approval of Law Schools govern advanced standing credit for applicants who have graduated from foreign law schools. The coursework in the foreign law school must have been done "in residence" at the foreign law school and CUA must be satisfied that the quality of the educational program at the foreign school was at least equal to that of an ABA-approved law school. Students who receive advanced standing credit must complete the remaining two-thirds of the work for the J.D. in residence at CUA.

XXII. STUDENT COMPLAINTS REGARDING COMPLIANCE WITH THE ABA STANDARDS

As an American Bar Association (ABA) accredited law school, the Columbus School of Law is subject to the ABA Standards for Approval of Law Schools. The ABA Standards may be found at http://www.americanbar.org/groups/legal_education/resources/standards.html. Any student at the law school who wishes to assert a complaint regarding the law school's compliance with the ABA's Accreditation Standards should submit that complaint in writing to the law school assistant dean for academic affairs (Niedzielko@law.edu or 202-319-6738), or the law school associate dean for student and external affairs (Duf hym@law.edu or 202-319-5491).

1. Reporting the Complaint

A student asserting a complaint regarding the law school's compliance with the ABA's Accreditation Standards should submit the complaint in writing, with sufficient detail to permit the law school to investigate the matter, including the specific Accreditation Standard(s) at issue. The complaint must be signed by the student. The complaint must also include the student's contact information, including name, home and email addresses, and phone number.

2. Resolving the Complaint

When a formal written complaint has been made in accordance with paragraph 1, the assistant dean for academic affairs, or the associate dean for student and external affairs will:

a. Acknowledge receipt of the complaint within five (5) business days of receipt,

b. Investigate the complaint and attempt to resolve it within thirty (30) business days. Within the thirty (30) day period the assistant dean or associate dean will either meet with the complaining student, or respond to the substance of the complaint in writing. During the meeting, or in the written response, the student shall either receive a substantive response to the complaint, or information about what steps are being taken by the law school to address or further investigate the complaint. If further investigation is needed, the student shall be provided with information about what steps are being taken by the law school to obtain the information and the anticipated timeframe for additional response.

c. If, due to extraordinary circumstances, the law school is unable to meet these timeframes, the dean may authorize an extension of time and the student will be notified of the extension and the reason for the extension.

3. Appeals

Within ten (10) business days of written notice from the assistant dean for academic affairs, or the associate dean for student and external affairs, regarding final resolution of the complaint, the student may appeal the decision in writing to the dean of the law school (Garvey@law.edu or 202-319-5139.) If such appeal is filed, the dean shall respond, with a written decision, within thirty (30) business days. The decision of the dean shall be final.

4. Written Record of Complaints

The Office of the Associate Dean for Academic Affairs in the law school shall maintain a complete written record of each complaint and how it was investigated and resolved.
ACADEMIC RULES
LL.M. PROGRAM

The academic rules at the date of publication are listed below. From time to time the faculty may promulgate new rules or alter the present rules. Students are considered to be on notice of changes or additions to these rules when they are approved by the faculty and posted in the Announcements as well as on the Web site of The Catholic University of America Columbus School of Law. To the extent permitted, in extraordinary cases, exceptions to these rules may be granted by the academic dean(s) for good cause shown.

I. DEGREE REQUIREMENTS

To be eligible for the degree of Legum Magister (LL.M.), with a concentration in Communications Law, Securities Law, Comparative and International Law, or Jurisprudence, a student must complete the following requirements during a course of study not to exceed 36 months after the student has commenced LL.M. study:

1. Earn at least 24 semester hours of credit while maintaining a cumulative average of 2.15;

2. Earn at least 16 of the required credits in courses directly related to the concentration area; the remaining credits may be earned by taking general electives.

3. Required Courses
   a. LL.M. students with a U.S. or Canadian first degree are required to take at least one course with a writing component as part of their coursework.
   b. LL.M. students whose first degree in law is not from a U.S. or Canadian school (“International students”) must take a legal research and writing course that will familiarize them with the American legal system and ensure proficiency in American legal analysis and writing.
   c. International students may be required to take a first-year common law course and they are encouraged to select at least one additional upper-division course that requires completion of a paper or other written work product.

4. Students must complete a written academic plan, under the supervision of the faculty adviser, prior to commencing study. Note: J.D. students will have priority for limited enrollment courses.

   To be eligible for the nonresident Master of Laws (LL.M.) Program with Jagiellonian University, students must earn 22 credit hours. The program comprises three parts:
   • At least six credits earned in three courses taken within the International Business and Trade Law Program offered by CUA in Cracow in mid-June through the end of July in the first summer in which students are enrolled in the program. LL.M. students study with American law students and students from several law schools in Poland.
   • At least nine credits earned in the School of American Law held at Jagiellonian University in Cracow during the academic year between October and May.

   • Six to seven credits earned during a two-month stay in Washington, D.C., from mid-May through the end of July during the second summer that students are enrolled in the program. Students enroll in one three- or four-credit classroom substantive law course. In addition, students receive one credit for a course in advanced legal research and writing, which assists them with the preparation of a required directed research paper, for which the student receives an additional two credits.

II. REGISTRATION, COURSE LOADS, AND WITHDRAWAL

1. Students must complete registration at the beginning of each semester.

2. Students may be admitted as full-time or part-time students. Full-time students must enroll for a minimum of 12 hours per semester and should complete the program in one academic year. Full-time students may enroll for a maximum of 16 credits per semester. Part-time students must enroll for a minimum of six credits per semester and should complete the program in two academic years. Part-time students may enroll for a maximum of 11 credits per semester. Students who are working more than 20 hours per week should enroll in the part-time program. LL.M. students may not exceed the maximum period of candidacy described in Rule I.

3. International students on student visas are required to enroll as full-time students. A student’s visa cannot be extended to provide additional time for the student to complete a paper or coursework except for compelling academic or medical reasons consistent with U.S. visa regulations. Other students with a first degree from an institution outside of the U.S. may enroll as part-time students if they are U.S. citizens or permanent residents of the U.S., or if they are on a visa permitting part-time study.

4. Late registration is permitted only for good cause. Students who register after the deadline may incur a late registration fee. No course may be added after the add/drop deadline.

5. Permission to change the chosen concentration or to withdraw from any course must be approved by the faculty adviser and the academic dean.

6. Duplication of Courses. Students in the LL.M. program may not enroll in the same or a substantially similar course for which they have previously received academic credit without written authorization from the faculty adviser and the academic dean. If such permission is granted, the faculty adviser and the academic dean must confirm, in writing, whether the course in question will count toward the credits required for the degree and/or concentration.

7. Withdrawal from a course after the drop/add period but before mid-semester is permitted, but will not be allowed if the student’s amended course load would be less than the minimum number of hours specified in paragraph II, 2. supra. The withdrawal will be noted on the transcript. After mid-semester a withdrawal may be
authorized by the academic dean only with the concurrence of the course instructor. In no event will withdrawals be authorized after the beginning of the official examination period for that semester. Changing from credit to audit must be done before the midpoint of the semester.

8. Transfers between divisions (full-time/part-time) are permitted only for good cause and with written application to the academic dean. Normally a student will be permitted to transfer only once during his or her LL.m. study.

9. Withdrawal for failure to register.
A student who fails either to register or to obtain an approved leave of absence, regardless of the reason for that failure, will be withdrawn from the LL.m. program. This action will be noted on the student's transcript. Such a student may not register for a subsequent semester without the approval of the academic dean. Permission to re-enroll will not be granted unless the degree can be completed within 36 months of the original date of matriculation.

III. GRADING

1. Grading Policy for LL.M Students
   a. Grades for all LL.M. students will be based on the following letter-grade scale:
      
      | Grade | Numerical Value |
      |-------|-----------------|
      | A+    | 4.33            |
      | A     | 4.00            |
      | A-    | 3.67            |
      | B+    | 3.33            |
      | B     | 3.00            |
      | B-    | 2.67            |
      | C+    | 2.33            |
      | C     | 2.00            |
      | C-    | 1.67            |
      | D     | 1.00            |
      | F     | 0.00            |
      | F*    | 0.00            |

      The grade of F* should be awarded to students who did not officially withdraw from the course, but who failed to attend and participate in course activities through the end of the period.

   b. Letter-based grades will be converted to numerical values for the purposes of calculation of grade point average as follows:
      
      | Grade | Numerical Value |
      |-------|-----------------|
      | A+    | 4.33            |
      | A     | 4.00            |
      | A-    | 3.67            |
      | B+    | 3.33            |
      | B     | 3.00            |
      | B-    | 2.67            |
      | C+    | 2.33            |
      | C     | 2.00            |
      | C-    | 1.67            |
      | D     | 1.00            |
      | F     | 0.00            |
      | F*    | 0.00            |

   c. No mandatory means or medians shall apply to grades awarded to LL.M. students. The grade ranges set out for J.D. students may be used to guide the assignment of grades for LL.M. students, however, such grades ranges are merely advisory.

   d. The performance of LL.M. students shall be evaluated independently from the evaluation of J.D. students. LL.M. students shall not be included when determining the means, medians, or ranking for J.D. students. Every effort will be made to maintain an LL.M. student's anonymity during the grading process; however anonymity cannot be guaranteed when enrollment numbers of LL.M. students in a course make such anonymity infeasible.

2. Procedure for Appealing Failing Grade.
   Find the procedure at http://policies.cua.edu/academicundergrad/appealfailinggrades.cfm. University procedure does not allow a passing grade to be appealed.

IV. GOOD STANDING, PROBATION, EXCLUSION, AND READMISSION

1. Good Standing:
   LL.M students must maintain a cumulative average of 2.15.

2. Academic Probation
   An LL.M. student whose cumulative average falls below 2.15, but not below 1.82 after the first semester in a full-time program or first or second semester in a part-time program will be placed on academic probation.

3. Academic Exclusion
   A student will be academically excluded from the LL.M. degree program under any one of the following circumstances:
   a. The LL.M. student has been placed on academic probation and fails to achieve a cumulative grade point average of 2.15 or higher in the subsequent semester.
   b. The LL.M. student's cumulative grade point average falls below 1.82 in any semester.
   c. Upon completion of all degree requirements the LL.M. student has not achieved a cumulative grade point average of 2.15 or higher.

4. Readmission Following Exclusion
   a. Absent extraordinary circumstances, students excluded for academic deficiency will not be readmitted to the law school.
   b. An excluded student may be considered for readmission only once.
   c. As a rule, the faculty excludes the votes of student representatives to the faculty and to the Student Affairs Committee on matters pertaining to a student's petition for readmission. However, upon written request of the student seeking readmission, student representatives will be permitted to vote on the petition.
   d. If the Student Affairs Committee votes to readmit an LL.M. student following exclusion, the committee, in conjunction with the LL.M. student's faculty adviser, must specify requirements for the student's continued study, including retaking any specific courses or revising the academic plan.
   e. An LL.M. student readmitted following academic exclusion must achieve a semester average of 2.15 in the following semester and a cumulative average of 2.15 upon completion of all degree requirements. If the student does not achieve a semester average of 2.15 in the following semester the student will be excluded from the academic program without opportunity for academic probation or readmission.
V. CLASS ATTENDANCE AND COURSE REQUIREMENTS

1. Class Attendance
   Regular and punctual attendance at class meetings or equivalent course exercises is a condition of receiving credit in all courses. If a student misses more than two hours of coursework for each credit hour assigned to the course, the instructor may direct the dean's office to exclude the student from the course. Instructors in limited-enrollment courses (seminars, clinics, simulations, etc.) may set stricter attendance rules for those courses, including required attendance at the first or other specified class meetings; if a student fails to meet these requirements, the instructor may direct the dean's office to exclude the student from the course. Each instructor is responsible for announcing and enforcing the specific attendance policy for that course. Chronic, repeated, or general lack of attendance in violation of these rules shall be grounds for dismissal from the school upon a vote of the faculty. (See Rule III.1. Grades.)

2. Course Requirements
   Individual instructors are free to determine their own teaching method and materials and whether their course grade will be based on examination, a research paper, or a combination of the two, or pursuant to Rule VI. Individual instructors also may designate prerequisites for their courses.

VI. COMPONENTS OF GRADE

1. Except as provided below in sections 2–4, each student's grade shall be based solely on an anonymous written examination administered at the end of the course pursuant to Rule VII.

2. Courses Exempt by Category
   Clinical courses, externship courses, simulated lawyering skills courses, seminars, and all courses that satisfy a writing requirement are not governed by paragraph 1. Instructors in those courses may base their grades on criteria established by the individual instructors. The criteria must be set forth in writing and distributed to the students in the course at or before the first class meeting.

3. Instructor Option re Student Work Product
   a. In any course other than those listed in paragraph 2, at the instructor's option up to 30 percent of the final grade may be based on student work product other than the final examination.
   b. The student work product that comprises the nonexamination portion of the final grade may consist of answers to written problems; research or drafting assignments; periodic quizzes; a mid-semester test; classroom demonstrations, presentations or reports; individual or team exercises such as simulations of interviews, depositions, arguments, hearings, negotiations, or the like; or any other activity during the semester that can be objectively assessed and compared from one student to another.
   c. Any instructor intending to base a portion of the grade on student work product other than a final examination must make that election, set forth the criteria for the grade in writing, and distribute it to the students in the course at or before the first class meeting. No nonexamination grading component criteria may be added by the instructor after the initial distribution of the criteria to the students. Previously announced nonexamination grading criteria may be eliminated or changed by the instructor so long as the change is made in writing and distributed to the students before the last day of classes.
   d. When the final grades are submitted to the dean's office, the instructor must submit a written worksheet or compilation that identifies the nonexamination component(s) for each student.
   e. The instructor should grade the nonexamination components on an anonymous basis, whenever feasible, especially in first-year courses.

4. Instructor Option re Classroom Performance
   At the instructor's option, assessment of classroom performance, which includes participation in class discussions and in-class exercises other than those listed in Paragraph 3, may raise or lower a student's grade for the course by a single letter-grade step. A single letter-grade step change is a change from an A to an A+ or A-, from a B+ to an A- or B, etc. No grade of D or F may, however, be created or altered though an addition of or subtraction of a step as provided in this section.

VII. EXAMINATIONS

Anonymous written examinations are conducted in all courses at the end of each semester, except as provided in Rule VI.

1. Time and Place for Examinations
   Examinations will be administered, according to a posted schedule, in a special period following the end of all regular class meetings. All exams must be taken during that period unless incompletes are entered for good cause. The posted schedule designates specific starting times for exams and will be issued in draft form no later than the beginning of the semester. Examinations that deviate from the time limits set in paragraph 3 below must be identified at that time. Exam questions are distributed by proctors. Students will be assigned to specific rooms, must take every other (alternate) seat in the classroom assigned, and must write the examination in that room.

2. Proctors
   Faculty members or others hired for the purpose will be assigned as proctors for each room in which examinations are being taken. Proctors will distribute and collect exams in the assigned room and will remain in the room during the exam.

3. Time Limits
   Examinations may be one to four hours' duration, at the instructor's discretion. Except in required courses, if an examination will exceed the four-hour limit, students must be advised of that fact no later than the inception of registration. The amount of time allowed will be stated on the examination itself, and this time is absolute. At the stated expiration time, all students must turn in
their exams promptly to the proctor. The proctor is instructed to notify the Office of the Dean regarding the examination papers of students who continue to write past the time limit. Any student who is unavoidably late for the beginning of an examination may see the dean or the dean’s designee, who may extend the deadline for that student for sufficient reason. Otherwise, a late-arriving student is limited to the original deadline set for the exam. Similarly, students who become ill during an exam should report the illness to the proctor. The proctor will collect that student’s examination materials and will report the illness to the dean, who may extend the deadline or reschedule the exam.

4. Rescheduling of Examinations
   a. Students may request rescheduling of examinations on account of personal or family illness or emergency or an exam conflict. Any rescheduling will be to the nearest possible date following the originally scheduled date at which all other rescheduled students will be available to take the examination. No examination will be rescheduled to a time prior to the time at which the examination period starts. Examinations will not be advanced except in extraordinary circumstances. With regards to any exam rescheduled in advance of a regularly scheduled exam, faculty members will be consulted prior to the Office of Academic Affairs making such accommodations.
   b. If a student has examinations on three consecutive days, the middle exam may be rescheduled.
   c. If a student has two exams in one day, he or she may reschedule one.
   d. If a student has two exams in less than 48 hours (the 48-hour period is computed from the starting time for each exam), one exam will be rescheduled so that the exams will be at least 48 hours apart.
   e. Reasons of personal convenience, including matters relating to employment, do not warrant rescheduling examinations.
   f. The instructor will be advised whenever a student takes his or her exam at a rescheduled time, and the instructor may prepare a special exam for that purpose.
   g. Take-home exams and paper due dates are excluded from rescheduling consideration.

5. Failure to Appear for Scheduled Examination
   Any student who, without approved rescheduling, fails to appear for an examination at the time scheduled will receive an F for that exam.

6. General Examination Format
   Examinations in the law school will consist of a series of questions or problems dealing with the subject matter of the course. In preparing such examinations, instructors may designate the weight- or time allocation for each question or problem.

7. Take-Home Examinations
   An instructor may give a take-home examination in any course. Take-home exams should be distributed and returned at fixed times, and the time allotted should be neither so short nor so long as to interfere with other examinations being administered. Policies stated above with respect to deadlines, and failure to appear apply to take-home exams as well as to regular exams. In giving take-home exams, instructors should appreciate the limited resources of the law library, should avoid using the take-home format as a substitute for a term research paper, and should presume that the exam can be answered from required course materials. Take-home exams should be in the same format as regular exams and should be returnable within a maximum of 48 hours after distribution. The instructor should specify appropriate amounts of time for preparing and writing exam answers and should set maximum page or word limits for the exam.

8. Materials in Examination Rooms
   Instructors should announce in class, advise the proctor, and indicate on the examination questions what (if any) materials students may bring into the examination room. Any other notes, books, or materials must be left outside the room during the exam.

9. Anonymity of Examinations
   Examinations are taken and graded anonymously. Students are responsible for obtaining exam numbers according to procedures set by the dean’s office. Students must identify their exams only with their exam number. To preserve grading anonymity, students are prohibited from contacting current semester faculty between the date that the exam is administered and the date that the grades are posted in Cardinal Station.

10. Review of Exams C+ or Below
    Every student who has received the grade of C+ or below in any course is required to review the examination and the model answer the professor has prepared for that examination and discuss the review with the professor. For a grade received in the spring term, this review must occur no later than four weeks after the start of fall classes. For a grade received in the fall term, this review must occur no later than six weeks after the start of spring classes. No student obligated to review an examination by this resolution will be permitted to register for courses taken in the semester subsequent to the semester when the grade was posted unless the student provides the Office of the Associate Dean of Academic Affairs a statement, signed by the professor assigning the grade of C+ or less, confirming the obligation created by this resolution has been satisfied. The limitation on registering for courses shall apply up to, but not including, the registration period for courses to be taken in the last semester of the students’ legal study.

VIII. COMPLETION OF COURSES: INCOMPLETES

1. Students in all courses are expected to complete their coursework within the semester in which the course is offered.

In examination courses this means taking the exam at the time scheduled. In courses in which research papers comprise all or part of the coursework, such papers must be submitted at the times fixed by the instructor but in no event later than the last day of scheduled exams for the semester.
2. When a student is unable, because of illness or other hardship, to complete coursework (other than the examination) on the due date(s), the student should advise the instructor promptly. The instructor may then direct the entry of a grade of incomplete in the course. Incomplete grades must be made up at a time determined by the instructor and, in any event, no later than the middle of the following semester. Incomplete grades will be used rarely and only in extraordinary cases and will not be used when the student simply has failed to complete course work. No incomplete may be entered in the summer session. Failure to complete coursework on the due date or, in the case of an incomplete, by the middle of the following semester, will result in the entry of an F.

IX. AVAILABILITY OF GRADES

1. Availability of Grades
Final coursework grades are available through Cardinal Students.

2. Grade changes in any course are considered final once submitted to the Office of the Dean.
The Office of the Dean may change an otherwise final grade only on written certification from the faculty member either (1) that the final grade reflects an incorrect mathematical computation or recordation or (2) that, in determining the particular exam or paper grade, the faculty member evaluated the student’s work differently from that of all others in the course. (The latter criterion does not contemplate changes in the classroom performance [Rule VI.4] portion of any final grade). No final grade will be changed merely to restore a student to good standing, to assure academic credit for the course, at this institution or any other; nor will a grade be changed because, on review, the faculty member is persuaded the student had a better (or worse) grasp of the course material than the exam or paper evidenced on its face. In no event may any final grade be changed unless the faculty member’s written certification reaches the Office of the Dean by the middle of the semester following that for which the grade was entered.

3. Submission of grades by faculty members.
Faculty members are expected to submit grades as soon as possible. Absent an extension from the dean, grades are to be submitted no later than four weeks from the conclusion of the examination period. In order to award honors at graduation, grades of graduating students in their last semester must be submitted at a time to be designated by the dean.

X. WRITING REQUIREMENT
Writing requirements for LL.M. degree candidates are outlined in Rule I. 3. b and c.

XI. STUDENT RECORDS AND TRANSCRIPTS
Each student’s file, containing material from application through graduation, is maintained in the law school. Information in the file is available to the student upon written request, consistent with the requirements imposed on the law school by the University and by the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment). The student record policy is online at http://policies.cua.edu/StudentLife/studentrecords.cfm. Student education records will not be disclosed without written permission of the student unless the release fits one of the exceptions in the CUA Student Records Policy found at http://policies.cua.edu/studentlife/studentrecordsfull.cfm. Permanent and official transcripts of law school work are maintained in the university enrollment services office in McMahon Hall. All requests for transcripts should be made to that office or on line through Cardinal Station.

XI. COURSES OUTSIDE THE LAW SCHOOL
LL.M. students are expected to complete all degree requirements at this University. In appropriate circumstances, however, students may be permitted to take one graduate level course (not to exceed four credits) relating to the academic program at another university. Similarly, within the limits of maximum course load, LL.M. students may request permission to take graduate level courses relating to the academic program in other schools or departments within The Catholic University of America for credit toward their LL.M. degree. Generally students will not be permitted to register for more than two courses in other CUA schools or departments. Courses taken outside of the law school (whether at CUA or at another university) must be included in the student’s written academic plan and approved by the faculty adviser. Credit in such courses will be entered on the student’s record but grades in these courses will not be computed into his or her academic average.

XIII. ACCOMMODATION UNDER ADA
Students who seek accommodations under the Americans with Disabilities Act should contact the Office of Disability Support Services (DSS) at cua-disabilityservices@cua.edu, which will coordinate with the Office of the Academic Dean.

XIV. INTERRUPTION OF STUDIES
A student in good standing who must interrupt his/her studies for adequate reason, such as prolonged ill health or military service, may be granted an academic leave for a stated period, usually not to exceed one year. The student should apply in writing to the Office of the Academic Dean of the law school, stating the specific reasons for requiring the leave.

The period of academic leave is counted as part of the time allowed for the completion of degree requirements. Any incomplete (I) grades that are outstanding must be changed in accordance with the policy on incomplete grades by the date published in the Academic Calendar, whether a student is registered for the current semester or not. If the academic leave extends beyond the period approved by the academic dean, the student will be considered to have withdrawn from the University, and must apply for readmission to be reinstated and satisfy current degree requirements.

Students may apply for an academic leave for a semester if they are not enrolled in courses for that semester up until administrative withdrawals are processed for that term (usually the last date to enroll in any class offered for that semester [including modular, i.e. dynamically dated, classes]).

Students who wish to temporarily leave the University during a
students who have withdrawn from the university will be reported to the National Student Clearinghouse as "not enrolled" with an effective date as noted above. They will enter their federal student loan grace period, and if they have previously used up their student loan grace period, they will immediately enter into loan repayment.

If a student who has withdrawn from the law school subsequently decides to return to the law school, he/she must submit an application for admission to the law school Office of Admissions. That application will be considered as an application to the first year class. Credits earned prior to withdrawal from the law school cannot be applied to a subsequent application for admission.

XV. AUDITS

Within the limits of maximum and minimum course load, students may audit courses in the law school or in the University. Such audited courses are entered on the student's record but do not count toward either the academic credit or residency requirements. Auditors are not excused from class attendance requirements.

XVI. STUDENT CONDUCT AND DISCIPLINE

Students in the law school are subject to the standards of student conduct as set out in the University Policies and Procedures Affecting Students and to the jurisdiction of the Student Judiciary. All members of the law school community are subject to the provisions of the Rules of Professional Conduct for Law Students (see page 117).
XVII. BAR EXAMINATIONS
The LL.M program is not designed to prepare students for a U.S. bar exam. Accordingly, the law school does not guarantee enrollment in any course, graduate or J.D., that bar authorities may require as a condition of eligibility to sit for a bar examination. Students contemplating taking any bar examination should check the requirements carefully to ensure that their academic programs conform to any special rules. Some states require registration with the bar examiners while still a law student. Some states require specific coursework before a law graduate may take the bar examination.

XVIII: TRANSFER OF CREDIT
J.D. graduates of the Columbus School of Law who are accepted into the CUA LL.M. program may count up to five credits earned in excess of the 84-credit J.D. graduation requirement toward the LL.M. degree, as long as the date of the J.D. is no more than three years prior to the beginning of the LL.M. program. Transfer of credit from other J.D. programs will not be permitted.

Students earning academic credit in the LL.M. program will not be permitted to apply that academic credit toward the requirements of a J.D. degree at The Catholic University of America.

XIX. STUDENT COMPLAINTS REGARDING COMPLIANCE WITH THE ABA STANDARDS
As an American Bar Association (ABA) accredited law school, the Columbus School of Law is subject to the ABA Standards for Approval of Law Schools. The ABA Standards may be found at http://www.americanbar.org/groups/legal_education/resources/standards.html. Any student at the law school who wishes to assert a complaint regarding the law school’s compliance with the ABA’s Accreditation Standards should submit that complaint in writing to the law school assistant dean for academic affairs (Niedzielko@law.edu or 202-319-6738), or the law school associate dean for student and external affairs (Duffym@law.edu or 202-319-5491).

1. Reporting the Complaint
A student asserting a complaint regarding the law school’s compliance with the ABA’s Accreditation Standards should submit the complaint in writing, with sufficient detail to permit the law school to investigate the matter, including the specific Accreditation Standard(s) at issue. The complaint must be signed by the student. The complaint must also include the student’s contact information, including name, home and email addresses, and phone number.

2. Resolving the Complaint
When a formal written complaint has been made in accordance with paragraph 1, the assistant dean for academic affairs, or the associate dean for student and external affairs will:
   a. Acknowledge receipt of the complaint within five (5) business days of receipt,
   b. Investigate the complaint and attempt to resolve it within thirty (30) business days. Within the thirty (30) day period the assistant dean or associate dean will either meet with the complaining student, or respond to the substance of the complaint in writing. During the meeting, or in the written response, the student shall either receive a substantive response to the complaint, or information about what steps are being taken by the law school to address or further investigate the complaint. If further investigation is needed, the student shall be provided with information about what steps are being taken by the law school to obtain the information and the anticipated timeframe for additional response.
   c. If, due to extraordinary circumstances, the law school is unable to meet these timeframes, the dean may authorize an extension of time and the student will be notified of the extension and the reason for the extension.

3. Appeals
Within ten (10) business days of written notice from the assistant dean for academic affairs, or the associate dean for student and external affairs, regarding final resolution of the complaint, the student may appeal the decision in writing to the dean of the law school (Garvey@law.edu or 202-319-5139.) If such appeal is filed, the dean shall respond, with a written decision, within thirty (30) business days. The decision of the dean shall be final.

4. Written Record of Complaints
The Office of the Associate Dean for Academic Affairs in the law school shall maintain a complete written record of each complaint and how it was investigated and resolved.
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XI. AMENDMENT OF THE RULES OF PROFESSIONAL CONDUCT — 131
I. PURPOSES AND SCOPE OF AUTHORITY; ADDITIONAL RULES

A. Purposes

The Council on Professional Conduct (hereinafter "the Council") and the Rules of Professional Conduct for Law Students (hereinafter "the Rules" or "the Rules of Professional Conduct") have several purposes. The Council's education efforts and the Rules provide the CUA Law academic community a framework for conducting its programs on a basis of trust in the integrity of all participants. The Council's efforts and the Rules give notice of specific conduct to be followed by members of the law school community. The Council's efforts and the Rules prepare law students to participate in a self-regulated profession in which lawyers must comply with an analogous set of standards. The Rules also provide a process for resolution of the possible violations of the conduct standards with provision for education, remediation, and imposition of sanctions when appropriate.

B. Function and Scope

The CUA honor process was adopted by the faculty upon a student initiative in 1982. The Rules, as amended in 2012, recognize that the law school's functioning should be built on a foundation of trust and integrity. Creation of this foundation requires the combined effort of the law school's students, faculty, and staff in cooperation with the parent University. These Rules require law students, faculty, and staff to report possible violations by law students. The effectiveness of the Rules depends on their implementation by every member of the CUA Law community.

Allegations of misconduct committed by faculty or staff are not processed through the Council on Professional Conduct. They are dealt with by the Dean's Office or through other University procedures. Any member of the law school community who has reason to believe that a member of the faculty or staff has engaged in dishonest or unprofessional conduct should bring that conduct to the attention of the Dean's Office.

These Rules apply to student conduct that occurs between a student's enrollment in and graduation from CUA Law. If a violation is discovered after a J.D. degree has been conferred, the Dean shall determine what, if any, further action will be taken and the appropriate body to hear any evidence with regard to the matter. Action may include revocation of the J.D. degree. If an issue arises with regard to conduct occurring prior to enrollment at the law school, e.g., a failure to disclose a matter on the application, the Dean will determine whether the matter should be referred to a Council Hearing Panel or to another body. Action may include revocation of admission or expulsion if appropriate.

These Rules, and the duty to report violations of them, relate only to conduct that raises questions about the honesty, trustworthiness, or fitness of a student to become a lawyer. In interpreting "honesty, trustworthiness, or fitness," the law school may refer to the interpretation of this standard by state and federal courts and bars, although no precedent from any particular court or bar will be considered binding. Nothing in these Rules shall be construed to prevent a professor from adjusting a grade downward or entering a failing grade for a student who has committed an act of academic dishonesty in a course taught by that professor. (Throughout this document, "professor" refers to all members of the CUA Law teaching staff including both full-time and adjunct instructors.)

C. Additional Rules and Procedures

The violations set forth in these Rules in Section IV are not the only rules and standards governing law students. Administrators and faculty members make rules and enforce standards of conduct for law students appropriate to their responsibilities. Serious violation of such rules and standards may raise questions regarding a student's trustworthiness and fitness to be a lawyer and result in consequences that could include a failing grade, exclusion from a course or clinic, a report of the conduct to bars to which the student applies, or suspension/expulsion from CUA. Violations, which could result in such consequences, include actions that disrupt the law school-learning environment, interfere with administration of the academic program, or involve significant neglect of matters entrusted to the student. Law students also are subject to the University Code of Student Conduct. The Code of Student Conduct is set forth on the University policy website.

D. Duty to Notify CUA Law about Criminal Charges

1. Law students must notify the Dean's office in writing of any criminal charge against them that occurs prior to law school graduation and has not been previously disclosed, e.g., as a part of the application process. This reporting requirement also applies to charges required to be reported in the following paragraph even if such charges are not designated as criminal, e.g., presented in the form of a traffic citation.

2. Any situation that involved alcohol use, drug use or property damage is reportable as are charges of "reckless driving" that result in revocation or suspension of a driving license. Parking tickets and minor moving violations are not reportable.

3. Notification of charges reportable under this section must be made within a reasonable time after the charge, and such time normally will not exceed ten (10) business days.

4. The law school also may require that the student provide additional information about the charge and its disposition.

5. Failure to report under this section within a reasonable time or to comply with the law school's request for additional information is a violation of the Rules of Professional Conduct for Law Students as set forth in Section IV.A.8.

6. If the Dean's Office has reason to believe that the charge may be a violation of the Rules of Professional Conduct if proven, the Dean's Office will inform the Dean's Designee about the matter, and the Dean's Designee will proceed as provided by the Rules.

7. The Dean's Office shall assess whether the matter suggests a serious threat to the health, safety or security of the university community or whether it otherwise raises a substantial question about the student's honesty, trustworthiness or fitness to
become a lawyer. If so, the Dean’s Office will determine what action should be taken, and such action may include suspension or expulsion. If the Dean’s Office determines the matter does not fall within one of the previous categories, the Dean’s Office may warn the student of bar application reporting requirements.

II. RESPONSIBILITIES OF LAW SCHOOL COMMUNITY MEMBERS

A. Student Awareness and Compliance

Each law student must read and comply with the Rules and commit to maintaining the integrity of the legal profession. See Section III.E setting out the requirement that all entering students affirm in writing that they have read Sections I-IV of the Rules by the end of the orientation period.

B. Community Members’ Responsibility to Report Violations

Each member of the CUA Law community must report any conduct he or she has reason to believe violates these Rules, unless the person receives the information in the context of a confidential communication. See Section V.B for the specifics of this obligation and V.B.7 for definition of confidential communication.

C. Understanding Pertinent Rules for Academic and Co-Curricular Activities

1. Each person making an assignment or giving an examination in a law school course or co-curricular activity (hereinafter an “assigning person”) has the responsibility to provide an unambiguous definition of “unauthorized assistance” to all participants in a timely fashion. Unless a student's resulting work constitutes Cheating as defined in Section IV.B, and in the absence of express instructions to the contrary, students are permitted to meet in groups to discuss reading assignments, to study for examinations, and to prepare for simulations, oral presentations, or clinical work. Unless prohibited by the professor's definition of unauthorized assistance, students are permitted to use the words or ideas of another without attribution in writing for in-class examinations.

2. Each student has a responsibility to seek clarification of any perceived ambiguity in any professor or other assigning person's definition of unauthorized assistance with regard to examinations, course assignments or co-curricular activities (see Section IV.B.1) and with regard to authorized recording of classes or other law school presentations or use of recordings (see Section IV.C.8).

3. Each student has a responsibility to apply generally accepted rules on proper attribution of source material, use proper punctuation or indentation to signify use of the words of another, and check all written submissions for any improper use of the words or ideas of another.

III. COUNCIL ON PROFESSIONAL CONDUCT; DEAN’S DESIGNEE; PROFESSIONAL CONDUCT EDUCATION

A. Composition

The Council on Professional Conduct shall consist of three faculty members and six students. The Dean shall appoint the faculty Council members, and the Dean shall designate one of the three faculty members as the Faculty Co-Chair of the Council. See Section III.C on selection of student members including the designation of a Student Co-Chair of the Council. The Dean's Designee and any other staff or faculty member with responsibility for professional conduct education or review of possible violations of the Rules of Professional Conduct will serve as ex officio members. The ex officio members will assist the Council by providing information on the types of problems that arise in administration of the Rules or otherwise in the law school that might suggest a need for education of community members or administrative changes to promote greater adherence to the Rules.

B. Functions

1. Professional Conduct Education

The Council on Professional Conduct is charged with planning and implementing a curriculum of education on standards of professional conduct for law students relevant to the operation of the law school and to standards that apply to members of the legal profession. Planning this professional education program should include identification of the most important issues to communicate to students. This educational effort may include communication with faculty on such matters as clarity of directions on “unauthorized assistance” and defining plagiarism, as well as other ways that faculty can help promote personal integrity and education in professional conduct. The Council should also solicit suggestions from faculty and administrators on ways honor questions arise, e.g., in exam administration, and how to avoid such situations. After considering what types of education in honor and professional conduct should be available to students during their time at the law school, the Council shall create an agenda for the academic year. The Council shall participate in presentations made at the orientation for new students and cooperate with administrators and faculty in planning and offering at least two programs on issues of particular concern to first-year students. Such topics include issues that arise in the context of research assignments, writing assignments and exams, law review and journal writing competitions, and summer legal employment. The Council also should plan and implement at least two additional honor education programs on topics important to professional conduct as law students or as practicing lawyers. The Council shall establish criteria to determine what professional conduct programs, in addition to those presented by the Council, can be used to satisfy the continuing professional conduct education requirements specified in Section III.E. Without disclosing the identity of the people involved, the Council should
inform the law school community about alleged violations that have been reported and the sanctions that have been imposed regarding Rules’ violations. The Council should determine for what period such information should be provided, e.g., the past year or a longer period.

In addition to their roles in planning the content of professional conduct and honor education, student members of the Council are expected to assist in administration of the honor education requirement.

2. Hearing Panels
If an evidentiary hearing on an alleged violation of the Rules is necessary, a panel of three students and two faculty members (hereinafter a “Hearing Panel”) will be drawn from the Council. A Hearing Panel will be chaired by a Council faculty member (hereinafter the “Hearing Panel Chair”). The Council shall establish internal procedures to determine which members should sit on a particular hearing panel, choice of the Hearing Panel Chair, and when recusal of a Council member would be appropriate. If the need for a hearing arises when student members are not available to serve, a Hearing Panel comprised of at least three faculty members may adjudicate the complaint. If there are an insufficient number of faculty members from the Council available to comprise a Hearing Panel, the Dean may appoint substitute faculty members for the panel. The need for such alternative composition of a Hearing Panel is most likely to arise if it is necessary to conduct a hearing during the exam period or the allegation concerns the behavior of a student about to graduate, but other circumstances also may arise requiring an alternative composition. See Section V.C.2 regarding time limits for resolving allegations and the option for Respondent or Respondent’s Representative or Dean’s Designee to petition for an alternative hearing panel if there is a concern regarding timely resolution of a matter or complaint.

A student member of the Council may be asked to assist the Dean’s Designee in his or her investigation of a matter prior to the filing of a complaint, or of a complaint that has been filed with the Council or is pending before a Hearing Panel. See Section V.D.4.b.

C. Election and Term of Student Members
The six student members of the Council will be elected or appointed in accordance with the SBA Constitution or By-laws. The Constitution or By-laws shall provide for designation of one of the six students as the Student Co-Chair of the Council. Any vacancies should be filled promptly in accordance with the SBA Constitution or By-laws. Newly-chosen members should attend Council meetings from the time of their election although the official terms will begin on the final day of classes of the spring semester. Newly-chosen members also may be asked to serve on a Hearing Panel if an insufficient number of student members are available. As soon as feasible in the second semester, two additional first-year members will be elected or appointed in accordance with the SBA Constitution or By-laws. The first-year members should attend all Council meetings and participate fully in discussion about the education functions of the Council, but they are not eligible to be appointed to a Hearing Panel.

D. The Dean’s Designee
The Dean of the law school will designate one or more bar-admitted professional staff members, deans, or faculty members to serve as the Dean’s Designee. The Dean’s Designee will perform the duties and responsibilities set out in Section V of these Rules. If the appointed Dean’s Designee is unable to serve, the Dean shall choose one or more alternate bar-admitted professional staff members, deans, or faculty members to fulfill the duties of the Dean’s Designee.

E. Professional Conduct Orientation
A copy of this document constituting the Council on Professional Conduct and the Rules of Professional Conduct will be given to each entering student and shall be enforceable as part of The Catholic University of America Columbus School of Law Announcements. By the end of orientation period, all entering students must sign a statement saying that they have read Sections I-IV of the Rules. Failure to sign this statement is not a defense to an alleged violation of these Rules. An “entering student” is a 1D, 1E, or transfer student, as well as visiting or LLM students during the period they are enrolled in courses at the CUA campus.

F. Continuing Professional Conduct Education
All students must attend six professional education programs during their time in law school. These may be programs planned and implemented by the Council as set out in Section III.B.1., or programs designated as honor education programs under criteria set by the Council as set out in Section III.B.1. The Council shall work with the law school administration to develop a system for recording compliance with these requirements, with student Council members assisting in gathering of attendance records at programs as needed. The Council shall set criteria for compliance with the attendance requirement by alternative means, e.g., certification of listening to recordings of sessions. An online system for students to check their compliance with this requirement will be maintained by the administration in accordance with the Council’s criteria. If a student fails to complete the required six honor education programs, this failure will be noted in the student’s academic record and will be reported to the bars to which the student applies.

IV. VIOLATIONS
The following conduct violates these Rules of Professional Conduct if it is dishonest, reflects a lack of trustworthiness, or otherwise raises a question about a student’s fitness to become a lawyer. For the purposes of this section, a reckless state of mind refers to a conscious disregard of a substantial risk that the circumstance described exists or a related or resulting consequence will result.
A. Lying or Failing to Disclose

Lying is any act (or omission) in which a student intentionally, or with reckless disregard for the truth, deceives another by stating an untruth, by misrepresenting material facts, or by failing to disclose material facts. Conduct constituting this offense includes, but is not limited to, the following:

1. Representing the words or substance of another's work as one's own in any writing submitted for academic credit or written for a co-curricular activity with intent to deceive.
2. Representing the words or substance of another's work as one's own in any writing submitted for academic credit or written for a co-curricular activity with reckless disregard of commonly accepted definitions of plagiarism.
3. Failing to disclose past disciplinary complaints under these Rules resulting in the finding of a violation to a professor whom the student asks to act as a reference for that student.
4. Omitting material information about one's own academic record, work experience, or law school activities.
5. Furnishing any person with false or misleading material information about the academic record, work experience, or law school activities of another member of the law school community.
6. Furnishing false or misleading material information to any professor, any other administrative office of the University, or to a student or nonstudent administrator of a co-curricular or extracurricular activity. “Any other administrative office” of the University includes, but is not limited to, the Admissions Office, the Financial Aid Office, the Career and Professional Development Office, and the Department of Public Safety.
7. Omitting material information with the intent to deceive or mislead any professor, any other administrative office of the University (as defined in the previous paragraph), or a student or nonstudent administrator of a co-curricular or extracurricular activity.
8. Failing to report a criminal charge to the Dean's Office, as set out in Section I.D, within a reasonable time after the charge has been made, which normally would not exceed ten (10) business days. The law school also may require that the student provide follow-up information on disposition of the charge and failure to do so as requested is also a violation.

B. Cheating

Cheating is an act (or omission) of fraud or deception by which the student intentionally attempts to gain or give an unfair advantage, or acts in reckless disregard of these possibilities. Conduct constituting this offense includes, but is not limited to, the following:

1. Receiving, using, or providing unauthorized assistance in connection with an examination, a course assignment, or a co-curricular activity.
2. Failing to follow instructions, particularly regarding start and stop time, or material allowed during the examination.
3. Accessing an electronic device during an examination. For the purposes of this section, an electronic device is one that can be used to communicate, store data, or access information, except computers properly equipped with exam software used by the university. This includes phones, iPods, and MP3 players. All electronic devices should be turned off and put away during examinations. No such device may be accessed for any purpose during an exam.
4. Failing to turn in the examination questions, scratch paper, and any other material distributed for use during the examination, at the end of the examination.
5. Attempting to satisfy the requirements of a course by submission of work that was done, in whole or in part, for another course in the law school or at some other educational institution, or for an employer or an externship, unless the professor has been notified and authorized the overlap.

C. Stealing, Damaging, or Unauthorized Use of the Property of Another

Stealing, damaging, or unauthorized use of the property of another is any act by which a student takes, hides, tampers with, or damages any property of the University, the law school, or any member of the University community, or otherwise uses the property in a manner that has been forbidden. Such violation occurs when the student acts intentionally to deprive the owner of use of the property, intentionally fails to abide by rules for the property's use, or acts with reckless disregard of the possibility that such consequences may occur. Conduct constituting this offense includes, but is not limited to, the following:

1. Removing, without authorization, any property belonging to the law school, the University, or to any member of the University community.
2. Using the facilities of the law school or the University, including computing and telecommunication systems, in a prohibited manner or without paying any appropriate fees.
3. Misusing or abusing computer resources of the University or law school, including hacking, as outlined in the CU A Statement of Ethics in the Use of Computers or any related or successor policy.
4. Using the property of another student, a staff member, or a faculty member without receiving permission or paying any appropriate fees.
5. Vandalizing or hiding library books or other property.
6. Tampering with the settings on the computers in the computer labs.
7. Taking notes, books, computer printouts of study and research materials of other students without authorization.
8. Making, using, or distributing class or other law school presentation recordings in an unauthorized manner. The proscriptions in this subsection and provision for notification are intended to protect against violations of intellectual property or other rights concerning the unauthorized production, use, or distribution of class or other presentation recordings. They also reflect concerns that everyone whose comments might be recorded should be notified of that possibility. Note:
Anyone conducting a class or presentation should seek to assure that those present realize that the class or presentation is being recorded.

a. Students may record a class or other law school presentation only with the express permission of the faculty, staff member, or other person conducting the class or presentation. Recording without this express permission is unauthorized. A faculty member may provide a general written permission, e.g., in the course syllabus.

b. A professor or administrator may make audio or visual recordings of a class or other law school presentation available but restrict its use. If such a restriction is imposed, any use beyond that expressly permitted is unauthorized use.

c. Unless otherwise expressly permitted by the faculty member or other person conducting the class or presentation, recordings are solely for the academic use of students at CUA Law.

d. Students permitted to record a class per a disability accommodation must abide by the law school and Catholic University's regulations and policies concerning such recordings. The Catholic University Disability Services Guideline can be accessed at http://policies.cua.edu/studentlife/disabilitysvcs/disability.cfm. It is an unauthorized use for students to make or distribute such recordings or excerpts from such recordings available to anyone other than CUA community members authorized to access the recordings for academic use.

e. Permission to allow lecture recording is not a transfer of any copyrights in the recording or related course materials. Such recordings may be used only for individual study and may not be reproduced, transferred, distributed or displayed in any public or commercial manner. Students must destroy recordings at the end of the semester in which they are enrolled in the class.

D. Failing to Report a Violation of the Rules of Professional Conduct

Knowingly failing to report within a reasonable time, to the Dean's Designee or to either Council Co-Chair, any conduct by a student that the potential Reporting Student has reason to believe violates these Rules. See the reporting standards set out in Section VB.

E. Harassing

Harassing is any act in which a student intentionally and falsely uses these Rules against another, or intentionally retaliates against another who is acting under these Rules. Conduct constituting this offense includes, but is not limited to, the following:

1. Falsely charging another student with violation of these Rules.
2. Retaliating against a person who reports an alleged violation of these Rules.
3. Retaliating against a person who provides information to the Council.

F. Contempt

Contempt is any act (or omission) in which a student intentionally interferes with the proper administration of these Rules, or acts in reckless disregard with respect to the possibility of such interference. Conduct constituting this offense includes, but is not limited to, the following:

1. Lying in any action or proceeding under these Rules.
2. Violating an obligation of confidentiality imposed by these Rules.
3. Failure, without just cause, of any student other than the Respondent to provide evidence or testimony relating to an alleged violation, when requested to do so by the Dean's Designee, the investigator, the Respondent, the Respondent's Representative, the Council, or a Hearing Panel. "Just cause" may include the existence of a privileged relationship or a confidential communication as set out in Section VB.7 of these Rules.
4. Obstructing compliance with or enforcement of these Rules by any means.

G. Additional Violations

If conduct is alleged that would fall within this section, the Dean may refer the matter to the Dean's Designee for consideration for referral to the Council for Hearing Panel consideration of the matter or initiate alternate procedures to resolve the matter in some other manner.

1. Discretionary referrals can be made in cases of any conduct that occurs in connection with the academic program, administration, or extracurricular or co-curricular programs of the law school if such conduct raises questions about the honesty, trustworthiness, or fitness of a student become a lawyer. See Section I.B. regarding interpretation of this standard.

2. Any conduct, when it occurs on the University campus or when it occurs during an officially sponsored University event, that would constitute an intentional tort as defined by the law of the United States or the District of Columbia and that threatens or harms the property, health, safety, or security of another member of the University community. An "intentional tort" includes assault, battery, intentional infliction of emotional distress, and false imprisonment. "An officially sponsored University event" includes any event that is officially sponsored by the University, the law school, or one of their subordinate agencies or organizations, e.g., moot court.

3. Any conduct, regardless of where it occurs, that would constitute a crime as defined by the laws of the United States or jurisdiction within the United States in which it occurs, and that threatens or harms the property, health, safety, or security of another member of the University community. See Sections I.D and IV.A. setting out students' obligation to notify the law school regarding pending criminal charges or convictions.
V. ROLES, RESPONSIBILITIES, AND PROCESS REGARDING POTENTIAL RULES VIOLATIONS

A. Terminology

1. “Reporting Student” refers to a student reporting a potential violation of these rules.

2. “Potential Respondent” refers to a student about whom a matter is reported, before a formal complaint has been filed.

3. “Respondent” refers to a student accused of committing a violation of these rules.

4. “Faculty Advisor” refers to a faculty member who has agreed to advise a Respondent or Potential Respondent during the pre-hearing stages of a matter. A faculty member may choose to limit his or her role to advising the student about the procedures under these rules or may also agree to negotiate with the Dean's Designee. A faculty member who agrees to advise a Potential Respondent or Respondent should specify which of these duties he or she is willing to undertake. A faculty member also may agree to serve as the Respondent's Representative throughout the proceeding, as set forth in the next paragraph. Students are free to seek advice from any faculty member, but no faculty member is required to agree to become a Faculty Advisor or Respondent's Representative (as defined in the following paragraph). These Rules provide a general waiver of conflict of interest based on a faculty member's status as a University employee, but faculty members must consider whether anything about their individual circumstances would constitute a personal conflict. Faculty with questions regarding potential conflict of interest may consult the University General Counsel or Compliance Officer for guidance.

5. “Respondent's Representative” refers to the person who represents a Potential Respondent or Respondent and acts as his or her legal counsel, consistent with the Rules of Professional Conduct that govern attorneys. A Respondent may be represented by a faculty member who has agreed to accept that responsibility, private counsel retained at the Respondent's own expense, or by a CUA law student. The possible roles of a Respondent's Representative include, but are not limited to, investigating the allegations against the Respondent, advocating and negotiating on the Respondent's behalf with the Dean's Designee, preparing for an adjudicatory hearing, calling and questioning witnesses at an adjudicatory hearing, and, where necessary, being the Respondent's advocate when a Hearing Panel considers sanctions or upon appeal of a Panel's findings and recommendation.

6. “Administration Liaison” means an individual designated by the Dean to receive and maintain reports from the Dean's Designee or Hearing Panel Chair regarding alleged violations of these Rules and the disposition of those alleged violations and to consult with the Dean's Designee as provided by these Rules.

7. “Matter” means an alleged or potential violation of these Rules by a Potential Respondent prior to the filing of a formal complaint by the Dean's Designee to the Council.

8. “Complaint” means a formal accusation filed by the Dean's Designee with the Council, charging a Respondent with violating one or more provisions of these Rules.


B. Duty to Report a Suspected Violation

1. Each member of the CUA Law community must report, to the Dean's Designee or to either Council Co-Chair, any conduct by a student that he or she has reason to believe violates these Rules. See Section IV for an enumeration of those violations. This report must be made within a reasonable amount of time after the community member becomes aware of the possible violation. For this purpose, a “reasonable amount of time” is usually considered not to exceed five (5) business days (not including the day of the suspected violation); however, a failure to report an alleged violation within this five-day period is not a basis for dismissal of a matter or complaint unless the delay has significantly jeopardized the Potential Respondent's ability to defend against the allegation.

2. A member of the CUA Law community who suspects a student has committed a violation of these rules should avoid identifying the suspected student to other members of the law school community, except for consultation with regard to guidance on what is necessary to fulfill the obligation to report provided in the previous paragraph. See Section X for further instruction regarding confidentiality.

3. If the reporting person is an assigning person, as set out in Section II.C.1, that person ordinarily should discuss the alleged violation with the Potential Respondent before reporting it to the Dean's Designee. This gives notice to the Potential Respondent and an opportunity to explain the alleged misconduct. Similarly a student may, but is not required to, discuss a suspected violation with the Potential Respondent before reporting a suspected violation. If that discussion convinces the community member that the Potential Respondent has not violated these Rules, the community member need not report the matter.

4. Failure by a student to report a violation is itself a violation of these Rules. See Section IV.D.

5. If a student reports the potential violation to either Council Co-Chair, the Co-Chair shall refer the reporting person to the Dean's Designee. At the Reporting Student's request, the Council Co-Chair may accompany the Reporting Student to meetings with the Dean's Designee.

6. When a person reporting a violation informs the Dean's Designee of a potential violation of these Rules, the Dean's Designee may withhold the Reporting Student's identity from the Respondent or Potential Respondent unless and until fairness to the Respondent or Potential Respondent requires that information be disclosed.

7. Except as provided in this paragraph, any member of the CUA Law community may consult with another member of the university community for the purpose of giving or receiving advice on whether to report a violation of the Rules or
how to respond to a notice concerning a matter or complaint involving the Rules. Except as provided in this paragraph, such consultation will be considered a confidential communication. A confidential communication should be held in confidence, and no duty to report will arise from that communication. In some instances, a community member may have a legal duty to report conduct described, e.g., sexual harassment, or may have discretion to do so if it involves a threat of significant harm to a person's health, safety, security or property. Council members, including ex officio members as set out in Section III.A, play important roles in consideration of violations of the Rules and, because of those responsibilities, are prohibited from entering into a confidential communication concerning matters or complaints involving these Rules. Keeping information about possible violations of the Rules confidential conflicts with the responsibilities of Council members and those who serve as ex officio members.

C. Time Limits for Resolving Allegations against a Student

1. The Dean's Designee, the Council, and the Hearing Panel shall fulfill their responsibilities as set out in Section V of these rules as expeditiously as is reasonable and fair under the circumstances of each case. In doing so, they will take into consideration such exigencies as any pending legal proceedings relating to the complaint, the availability of witnesses or other participants in the process, the academic calendar, and any other circumstances that may arise in the course of resolving the complaint.

2. If either the Respondent (or Respondent's Advisor or Representative) or the Dean's Designee believes that circumstances will preclude a timely resolution of a matter or complaint by a Hearing Panel, that individual may petition the Dean to refer the matter or complaint to a Hearing Panel of three or more faculty members for resolution. The Dean will grant or deny the petition in a timely manner. See Section III.B.2 for further instruction on expeditious hearings.

D. Preliminary Action; Alternatives Prior to a Hearing

When a possible violation of the Rules is reported to the Dean's Designee, the Dean's Designee's options and responsibilities are enumerated below. In deciding among these options and fulfilling these responsibilities, the Dean's Designee may consult with the Administration Liaison or with other faculty members or administrators.

1. No violation: The Dean's Designee will determine whether the alleged conduct would constitute a violation of the Rules. If the alleged conduct would not constitute a violation of the Rules even if proven, the Dean's Designee will terminate the matter, but may refer the matter to the Dean for whatever other action the Dean may consider appropriate.

2. Criminal conduct: If the alleged conduct if proven would constitute a crime under the laws of the jurisdiction in which it was allegedly committed, the Dean's Designee may urge the Reporting Student to report the matter to law enforcement officials. The Dean's Designee, with the approval of the Dean, also may report the matter to law enforcement officials.

3. Pending criminal investigation or proceeding: If the alleged conduct is the subject of a criminal investigation or proceeding, the Dean's Designee, with the approval of the Dean, may postpone taking any further steps under these Rules until the criminal investigation or proceeding has been resolved. This does not limit the authority of the law school to suspend the Potential Respondent or to take other action necessary to protect the health, safety, welfare or property of any member of the university community including the Potential Respondent. This provision also is subject to any legal requirements for the University to investigate allegations, e.g., of sexual assault, or take other actions required by law regardless of the status of any law enforcement agency's action.

4. Preliminary inquiry regarding allegations: If the Dean's Designee determines that the alleged conduct, if proven, would constitute a violation of these Rules, the Dean's Designee will ascertain whether credible evidence exists to support the allegation. To do so, the Dean's Designee shall conduct a preliminary inquiry, which may include the following:

   a. The Dean's Designee may speak to any member of the CUA Law community or anyone outside the law school community, who may have relevant information about the complaint.
   b. The Dean's Designee may request that a student member of the Council be appointed to assist the Dean's Designee in the investigation of the matter as referenced in Section III.B.2.

5. Informing the Potential Respondent: The Dean's Designee need not inform the Potential Respondent of the allegation during the preliminary inquiry, unless and until fairness to the Potential Respondent requires it. If it becomes necessary for the Dean's Designee to contact the Potential Respondent, the Dean's Designee shall inform the Potential Respondent that an allegation has been made about his or her conduct and direct the Potential Respondent to meet with the Dean's Designee as soon as possible. This initial meeting shall be conducted as set out in Section V.E. Subsequent meetings with the Potential Respondent shall be conducted as set out in Section V.G.

6. Termination of matter: If the Dean's Designee concludes after preliminary inquiries that the alleged violation of the Rules is not supported by credible evidence, the Dean's Designee will terminate the matter.

7. Lapse of judgment: If the Dean's Designee concludes that credible evidence exists that the Potential Respondent engaged in the alleged conduct, but that it is reasonably likely that this conduct reflected poor judgment rather than intentional or reckless disregard of the conduct proscribed by these Rules, the Dean's Designee may attempt to reach an agreement with the Potential Respondent on a remedial program for the Potential Respondent that will reduce the likelihood of similar lapses in judgment in the future.
a. Such remedial measures may include, but are not limited to, one or more of the sanctions found in Sections VIII.A.6-12 of these Rules. See VIII.C regarding bar reporting.

b. If the Dean’s Designee and the Respondent are unable to agree upon a settlement, the Dean’s Designee shall file a formal complaint with the Council setting forth the charges against the respondent. Upon receipt of the complaint, the Council shall appoint a Hearing Panel as set out in Section V.J.

c. A Respondent may not introduce evidence that the Dean’s Designee was willing to explore a settlement under this paragraph.

8. Credible evidence of a violation: If the Dean’s Designee concludes that credible evidence exists that the Potential Respondent has violated these Rules, the Dean’s Designee shall so inform the Potential Respondent and the Potential Respondent’s Faculty Advisor or Representative. At this time the Dean’s Designee will inform the Respondent of the name of all witnesses to the alleged violation, unless the Dean’s Designee has substantial concern that a witness will face significant harm to the witness’s health, safety, or security.

9. Settlement: The Dean’s Designee will inform the Respondent and the Respondent’s Faculty Advisor or Representative of the possibility of settling the complaint without a hearing, as set out in Section VI.

10. Complaint: If the matter is not settled, the Dean’s Designee shall file a complaint with the Council as set out in Section V.J.

11. Postponement: In compelling circumstances, the Dean’s Designee, in the best interests of the Potential Respondent, the potential or alleged victim, the law school, or both, may submit a report to the Administration Liaison recommending that action on the matter or complaint be postponed until the Dean’s Designee believes it is appropriate to proceed. Compelling circumstances may include, but are not limited to the following: concerns for the physical or mental health of the Potential Respondent, the reporting person, or a key witness; exigencies caused by the academic calendar; the temporary unavailability of a person whose presence and participation is important to a fair resolution of the complaint; weather or other conditions that disrupt transportation. If the Administration Liaison concurs, the complaint will be postponed accordingly.

12. Report of actions taken under Section V.D: If a matter or complaint is disposed of by any of the methods as set out in Section V.D, the Dean’s Designee shall submit a written report to the Administration Liaison detailing the identity of the Potential Respondent, the nature of the allegation, method of disposition, and the reasons for that disposition. The Dean’s Designee also may suggest that the Dean consider whether the matter requires further action by the law school administration.

E. Dean’s Designee’s First Meeting with Respondent or Potential Respondent; Rights of Respondent or Potential Respondent

1. If it becomes necessary for the Dean’s Designee to contact the Potential Respondent, the Dean’s Designee shall inform the Potential Respondent that an allegation has been made and direct the Potential Respondent to meet with the Dean’s Designee as soon as possible.

2. At the Dean’s Designee’s first meeting with a Potential Respondent, the Dean’s Designee shall not attempt to question the Potential Respondent about the allegation and also shall inform the Potential Respondent, verbally and in writing, of the following:

   a. The Potential Respondent is under no obligation to make any statements at this time. The sole purpose of this meeting is to inform the Potential Respondent of the following:

      i. A matter has been reported to the Dean’s Designee concerning the Potential Respondent’s conduct.

      ii. Anything the Potential Respondent says may be considered as evidence in any subsequent proceeding.

      iii. The Dean’s Designee is investigating the matter.

      iv. The nature of the allegation against the Potential Respondent.

      v. His or her rights, as a Potential Respondent, as set forth immediately below

b. The Potential Respondent has the right to be advised by a Faculty Advisor, as that term is set out in Section V.A.4, or to be represented by a Respondent’s Representative, as set out in Section V.A.5. The Dean’s Designee may provide the Potential Respondent with the names of faculty members who have expressed a general willingness to serve as Faculty Advisor, but the Potential Respondent is free to approach other faculty members as well.

c. At all subsequent meetings that the Potential Respondent has with the Dean’s Designee, or anyone else who participates in the investigation, negotiation, or adjudication of the matter or complaint, the Potential Respondent has the right to be accompanied by his or her Faculty Advisor or Representative. The Faculty Advisor or Representative may speak and negotiate on behalf of the Potential Respondent.

d. After the filing of a complaint, all communications between the Dean’s Designee or the Council and the Respondent shall be through the Respondent’s Representative unless the Respondent has elected in writing to proceed pro se.

e. If a complaint is filed against the Potential Respondent to the Hearing Panel, the Potential Respondent will have the rights set out in Section V.G.

F. Right to Refuse to Answer Questions or Participate; Inferences

At the first meeting between the Dean’s Designee and the Potential Respondent, the Dean’s Designee also shall inform the Potential Respondent:
1. Until the Potential Respondent has had the opportunity to secure advice or representation, no inferences will be drawn from his or her decision not to make a statement concerning the matter or complaint.

2. The Potential Respondent has the right to refuse to meet with the Dean's Designee or a student investigator, to refuse to answer questions asked by the Dean's Designee, a member of the law school faculty or administration, or a student investigator, and to refuse to attend, participate in, testify at, or answer specific questions at any Hearing Panel proceeding. After the Potential Respondent has had the opportunity to secure advice or representation, the Dean's Designee and Hearing Panel may draw inferences from any such refusal.

G. Subsequent Meetings between the Dean's Designee and Respondent or Potential Respondent

1. After the Potential Respondent has had an opportunity to obtain a Faculty Advisor or a Representative, as set out in Section V.A., the Dean's Designee shall request that the Potential Respondent to discuss the matter with the Dean's Designee. This request shall be in writing or by email, with a copy sent to the Potential Respondent's Faculty Advisor or Representative if the Dean's Designee knows the identity of the Potential Respondent's Faculty Advisor or Representative. This request will inform the Potential Respondent:

   a. The Potential Respondent has the right to refuse to respond to questions or participate in the procedures established by these rules, but that inferences may be drawn from such refusal, as set out in Section V.F.

   b. The Potential Respondent's Faculty Advisor or Representative may accompany the Potential Respondent to all meetings with the Dean's Designee or the Dean's Designee's student investigator and may speak on behalf of the Potential Respondent.

2. At such subsequent meetings, the Dean's Designee may question the Potential Respondent concerning his or her alleged violation of these Rules and, if appropriate, discuss the possibility of settling the matter as set out in Section V.H.

H. Settlement

1. A Potential Respondent or Respondent may propose a settlement to the Dean's Designee, which may include an admission of facts constituting a violation of the Rules and proposed remedial measures or sanctions. No statement by the Potential Respondent or Respondent, or by the Dean's Designee, made in the context of settlement negotiations will be admissible in any hearing on a matter or complaint before the Hearing Panel.

2. If, at any time before or during an adjudicatory hearing before a Hearing Panel, the Respondent and the Dean's Designee arrive at a settlement acceptable to both parties, the settlement disposes of the complaint, and no further action is required by the Hearing Panel.

I. Referral for Hearing

1. If the Dean's Designee finds credible evidence of a violation that raises a substantial question about a student's honesty, trustworthiness, or fitness to become a lawyer, and the Potential Respondent and Dean's Designee have not arrived at a settlement, the Dean's Designee shall file a written complaint with the Council.

2. The complaint will include:

   a. All provisions of Section IV that the Respondent is suspected of violating;

   b. The date, time, and place of the alleged violation, to the extent known;

   c. A summary of the suspected conduct and circumstances; and

   d. The names of known witnesses, unless the Dean's Designee has substantial reason to believe that disclosure of a witness's identity at that time will expose the witness to significant harm to the witness's health, safety, or security.

3. Upon receipt of a complaint, the Council Co-Chairs shall appoint a Hearing Panel to conduct an adjudicatory hearing. See Section III.B.2 requiring the Council to establish internal procedures regarding the composition of hearing panels.

4. Within five (5) business days of filing a complaint with the Council, the Dean's Designee shall send to the Respondent, by certified mail and by email, (1) a copy of the complaint, and (2) a statement of the Respondent's rights, as set out in Section V.E. If the Dean's Designee is unable to determine an address at which the Respondent receives mail, the Dean's Designee shall make reasonable efforts to notify the Respondent by other means.

5. As set out in Section III.B.2, the Dean's Designee also may request that a student member of the Council be appointed to assist in the investigation, negotiation, or adjudication of the complaint, if one has not already been appointed.

6. Discussions at the first meeting between the Dean's Designee and the Respondent are governed by Section V.E. Subsequent meetings are governed by Section V.G.

7. Supplemental or amended charges:

   a. The Dean's Designee may amend or add additional charges to the complaint at any time prior to the final hearing before the Hearing Panel, subject to the approval of the Hearing Panel Chair.

   b. The Dean's Designee shall notify the Respondent and the Respondent's Faculty Advisor or Representative promptly in writing of any proposed amendment of the complaint. The Respondent and the Respondent's Faculty Advisor or Representative are entitled to appear before the Hearing Panel to argue against permitting the amendment or additional charges and to request a delay if such is necessary to prepare a defense to the amended or additional charges.

   c. The Hearing Panel Chair shall approve such amended or additional charges, unless approving them would jeopar-
dize the Respondent’s right to a fair hearing or would cause such a delay in the hearing that the ability of the Council to resolve the complaint would be compromised.

8. Where circumstances require it, and with the approval of the Dean, an allegation of a violation of the Rules may proceed before a Hearing Panel made up solely of faculty members as set out in Section V.C.2.

J. Disclosure to Respondent Prior to an Adjudicatory Hearing

1. Prior to an adjudicatory hearing, if the Dean’s Designee has not already done so, the Dean’s Designee shall provide the Respondent with the following information:
   a. Identity and contact information for any witness who may appear at the hearing, unless a witness has convinced the Dean’s Designee that he or she has a credible fear of retaliation or other threats to the witness’s health, safety or security should the Respondent learn the witness’ identity before the hearing.
   b. Copies of any documents that may be presented at the hearing.
   c. Any information known to the law school administration, Dean’s Designee, or Council that may tend to exculpate the Respondent or mitigate the degree of wrongdoing.

2. This information shall be provided to the Respondent within a reasonable amount of time before the hearing.

K. Summary Dismissal

After the matter has been referred to a Hearing Panel under Section V.I., the Dean’s Designee, with the approval of the dean, may dismiss the complaint. If the Dean’s Designee does so, he or she shall prepare a written report of his or her factual findings and the reasons for dismissal. A copy of the report shall be sent to the Respondent and the Administration Liaison. The Dean’s Designee will determine whether a report is sent to the person who reported the incident.

VI. HEARING PROCESS

A. Hearing Panel

The Hearing Panel shall be comprised and chaired as set out in Section III.B.2. The Hearing Panel Chair may request that another member of the faculty advise him or her at the hearing with regard to matters of procedure.

B. Timing of Hearing; Bifurcation of Proceedings; Recording

1. The Hearing Panel shall conduct an evidentiary hearing on the complaint in a timely manner, while affording the Dean’s Designee and the Respondent time to prepare for the hearing and to have all necessary participants present at the hearing.
2. The Hearing Panel may bifurcate the proceeding to address the factual allegations against the Respondent before addressing the issue of an appropriate sanction.
3. The Hearing Panel shall make an audio or video recording of the hearing. If a video recording is made, the parties should agree with the Hearing Panel Chair on where the camera will be focused, and if an agreement cannot be reached, the Hearing Panel Chair will decide on the camera’s placement. Ordinarily, the recording will be erased if the Hearing Panel concludes that there has been no violation of these Rules, and if the dismissal is not appealed. If a violation is found, the recording will be retained in the Dean’s Office for five (5) years after the date of the Respondent’s departure from the law school unless the Dean determines that it should be kept for a longer period.

C. Quorum; Participation in Deliberations

A quorum of the Hearing Panel, consisting of the Hearing Panel Chair and at least two student members, must be present at any proceeding before the Hearing Panel unless the Dean’s Designee and the Respondent both consent to the taking of evidence with fewer members being present.

D. Respondent’s Refusal to Participate

See Section V.F on Respondent’s right to refuse to participate and the inferences that can be drawn from the refusal.

E. Witness Presence during the Hearing

Witnesses should be present only for their testimony, unless the party requesting it presents compelling reasons why this should be permitted. This provision does not apply to the Respondent, who may and should hear all of the testimony given at the hearing.

F. Presentation and Exclusion of Evidence

1. The Dean’s Designee shall present the evidence against the Respondent.
2. The Dean’s Designee may offer evidence of prior misconduct by the respondent, subject to the Hearing Panel Chair’s discretion to exclude it if it is of marginal relevance or is unfairly prejudicial.
3. The Respondent’s Representative may participate fully in the proceeding.
4. The Dean’s Designee and Respondent or Respondent’s Representative may each call witnesses and may cross-examine witnesses called by the other party. The Hearing Panel may question those witnesses. Hearing Panel members may also call and question their own witnesses, whom the Dean’s Designee and Respondent or Respondent’s Representative may cross-examine.
5. The Hearing Panel may consider and rely on any evidence it considers credible and probative, including hearsay. Formal rules of evidence will not apply at the hearing, but the parties and Hearing Panel members may look to the Federal Rules of Evidence for guidance where appropriate.
6. The Hearing Panel Chair may exclude evidence that he or she considers cumulative or unnecessarily time-consuming, irrelevant, patently unreliable, or which creates a risk of unfair
prejudice that substantially outweighs its legitimate probative value.

7. At the close of the presentation of the evidence against the Respondent, the Respondent or Respondent’s Representative may move to dismiss the complaint on the ground there is no credible evidence supporting the charges. The Respondent or Respondent’s Representative may argue in favor of the motion. The Dean’s Designee may argue against it. The Hearing Panel shall decide the motion by a majority vote. If there is no majority vote, the motion is denied.

8. If the Respondent’s motion is denied, the Respondent or the Respondent’s Representative may then call witnesses, introduce documents, and present other evidence.

9. The Respondent may elect to testify or not testify at the hearing. If the Respondent does testify, he or she may refuse to answer specific questions. The Hearing Panel may draw inferences from the Respondent’s decision not to testify or refusal to answer specific questions.

10. Subject to the Hearing Panel Chair’s discretion, each side may present rebuttal witnesses or evidence.

11. After each side has rested, the Dean’s Designee and the Respondent or Respondent’s Representative may each make a closing argument.

VII. HEARING PANEL DETERMINATION

A. Burden of Proof

1. The Hearing Panel may find that the Respondent has committed a violation of these Rules only if a majority of the Hearing Panel is satisfied that the evidence has established the violation by clear and convincing evidence.

2. Clear and convincing evidence is that which persuades a majority of the Hearing Panel members eligible to vote that it is “highly probable” that a violation of the Rules has occurred, or leads the majority to have a “firm belief or conviction” that a violation of the Rules has occurred.

B. Inference from a Refusal to Answer Questions or Participate in a Hearing Panel Proceeding

The Hearing Panel may consider the Respondent’s refusal to answer questions or to participate, as set out in Part V.F, but such refusal is not, in itself, sufficient to satisfy the clear and convincing evidence standard.

C. Effect of a Tie Vote

If the vote of the Hearing Panel members is evenly divided, this constitutes a finding that no violation of the Rules has occurred.

D. Determination of Violation and Sanction

1. If the Hearing Panel concludes that the Respondent has violated one or more provisions of these Rules, the Panel should then proceed to determining an appropriate sanction.

2. If the proceeding was bifurcated as set out in Section VI.B.2, the Hearing Panel shall schedule a hearing at which the parties may be heard on the issue of appropriate sanction.

3. The Hearing Panel’s determination of a sanction for violation of these Rules may take into consideration any sanction already imposed on the Respondent for the conduct at issue, e.g., a failing grade.

4. If the Hearing Panel members cannot agree on an appropriate sanction or sanctions, the vote of the majority shall decide the sanction decision. If no majority decision can be reached, the Dean shall decide the sanction to be imposed.

E. Records of Hearing Panel Proceedings; Written Report to the Dean

1. A record of each Hearing Panel proceeding should be retained until the complaint is resolved.

2. Once a Hearing Panel has reached a decision, the Hearing Panel Chair shall submit a written report to the Dean setting forth the Hearing Panel’s factual findings and conclusions as to whether or not the Respondent violated any of these Rules, and if so, the sanction to be imposed. Where appropriate, the report may recommend how the sanction will be administered or supervised. This report shall be completed within a reasonable time following the Hearing Panel’s final determination of findings and sanction.

F. Action by the Dean

1. The Dean will transmit to the Respondent and Respondent’s Representative, by certified mail and by email, the Hearing Panel’s decision, and, subject to the appeal process, impose the recommended sanction.

2. If a Hearing Panel concludes that the Respondent has committed a violation of these Rules, the decision of the Hearing Panel and the Dean’s letter of transmittal shall be placed in the Respondent’s academic file for future reference, subject to the appeal process set out in Section IX.

3. The Dean will determine whether a report is sent to the person who reported the incident.

VIII. SANCTIONS

A. Possible Sanctions

Upon finding that a student has violated these Rules, the Hearing Panel may recommend that the law school impose one or more of the following sanctions:

1. Expulsion.

2. Suspension from course registration and attendance.

3. Disciplinary probation for one or more semesters.

4. Public or private letter of reprimand, which would be placed in the student’s academic file.

5. Denying credit in a course in which the violation occurred.

6. Suspension from participation in extracurricular or co-
curricular law school activities.

7. Informal letter of admonition, which would not be reported to the bar to which a student applies for admission unless required by that bar.

8. Requirement that the Respondent take a course or write a paper that would assist the Respondent in avoiding subsequent misconduct.

9. Service to the law school or the community to compensate for the harm caused by the violation, or to impress upon the Respondent the significance of the violation.

10. Requirement of restitution or reimbursement for damage to or theft of property.

11. Public or private apology to any person harmed by the violation.

12. The Hearing Panel and the Dean’s Designee may propose other reasonable sanctions designed for remedial or rehabilitative purposes that are not included in this list. Before such a remedial or rehabilitative sanction is imposed, it must be approved by the Dean’s Designee for consideration of such issues like feasibility of administration.

B. Sanction Imposition

If there is no appeal, the Dean shall impose the sanctions determined by the Hearing Panel consistent with any relevant policies and procedures of The Catholic University of America.

C. Bar Report

If one or more of the sanctions set out in Section VIII.A.1-5 are imposed, the law school will report the imposition of the sanction to any bar to which the Respondent applies for admission. If one or more of the sanctions set out in Section VIII.A.6-12 are imposed, the law school will report the imposition of the sanction to the relevant bar, if reporting is:

1. Required by the particular bar.
2. Recommended by the Hearing Panel.
3. Deemed appropriate by the Dean’s Office.

IX. APPEALS

A. Right to Appeal

Either the Respondent (or Respondent’s Representative) or the Dean’s Designee may appeal the decision of the Hearing Panel, the sanction imposed, or both, by submitting a written notice of appeal to the Dean’s Office. The notice shall specify in detail the grounds for appeal. Unless the Respondent (or Respondent’s Representative) and the Dean’s Designee give written notice to the Dean’s Office that there will be no appeal, the Dean will not impose the recommended sanction until completion of the period for appeal.

B. Submitting a Notice of Appeal

The notice of appeal provided in the previous paragraph shall be submitted in writing to the opposing party within thirty (30) calendar days after issuance of the Hearing Panel’s decision. If an appeal is not filed within thirty (30) calendar days, the sanction imposed in the Hearing Panel’s decision becomes final.

C. Appeal Panel

The Dean shall designate three faculty members to comprise an Appeal Panel.

D. Review of Hearing Panel Decision

1. The Appeal Panel shall decide the appeal after reviewing the record before the Hearing Panel, the Hearing Panel’s final written decision, and the written submissions of parties to the appeal.

2. The Appeal Panel shall give due deference to the Hearing Panel’s factual findings on evidence credibility and overturn such determinations only if the Appeal Panel finds them to be against the substantial weight of the evidence.

3. In exceptional circumstances, the Appeal Panel may allow the Respondent or the Respondent’s Representative and the Dean’s Designee to make a presentation to the Appeal Panel before the appeal is decided. If the Appeal Panel grants a request for an oral presentation, the Appeal Panel shall notify the Respondent or Respondent’s Representative and the Dean’s Designee of the date, time, and place of oral hearing.

E. Appeal Panel Decision

In the event of an appeal, the Appeal Panel may:

1. Affirm the findings of fact and sanction recommended by the Hearing Panel.

2. Affirm the findings of fact of the Hearing Panel but impose a different sanction, which may be more or less severe than that recommended by the Hearing Panel.

3. Remand the case to the Hearing Panel for a new full or partial hearing.

4. Overturn the findings of fact and the sanction recommended by the Hearing Panel and enter its final decision.

The Appeal Panel’s decision shall be final and the Respondent and Respondent’s Representative and the Council shall be notified by certified mail within a reasonable time, normally not exceeding thirty (30) calendar days.

F. Sanction Imposition

After a determination upon the appeal, the Dean shall implement the sanctions consistent with any relevant policies and procedures of The Catholic University of America.
X. CONFIDENTIALITY

A. Generally
Participants in the investigation, attempted settlement, or adjudication of an alleged violation of these Rules, and those who report or have witnessed an alleged violation, should regard information concerned as confidential. Such information should be revealed only to the extent that the disclosure seems reasonably necessary to the investigation, attempted settlement, adjudication of the matter or complaint, or the safety, security, and welfare of the law school or University community.

B. Closed Hearings; Exception
1. Hearing Panel hearings will be closed to non-participants unless the Respondent or Respondent’s Representative requests an open hearing. The Respondent’s or Respondent’s Representative’s request for an open hearing shall be granted unless the Hearing Panel Chair concludes that the hearing, or portions thereof, should be closed for compelling reasons, such as the protection of the privacy of a witness.
2. Except as provided in Section X.A, if a hearing is closed, the hearing itself, and all information revealed at the hearing, shall be treated as confidential until after the complaint has been resolved.

C. Confidentiality after Final Disposition
1. Following the dismissal, settlement, or adjudication of a matter or complaint, a member of the CUA Law community may discuss the substance of the matter or complaint so long as details that would reveal the identities of the individuals involved are excluded.
2. Notwithstanding the requirement of confidentiality, if the alleged conduct involves conduct of a kind that falls within The Catholic University of America Code of Student Conduct, or that set out in Section V.D.2 and Section V.D.3 of these Rules, those with information concerning the conduct shall provide that information when called upon to do so by officials of the law school, the University, or a government agency.

IX. AMENDMENT OF THE RULES OF PROFESSIONAL CONDUCT

1. Proposals to amend this Council on Professional Conduct and Rules of Professional Conduct for Law Students may be submitted to the Dean by any member of the university community. The Dean will decide the appropriate body to review the proposals and determine what recommendation, if any, should be made to the faculty regarding the proposals. Recommendations may include, but are not limited to, rejection, approval, approval in amended form, or substitute recommendations. The Dean also may constitute a body to make a general review or a review specific to particular concerns. Before proposed changes are submitted to the faculty, the Council, including ex officio members, and the student body generally, shall be given notice of the proposed changes and an opportunity to comment.
2. The faculty must approve amendments to the Council on Professional Conduct and Rules of Professional Conduct for Law Students.

NOTIFICATION OF LAW SCHOOL ABOUT CRIMINAL CHARGES AND CONVICTIONS

The law school application requires applicants to list any pending criminal charges or convictions on matters other than minor traffic violations. This requirement to notify the law school of all pending criminal charges and convictions other than minor traffic violations continues from the time of application through graduation. Most state bars ask each law school to provide information about whether graduates of the school who have applied for bar membership have been involved in any criminal matters or law school disciplinary matters. (The same inquiry is made of the applicant.)

When a student notifies the dean’s office of a criminal charge or conviction, the dean’s office will assess whether the conduct violates the Rules of Professional Conduct for Law Students, whether the matter suggests a serious threat of possible harm to another member of the law school community, or whether it raises a question about the student’s honesty, trustworthiness, or fitness to become a lawyer. If these questions are answered negatively, the dean’s office will remind the student that the student may be required to report the matter on the bar application and alert the student of the possible consequences of nondisclosure during that process. If one of the questions above is answered affirmatively, the law school may initiate action that could affect the student’s enrollment status.