

Quinnipiac School of Law

ACADEMIC CALENDAR 2018-19

Fall 2018

Aug. 15-16	Wed - Thu	Business Literacy Bootcamp (for rising 2Ls)
Aug. 17-18	Fri-Sat	First Year Orientation
Aug. 20	Mon	Classes begin
Aug. 24	Fri	Last day to add classes
Sep. 3	Mon	Labor Day; no classes
Sep. 19	Wed	Yom Kippur; no classes
Nov. 20	Tue	Classes meet on a Wednesday schedule
Nov. 21-25	Wed – Sun	Thanksgiving Recess
Nov. 30	Fri	Last day to withdraw from courses; last day of classes
Dec. 1-4	Sat – Tue	Reading period/class makeups
Dec. 5-18	Wed – Tue	Examination period
Dec. 19	Wed	Exam makeup day for weather related postponements; last day for graduating students to complete coursework
Dec. 20 - Jan 1	Thu – Tue	Holiday Recess

Spring 2019

Jan. 3-4	Thu – Fri	Gateway to Practice program (for 1Ls)
Jan. 7	Mon	Classes begin
Jan. 11	Fri	Last day to add classes
Jan. 21	Mon	MLK Day; no classes
Mar. 9-17	Sat – Sun	Spring Recess
Apr. 13	Sat	Business of Law program (for 3Ls and 4Ls)
Apr. 19	Fri	Good Friday; no classes
Apr. 23	Tue	Classes meet on a Friday schedule; last day of classes; last day to withdraw from courses
Apr. 24-28	Wed – Sun	Reading period/class makeups
Apr. 29 – May 10	Mon – Fri	Examination period
May 10	Fri	Last day for graduating students to complete coursework
May 11	Sat	Commencement

QUINNIPIAC UNIVERSITY

SCHOOL OF LAW

ACADEMIC CATALOG

2018-2019

STATEMENT AS TO NON-DISCRIMINATION

Quinnipiac University School of Law admits students of any race, color, religion, national origin, sex, gender, sexual orientation, age, and disability status to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, religion, national origin, sex, gender (including identity and expression), sexual orientation, age, or disability in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs. Quinnipiac University School of Law is committed to equal educational opportunity and full participation for persons with qualified disabilities. No qualified person will be excluded from participation in any university program or be subject to any form of discrimination.

SCHOOL OF LAW MISSION STATEMENT

We seek to imbue our students with the knowledge, skills, and attitudes necessary for competent and ethical service in the legal profession. Accordingly, we will strive – through rigorous classroom instruction and practical training in lawyering skills – to educate attorneys who prepare carefully, think independently and creatively, reason critically, act with compassion and respect for others, and express themselves cogently, both orally and in writing. We will also strive to inspire our students to embrace the professional ethic of service and to appreciate the value of “practical wisdom.” To this end, we will work with our students to help them develop sound judgment and personal approaches that will help them to succeed in a changing world and to serve effectively as advocates, problem-solvers, and counselors.

We will also demonstrate our own commitment to professionalism and to the advancement of knowledge and justice, by engaging in scholarship that facilitates the understanding and just solution of complex problems and by providing service to governmental and public interest agencies and to the community at large. In addition, recognizing the important pedagogical benefits realized when an educational community is meaningfully diverse – and conscious of the role that law schools must play in helping diversify the legal profession – we will strive to maintain meaningful diversity in our student body and in our faculty and staff.

RIGHT TO MODIFY

This catalog is intended to serve as a convenient reference source for students. It is not guaranteed to be free from errors. Moreover, the programs, policies, and courses described here are subject to continual review and reevaluation and may be changed at any time without prior notice. The School reserves the right to modify the academic requirements, admission requirements, and program of study; to change the arrangement and content of courses, the instructional material, and the tuition and fees; to alter any regulation affecting students; to refuse readmission at any time; or to dismiss any student at any time, should it appear to be in the best interest of the school or student to do so. The School also reserves the right to change the semester schedule and examination times and locations. Nothing in this catalog should be regarded as setting terms of a contract between a student or prospective student and Quinnipiac University or its School of Law.

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BAR EXAMINATION

Some states require registration with their State Board of Law Examiners at the start of law studies for students who expect to take the bar examination upon graduation. Applicants are urged to consult the regulations of the Board of Law Examiners in the states where they expect to practice. The State of Connecticut does not require such registration. Students are also urged to check each state bar's school credit and residency requirements, including possible limits on non-classroom credits, for bar certification in each state where they expect to take the bar examination. For students planning to sit for the New York Bar, we call attention to that state's extensive experiential education requirement, which is more demanding than the requirement established by the ABA and Quinnipiac Law School. This New York requirement is set forth in Appendix A to this Catalogue.

CHARACTER AND FITNESS FOR ADMISSION TO THE BAR

It is extremely important for students to determine the applicable character, fitness, and other qualifications of the bar admission authorities in the state(s) in which he or she intends to practice. In particular, any student who has been subjected to disciplinary action by an educational institution, who has incurred a judgment of civil liability, or who has been charged with or convicted of a criminal offense is strongly encouraged to check with the bar admission authority in the jurisdiction(s) in which he or she intends to practice to determine the effect of such action on the person's admissibility to the bar.

PROGRAMS AND CONCENTRATIONS

FULL-TIME JD PROGRAM

This program is designed for those students who are able to devote substantially all of their time to the study of law. Classes generally are taken during the day, but students may choose to enroll in evening elective courses during their second and third years, if space is available.

The first year curriculum is entirely prescribed. The second year curriculum consists of Core Electives and General Electives. Students must take at least four of the Core Electives as described below (see Academic Regulations, section I.B. and I.C, Requirements for Graduation). In addition, prior to graduation, a student must take the course in Lawyers' Professional Responsibility, satisfy the Professional Skills Requirement (for students matriculating before fall 2016) or the Experiential Learning Requirement (for students matriculating fall 2016 or later), and satisfy the Advanced Writing Requirement.

FIRST YEAR REQUIRED COURSES

FIRST SEMESTER		SECOND SEMESTER	
Legal Skills I	2	Legal Skills II	2
Criminal Law	3	Property	4
Torts	4	Constitutional Law	4
Civil Procedure I	3	Civil Procedure II	2
Contracts I	<u>3</u>	Contracts II	<u>3</u>
	15		15

SECOND YEAR RECOMMENDED COURSES

FIRST SEMESTER		SECOND SEMESTER	
Core Electives	3-11*	Core Electives	3-10*
General Electives	<u>2-12</u>	General Electives	<u>2-12</u>
Recommended Total	13-15	Recommended Total	13-15

* Full-time students **must** take at least 9 credits of Core Electives in the second year.

PART-TIME EVENING JD PROGRAM

This program is designed for those students who are employed or otherwise occupied for most of their time, and who are able to devote only a portion of their time to the study of law. The completion of this program requires four academic years and one or two summer sessions of residence. Part-time students are admitted for evening courses. They may be allowed to enroll in day classes if space is available.

All part-time students are required to take the prescribed program of required courses listed below and at least four of the Core Electives as described below (see Academic Regulations, section I.B. and I.C, Requirements for Graduation). In addition, prior to graduation, students must take the course in Lawyers' Professional Responsibility, satisfy the Professional Skills Requirement (for students matriculating before fall 2016) or the Experiential Learning Requirement (for students matriculating fall 2016 or later), and satisfy the Advanced Writing Requirement.

PART-TIME PROGRAM

FIRST YEAR REQUIRED COURSES

FIRST SEMESTER		SECOND SEMESTER	
Legal Skills I	2	Legal Skills II	2
Torts	4		
Civil Procedure	2	Civil Procedure II	3
Contracts I	<u>2</u>	Contracts II	<u>4</u>
	10		9

SECOND YEAR REQUIRED AND RECOMMENDED COURSES

FIRST SEMESTER		SECOND SEMESTER	
Property	4	Constitutional Law	4
Criminal Law	3	Core Elective	3-4*
Core Elective	<u>3-4*</u>	General Elective	<u>2-4</u>
Recommended Total	10-11	Recommended Total	10-11

* Part-time students may take fewer Core Elective credits in the second year if they have taken one or more Core Electives in the summer between the first and second years.

THIRD YEAR RECOMMENDED COURSES

FIRST SEMESTER

Core Elective	3-4
General Electives	<u>7-9</u>
Recommended Total	10-11

SECOND SEMESTER

Core Elective	3-4
General Electives	<u>7-9</u>
Recommended Total	10-11

FLEX-TIME DAY JD PROGRAM

This program is designed for a limited number of students who, because of work or family commitments, cannot attend either the full-time day or part-time evening program. Students admitted to this program must meet with the Associate Dean for Academic Affairs to arrange an appropriate schedule.

SUMMER SESSION

One seven-week session is offered each summer. Summer courses are taught in the late afternoon or evening and are open to all students. Under some circumstances, a full-time or part-time student may accelerate graduation by attending summer sessions.

BRIDGE TO PRACTICE PROGRAM AT QUINNIPIAC LAW

The Bridge to Practice Program is a three-part, three-year series of not-for-credit courses – two of them mandatory for full time students – that help to contextualize the rest of students’ legal education, highlighting particularly the ways in which lawyers work with clients to clarify and achieve client goals. The goal is to assist students begin the transition to law practice while in school.

1L GATEWAY TO PRACTICE

All full time first-year students are required to participate in this mandatory two-day workshop in law and lawyering offered during the first two days of the ILs’ second semester in January. For part time students, the program is optional but recommended. Students are assigned to “law firms” as junior associates and work with practitioners who serve as partners, conducting a variety of tasks in simulated cases for mock clients. Over sixty lawyers from the state and the region volunteer to work with students.

The program is intended to provide several benefits:

- **Foundation:** First-year students learn the basics of law and legal analysis. This program will show students how lawyers use doctrine and basic legal skills in helping clients in the everyday practice of law.
- **Balance:** Students will supplement their classroom experience with activities ordinarily not part of the first-year curriculum, including deriving facts from a client interview, brainstorming strategies with law firm colleagues, explaining options to clients, and engaging clients in decision-making.
- **Context:** The program will integrate transactional lawyering and litigation, and help students to understand better the relationship between legal theory and practice.
- **Group work and collaboration:** Students will work in teams to strategize and solve problems.
- **Immediate Preparation:** The program will help students prepare for summer employment and give them a start in developing networking skills.
-

2L BUSINESS CONCEPTS BOOTCAMP

All full time second-year students are required to participate in a day and a half program to kick off the fall semester in August. Part-time second year students are encouraged by not required to attend the day and a half program, but will be required to watch related video material and attend a Saturday Business Concepts Bootcamp in September.

The goal of the program is to expose students to basic financial and business concepts, many of which will arise in upper level courses, both within the core curriculum and in other elective courses. The program should be helpful not only to students who intend to practice business law, but also to those who will practice in a host of other specialties, such as litigation or family law. The program includes both panel presentations and interactive, hands-on workshops. Students select two practice area workshops in which a lawyer specializing in the field will discuss the types of clients served in the practice, the types of problems presented, and the skills and substantive legal expertise needed to work in the area. The practitioner will lead the students in solving a typical client problem using the business and financial concepts the students have learned in earlier sessions of the Bootcamp.

The program is intended to provide several benefits:

1. Provide business context for doctrinal principles in upper-level courses;
2. Address employers' concerns that the lack of business and financial literacy represents a major gap in new lawyers' knowledge;
3. Demonstrate that an understanding of business concepts is critical in all areas of practice: private, government, public interest, and nonprofit; and
4. Help students to better understand public policy debates.

3L & 4L: BUSINESS OF LAW WORKSHOP

The Business of Law workshop is an optional, one-day program offered on a Saturday in the Spring semester to all students preparing to graduate. While the 1L and 2L segments of the Bridge to Practice trilogy have focused on the business of clients as the context for lawyers' work, this workshop emphasizes the business aspects of the lawyer's own work. Although students have learned the law, they will also need to understand the *business and organizational aspects of legal practice* to be ready for work. Legal employers of all types - private firms, in-house counsel, government, and public interest - have to deal with the economics of serving clients. Panels of practitioners and recent graduates will explain the business aspects of the practice of law whether in private practice, government, or public interest. Topics include: the economics of practice, timekeeping, billing, marketing, project management, innovation, and work-life balance. Students will also choose workshops with practitioners related to the practice environment they hope to join upon graduation: small firm and solo, large firm, and government/public interest.

CLINICS AND EXTERNSHIP COURSES

Beginning in the second year, students may further their individual learning and career goals by enrolling in one or more of the many clinics and externship (field placement) courses that are part of the Law School's upper-level curriculum. These courses help students to develop as lawyers by providing them with opportunities to gain practical lawyering experience in real-life settings and encouraging them to reflect on the role of lawyers, as they learn from their work as lawyers-in-training. The ability to enroll in a clinic or externship is guaranteed for every student, although not necessarily in the student's first choice of course or semester. Students must apply and be accepted before registering for a clinic or externship.

To be eligible for these courses, students must have completed 30 credits (including Legal Skills I & II). They also must take any pre- or co-requisite courses. Each course has a seminar component (with the exception of some of the advanced clinical courses). Some seminars meet twice weekly, some once weekly, and others once every two weeks. Students earn both in-class (seminar) and out-of-class (casework/field-work) credits. Some courses also satisfy part of the Advanced Writing Requirement.

Introduction to Representing Clients (IRC), a two-credit simulation course, is a pre- or co-requisite for some clinic and externship courses (except for the Appellate Clinic and the Judicial, Legislative, and Mediation Externships). IRC is suggested but not required for Civil Justice Clinic and Tax Clinic. IRC is designed to prepare students for individual client representation and work in other practice settings. Students explore the lawyer's role and develop interviewing, counseling, and negotiation skills by representing each other in mock cases.

LAW CLINICS

The Legal Clinic is an in-house law firm run by the Law School, offering free legal services in a variety of practice areas to low-income people living in the Law School's neighboring communities. The law clinic courses that comprise the Legal Clinic (Civil Justice Clinic and Tax Clinic) are one-semester courses that students may take for four to six credits and are taught by full-time faculty members. Faculty members may invite a small number of Civil Justice Clinic and Tax Clinic students to take a second-semester course called Advanced Clinic. Other law clinics that are not part of the Legal Clinic offer students alternative scheduling and are taught by experienced practitioners serving as clinical faculty. The Defense Appellate Clinic is a year-long course, for a total of six credits, in which students brief and argue appeals in criminal cases. Evening Clinic Projects are one-semester courses for three or four credits and are designed to permit part-time students to perform case work in the evening, although full-time students may enroll as well. In all in-house clinics, students perform most of their work at the law school, under the direct supervision of a member of the clinical faculty, who is the attorney of record for the client(s).

Defense Appellate Clinic (LAWS 299 & 300)

Students represent criminal defendants in appeals of their convictions under the supervision of a visiting professor from the Public Defender's Appellate Unit. Students will write one or two briefs and will usually argue an appeal before the Connecticut Appellate or Supreme Court. Additional classes may be included early in the semester for intensive orientation. Two automatic short paper credits (one in each semester); one class meeting per week. (May earn substantial paper credit only by special arrangement and with faculty permission) (Co-requisite: Evidence and a Criminal Procedure course) (6-credit, year-long program beginning each fall: 3 credits in 1st semester; 3 credits in 2nd semester)

Civil Justice Clinic (LAWS 294)

Students represent low-income clients in a variety of civil matters in superior and probate courts and before administrative bodies and school officials. Typically, students in the Civil Justice Clinic can expect to represent clients in employment, housing, family, education, and health matters, and also engage in legislative and administrative advocacy. Automatic short paper credit; one or two class meetings per week. (4 to 6 credits, consisting of a mandatory 2-credit seminar and 2-4 credits of casework; a 1-credit option for casework is rare, available only with prior professor approval and for good cause)

Evening Clinic: Legal Ethics Project (LAWS 626)

Evening Clinic is an in-house clinical program. The subject matter of the clinical work may change from time to time. Currently, the subject matter is Legal Ethics. Students will work on Attorney Disciplinary matters, serving in a semi-prosecutorial role. Disciplinary cases involve allegations that attorneys have violated the Connecticut Rules of Professional Conduct and for which probable cause has already been found. Cases will be selected from the Office of the Chief Disciplinary Counsel, for investigation, drafting of briefs and memoranda, witness

presentation, and oral advocacy at hearings before the Statewide Grievance Committee. Case development and presentation will also be under the supervision of a current or former Assistant Disciplinary Counsel. (3 or 4 credits)

[Evening Clinic: Veterans Law Project \(LAWS 627\)](#)

This clinic is a collaboration with the Connecticut Veterans Legal Center. The CVLC attorneys teach the clinic, working with students to represent veterans in their cases for veterans' benefits and for changes in their discharge status. The scheduling has been modified to meet the needs of students who cannot take a clinic or externship during regular business hours, but both full-time and part-time students may participate. (3 or 4 credits)

[Tax Clinic \(LAWS 295 & 304\)](#)

Students represent individuals in tax controversies before the I.R.S. at the audit, appeals, and collection level, as well as before the U.S. Tax and District Courts. Students may assist the director on development and implementation of outreach programs designed to advise low-income and ESL individuals about their rights and responsibilities as taxpayers. Automatic short paper credit; two class meetings per week. (Pre-requisite: Federal Income Tax) (4 to 6 credits, consisting of a mandatory 2-credit seminar and 2-4 credits of casework; a 1-credit option for casework is rare, available only with prior professor approval and for good cause)

[Advanced Clinic \(LAWS 611\)](#)

Some students who have completed a clinic semester will be invited to continue working in the clinic on advanced matters. (By arrangement with clinic faculty; 1 to 6 credits)

[EXTERNSHIP COURSES](#)

In the externship (or field placement) courses, students work off-campus under the supervision of experienced lawyers, judges, legislators, policymakers, and mediators at established placements in law offices, legal services organizations, public interest advocacy organizations, state agencies, corporate legal departments, and courthouses throughout the state. Faculty members select or approve the sites, place the individual students, oversee the on-site supervision process, and teach the seminar components of the programs, but do not serve as attorneys for placement-site clients. Externships are usually taken for one semester. Some students spend an additional semester in a similar or different placement, in a 1 to 6-credit externship course (Field Placement II).

All first-time externs come together in a joint, mandatory 1-credit graded seminar, which meets approximately every other week for two hours. Legislative Externship is the only course with a separate class.

In addition to the prerequisites listed, students may be required or encouraged to complete additional courses prior to placement. Placement options may depend upon the number of

credits the student elects. Judicial externs earn automatic short paper credit; other externs may earn short paper credit with faculty approval.

All field work programs require hours at the placement according to the following schedule:

3 credits (2 out-of-class field credits):	10 hours/week ; 150 hours/semester
4 credits (3 out-of-class field credits):	14 hours/week ; 200 hours/semester
5 credits (4 out-of-class field credits):	18 hours/week ; 250 hours/semester
6 credits (5 out-of-class field credits):	22 hours/week ; 300 hours/semester

Note: Students may not drop an externship after the placement process has begun without written permission of the instructor (see Academic Regulations, section V.B, Withdrawal from a Course). Once placement has been arranged, students may drop an externship only for good cause.

Externship courses are divided into two categories: those courses organized by type of placement setting and those categorized by type of law practices at the setting.

Externship Courses Based on Type of Placement Setting

[Corporate Counsel Externship \(LAWS 527\)](#)

Students work in the legal departments of area corporations and membership organizations. (Pre- or co-requisite: Business Organizations; IRC may be waived for some settings) (3 to 6 credits)

[Judicial Externship \(LAWS 296\)](#)

Students work with federal and state trial and appellate judges and magistrate judges. Note: Placement options will depend upon the number of credits elected, GPA (minimum 2.7 for state court placement, 3.2 for federal placement), and writing skills (as evidenced in legal writing sample). Competitive interview may be required. (Applicants need not have taken Introduction to Representing Clients.) (Pre- or co-requisite: Evidence) (3 to 6 credits)

[Legal Services Externship \(LAWS 607\)](#)

Students work in area Legal Services offices (New Haven Legal Assistance, Connecticut Legal Services or Greater Hartford Legal Assistance), representing low-income clients in housing, employment, and/or public benefits matters. (Pre- or co-requisite: IRC; Evidence) (3 to 6 credits)

[Legislative Externship \(LAWS 464\)](#)

Students work in Hartford in various legislative offices such as counsel for the state House and Senate minority and majority caucuses, with the Governor's counsel, with the Attorney General's Legislative Liaison, and with counsel for co-chairs of the Judiciary Committee. There is a strong preference for students who have taken Legislation in the fall semester. Separate bi-weekly seminar. (3 to 6 credits)

Mediation Externship (LAWS 523)

Students act as “neutrals,” mediating disputes with experienced mediators. Placements may be in court-based programs, community mediation programs, or with attorney-mediators. (Introduction to Mediation or the QU 40-hour mediation training is a pre- or co-requisite) (2 to 4 credits only)

Public Interest Externship (LAWS 520)

Students represent individuals and entities in governmental and private not-for-profit organizations devoted to the public good. (Pre- or co-requisite: IRC; Evidence) (Administrative Law or Federal Income Tax may be pre- or co-requisites for particular placements.) (3 to 6 credits) (Note: This program does not include prosecution, public defender, or legal services placements. See Criminal Justice or Legal Services Externship for work in these settings.)

Semester in Practice Externship

Externship placements are also available in remote locations, approved by the Externship Professor and Associate Dean for Academic Affairs, as a “Semester in Practice.” Students may earn up to 10 field-work credits for the time spent at the placement and must be enrolled in either Externship Seminar or Advanced Externship Seminar, in which the student will participate online (either synchronously or asynchronously) for an additional credit. Students may enroll in the University’s “QU in LA Law” program or may arrange for their own placement in any national or international location (for instance, recent placements have been approved in Cape Town, South Africa), in any subject area or type of placement, with the approval of the Externship Professor. Semester in Practice externships are most feasible in the third year. Note: Participation in this externship does not change or waive any other graduation requirements, nor does it extend the cap of 10 field-work credits that may count towards graduation. Interested students should plan ahead and contact the Externship Professor far in advance in order to apply.

Externship Courses Based on Subject Matter

Business Law Externship (LAWS 415)

Placements are in private law firms presenting clients in an array of business and/or commercial areas. (Pre- or co-requisites: IRC, Commercial Law, or Business Organization may be required.) (3 to 6 credits)

Criminal Justice Externship (LAWS 404)

Students work in federal and state prosecution and public defender offices in Connecticut and, in some instances, in neighboring states. (Pre- or co-requisites: IRC, Criminal Procedure, and Evidence) (3 to 6 credits)

Employment Law Externship (LAWS 444)

Employment and labor law is practiced in private firms, corporate offices, nonprofit entities, and government agencies at the state and federal level. Depending on the type of placement, students work on behalf of employees or employers on a wide range of employment and labor

topics, including discrimination claims, wage issues, unemployment matters, and labor contract negotiations and arbitrations. (Pre- or co-requisites: Employment Law and/or Labor Law are recommended) (3 to 6 credits)

[Environmental Law Externship \(LAWS 446\)](#)

Students may engage in environmental and energy law in placements in government agencies, non-profit agencies, private law firms, or in-house corporate law departments where various aspects of environmental law are the primary subject matter. (Pre- or co-requisite: Environmental Law) (3 to 6 credits)

[Family and Juvenile Law Externship \(LAWS 521\)](#)

Students will work in Legal Services offices (New Haven Legal Assistance, Connecticut Legal Services, or Greater Hartford Legal Assistance) or in private law offices, representing clients in family and child abuse and neglect matters. Family Law and/or Juvenile Law is strongly recommended in the same or prior semester. (Pre- or co-requisite: IRC; Evidence) (3 to 6 credits)

[Health Law Externship \(LAWS 416\)](#)

Placements are in a wide array of health-related entities where any sort of health law is the main area of practice, such as private law firms, in-house corporate offices, hospitals, non-profit agencies, or governmental agencies. (Pre- or co-requisites: IRC; some health law courses might be required) (3 to 6 credits)

[Intellectual Property Externship \(LAWS 417\)](#)

Students work with various forms of intellectual property law in settings such as private law firms or in house corporate offices. (Pre- or co-requisites: IRC; some IP courses may be required) (3 to 6 credits)

[Sports and Entertainment Law Externship \(LAWS 442\)](#)

Placements in private law firms or in-house corporate offices where various forms of sports or entertainment law are the primary subject matter. (Pre- or co-requisites: IRC; Sports or Entertainment Law may be required) (3 to 6 credits)

[Tax Law Externship \(LAWS 443\)](#)

Students work in the area of tax law in law firms, governmental agencies, or in house corporate law departments. (Pre- or co-requisites: Federal Income Tax; other tax courses or a recommendation from the tax faculty may be required. IRC may be waived for most placements.) (3 to 6 credits)

[Field Placement II \(LAWS 200\)](#)

This program is designed to allow students to repeat an externship course, or take a second externship course that has a classroom component similar to that for the first externship, without

repeating the seminar portion of the program. Students must have completed a previous externship program. (1 to 6 credits; all credits pass/fail)

Advanced Externship Seminar (LAWS 579)

This is a seminar for students taking a second or subsequent externship. The seminar will include the goal-setting, semester-planning, and reflection assignments already required of all externs, as well as required readings and class meetings for discussion of a current topic confronting the profession and practice of law. Participation may be in-person or video/electronic for students in remote semester-in-practice placements. This seminar is **optional** for students taking local externships and/or earning five or fewer credits in an externship. It is **required** for any student in a remote placement and/or who is earning more than five advanced externship field work credits in a particular semester. (1 graded credit)

3 + 3 BA OR BS/JD

Quinnipiac University offers an innovative Baccalaureate/Juris Doctorate program, which shortens the usual seven-year sequence to just six years to earn a BA or BS in a major in the College of Arts and Sciences (CAS), Business, Communications, or other program, and the JD degree from the Quinnipiac University School of Law. This accelerated program is designed for students who know they want to attend law school at Quinnipiac.

Students accepted into the accelerated program must complete all major and general education requirements, with a minimum of 90 undergraduate credits by the end of their third year. (Major requirements may include school/college requirements.) Students should work with their major advisor and the program advisor to be sure they finish the necessary coursework. Additionally, students must have a cumulative GPA of 3.4 by the end of the third year. Students must also take the LSAT no later than February of their third year. Ordinarily, a score of 150 or higher will be expected for the program, but the law school Admissions Office will still consider students who fall short of the minimum LSAT or GPA requirements.

Students will use the first year of law school for their fourth year of undergraduate credits, and count up to 30 law school credits towards their undergraduate degree. Students will receive their bachelor's degree at the end of their first year of law school/fourth year of college.

Unique program features include interaction with the dean and faculty of the law school throughout the undergraduate years and a one-credit LSAT prep class to help students prepare for the LSAT.

Students are invited into the program when they apply to Quinnipiac as undergraduates and express an interest in law. To be eligible to participate, students must have a 1200 on the SAT (critical reading plus math) or an ACT composite score of 27. Sophomores may enter the program if they have earned at least 27 college credits, a 1200 on the SAT or 27 on the ACT, and at least a 3.0 GPA at the end of their freshman year.

JD/MBA

In today's changing and competitive marketplace there is an increasing need for lawyers who are fully trained in all aspects of business, management, and administration. Students who are seeking a comprehensive and sophisticated business education for their legal or business careers will find the JD/MBA program extremely attractive.

Forty-six credits are normally required for the MBA, and 86 are normally required for the JD. However, the joint degree program requires only 34 business credits and 77 law credits, a saving of 21 credits.

Students may apply for acceptance to both the Law School and the MBA program and, upon completion of both programs, receive a business and a law degree. A student in the joint program may not obtain either degree until the requirements for both have been met.

To enroll in the joint degree program, a student must apply to and be accepted by both of the schools. Students may begin at either school. Each school assists in adapting the program to the needs and interests of the enrolled student by approving schedules and joint credits for courses. Students may apply to both schools before they actually begin classes. Students must file separate applications and take the Law School Admission Test (LSAT). Students who begin a single degree program either in the School of Law or the School of Business may apply to the other school at a later time (prior to the completion of degree requirements) to be considered for the joint degree program.

Upon admission to the joint degree program, the enrolled student must meet with the Director of the MBA program and the Associate Dean for Academic Affairs of the Law School for academic counseling. Students may attend either full-time or part-time.

JD/MELP

Quinnipiac School of Law has partnered with Vermont Law School to offer students the exciting opportunity to earn a joint Juris Doctor/Master of Environmental Law and Policy (JD/MELP) degree. Students in the program earn their JD from Quinnipiac and their MELP from Vermont Law. The program can be completed in three academic years, the same amount of time typically needed to earn the JD degree alone.

This flexible program allows students to pursue their MELP coursework online or on ground during the summer. Students also complete a required MELP externship during the summer, which can be scheduled anywhere in the United States or abroad. A number of Quinnipiac law

courses have been approved to satisfy the requirements of both programs. In addition, students will be allowed to transfer 6 credits of their Vermont Law MELP coursework toward their Quinnipiac JD graduation requirements.

The joint degree requires a 30-credit program (including required courses), comprising: Vermont Law MELP courses (14 credits); Vermont Law MELP externship (7 credits); and Quinnipiac Law courses (from approved course list) (up to 9 credits). Students will participate in the externship during their 2L summer.

JD/MSW

Students interested in earning both a JD degree and a Master of Social Work degree may earn both degrees on an accelerated basis by enrolling in the joint JD/MSW degree program.

The two degree programs, if completed separately, require 146 credits – 86 for the JD degree and 60 for the MSW degree. Students in the joint degree program are required to complete only 131 total credits. Joint degree students will earn (1) their JD degree with 77 law credits and 9 social work credits (from courses approved in advance by the law school Associate Dean for Academic Affairs), and (2) their MSW degree with 54 social work credits and 6 law credits (from courses approved by the Social Work Faculty). The two programs, which require five years of study if taken separately, can be completed in 4½ years in the ordinary course, or in 4 calendar years if 11 law credits are earned during summer semesters.

Students must apply and be accepted separately to each program. Ideally, students would apply to both programs before starting either but a student enrolled in either program could, during the first year (and possibly later), apply for and be accepted to the other program. Upon admission to the joint degree program, the enrolled student must meet with the Director of the MSW Program and the law school Associate Dean for Academic Affairs.

Students may begin their study in either program but must complete the first year in each program before any advanced courses can be taken in that program. To obtain either degree, students must complete all graduation requirements for both degrees, including the core upper-level law courses, legal writing requirements, lawyer professional responsibility course, experiential law credits, and the social work field work requirements.

CONCENTRATION PROGRAMS

CIVIL ADVOCACY AND DISPUTE RESOLUTION CONCENTRATION

Students who earn the certificate for this concentration develop an understanding of a variety of advocacy methods, dispute resolution tools, and remedies, in an array of civil law contexts. Skill development focuses on litigation, negotiation, mediation, and arbitration.

Concentration Prerequisites

In order to be eligible for the Civil Advocacy and Dispute Resolution concentration, you must take Evidence as one of your Core Electives. Credits for this course do not count toward the 21-credit concentration requirement, but the grade in this prerequisite does count toward the concentration GPA requirement.

Concentration Requirements

1. Course Work

To receive the certificate for this concentration, you must earn 21 civil advocacy and dispute resolution specialty credits, divided as follows (not all courses are offered every year):

- Required Course Work

In addition to Evidence (credits for which do not count toward the 21-credit requirement), you must take the following courses. Credits for these courses will count toward your 21-credit concentration requirement.

- Alternative Dispute Resolution (2 or 3 credits) (in lieu of ADR, students may substitute Introduction to Mediation **and** Arbitration)
- Negotiation (2 or 3)
- Trial Practice (2 or 3)

- Remaining Credits

The balance of the credits will be earned from the following advocacy and dispute resolution-related courses. Courses marked with an asterisk (*) are particularly recommended for this concentration. (Not all of these courses are offered every year.)

- Arbitration (2 or 3 credits)*
- Therapeutic Jurisprudence (2)*
- Introduction to Mediation (2 or 3)*
- Introduction to Representing Clients (2)*
- Introduction to Dispute Resolution in Health Care (2 or 3)*
- Civil Procedure (Advanced) (2 or 3)*
- Conflict of Laws (3)*
- Administrative Law (3)*
- Federal Courts (3)*

- Remedies (3)*
- Representation in Mediation (1 or 2)*
- Trial Practice (Advanced) (2)*
- Visual Persuasion and the Law (3)*
- International Litigation in U.S. Courts (3)*

Other related courses:

- Medical Malpractice (2 or 3)
- Business Planning (2 or 3)
- Criminal Procedure: The Adjudicative Process (3)
- Divorce and the Divorcing Family (2)
- Employment Law (3)
- Family Law (2 or 3)
- Family Law (Advanced) (2 or 3)
- Federal Income Taxation (4)
- Introduction to Representing Clients (2)
- Juvenile Law (2 or 3)
- Juvenile Law (Advanced) (2)
- Labor Law (3)
- Moot Court (1, 2, or 3)
- Poverty Law (2)
- Products Liability (3)
- Tax Procedure – Civil (2)
- Substantial-paper courses or independent study where the paper is devoted to an advocacy and/or dispute resolution topic approved by the Concentration Director.
- Additional clinic or externship courses in addition to those required above, as approved by the Concentration Director.
- Other courses or journal work as approved by the Concentration Director in consultation with the course instructor.
- Competitions: The Concentration Director may deem participation in a non-credit competition in mock trial, negotiation, or representing clients in mediation to satisfy the requirement of one or two credits of course work in this category.

2. Clinical Requirement

At least 3 credits must be earned in a clinic and/or externship placement approved by the Concentration Director in consultation with the director of the relevant clinic or externship. Credits for IRC do not count toward this clinical requirement.

3. Writing Requirement

A substantial paper or a series of shorter writings that together comprise a substantial amount of written work on a topic or topics related to advocacy and/or dispute resolution.

(If you write a substantial paper, you may use that paper to satisfy the law school advanced writing requirement, provided that you meet the guidelines for the advanced writing requirement as catalog.) The Concentration Director must approve the topic or topics for the written work used to satisfy this requirement. A paper written for a journal may qualify, if the Concentration Director approves the topic.

4. Honors

Students who achieve a GPA of 3.2 or better in the coursework used for the concentration will receive the certificate for the concentration with honors. A student may designate the grade in any course or paper as not counting towards the concentration GPA, so long as the course is not required for the concentration, and the student meets the concentration requirements with another course or paper.

5. Waivers

Students who are interested in this concentration but fall short of specific credits or coursework may apply for a waiver of requirements, to be granted at the discretion of the Concentration Director and the Associate Dean of Academic Affairs.

For specific information on the program offerings, please contact:

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CRIMINAL LAW AND ADVOCACY CONCENTRATION

Students who earn the certificate for this concentration encounter a variety of experiences to help develop an understanding of criminal law and procedure in both a theoretical and practical context. They will explore both the substantive criminal law as well as the constitutional overlay of criminal procedure. In addition, they will experience aspects of criminal trial and motion work. Development focuses on advocacy skills: litigation, negotiation, and other alternate dispute resolution methods that apply in a criminal context.

Concentration Prerequisite

In order to be eligible for the Criminal Law and Advocacy Concentration, you must take Evidence

as one of your Core Electives. Credits for this course do not count towards the 21-credit concentration requirement, but the grade in this prerequisite does count toward the concentration GPA requirement in determining whether or not the certificate is awarded with honors. All students must also successfully complete the required course of Criminal Law.

Concentration Requirements

1. Course Work

To receive the certificate for this concentration, you must earn 21 Criminal Law and Advocacy specialty credits, divided as follows (not all courses are offered every year):

a. Clinical Requirement:

You must earn at least 3 credits through participation in the following programs. No more than 6 credits clinical credits count toward the 21-credit requirement for the concentration, except with the permission of the Concentration Director. The credit allotted to course work in conjunction with a clinic will count as a course credit, not as a clinic credit.

- (1) the Defense Appellate Clinic (6 credits),
- (2) an externship placement at a site dedicated to criminal defense or prosecution (3-6 credits), or
- (3) a judicial externship placement in a court at which the director can certify has a significant criminal docket (3-6 credits).

b. Required Course Work:

In addition to Evidence (credits for which do not count toward the 21-credit requirement), you **must** take the following courses. Credits for these courses will count toward your 21-credit concentration requirement.

- (1) Criminal Procedure: The Investigative Process (3 or 4 credits),
- (2) Criminal Procedure: The Adjudicative Process (3 credits),
- (3) Trial Practice (2 credits), and
- (4) one of the following:
 - i. Alternative Dispute Resolution (2 or 3 credits) or
 - ii. Negotiation (2 or 3 credits).

c. Remaining Credits:

The remaining credits needed to satisfy the requirements for this concentration should come from the following designated courses:

- (1) Alternate Dispute Resolution interscholastic competitions (but not intramural) may count if the Concentration Director finds there is a substantial criminal law and/or criminal procedure component. The participation must be connected to the legal questions in roles such as advocate, problem drafter, etc. The efforts of organizers, coaches, schedulers, while extremely important, are not eligible for credit. (1, 2, or 3 credits)
- (2) Computer Crime: Definitions, Investigations, Prosecution and Defense (2 or 3 credits)
- (3) Connecticut Adjudicative Criminal Procedure (2 credits)
- (4) Constitutional Law (Advanced): The Original Understanding of the Bill of Rights (4 credits)
- (5) Counterterrorism Law (2 or 3 credits)
- (6) Domestic Violence (2 or 3 credits)
- (7) Ethics and the Criminal Justice System (2 or 3 credits)
- (8) Federal Criminal Law (2 or 3 credits)
- (9) Habeas Corpus (2 or 3 credits)
- (10) Independent Research devoted to criminal law and/or criminal procedure topics approved by the Concentration Director (2 or 3 credits)
- (11) International Criminal Law (2 credits)
- (12) International Human Rights (2 or 3 credits)
- (13) Introduction to Representing Clients (2 credits)
- (14) Juvenile Delinquency (2 credits)
- (15) Juvenile Law (2 or 3 credits)
- (16) Law and Forensic Science (2 credits)
- (17) Mock trial interscholastic competitions (but not intramural) may count if the Concentration Director finds there is a substantial criminal law and/or criminal procedure component. The participation must be connected to the legal questions in roles such as litigator, problem drafter, etc. The efforts of organizers, coaches, and schedulers, while extremely important, are not eligible for credit. Participation in the legal aspects – i.e. litigator, problem drafter – of the Quinnipiac University School of Law Criminal Trial Advocacy Competition will count. (1, 2, or 3 credits)
- (18) Moot Court interscholastic competitions (but not intramural) may count if the Concentration Director finds there is a substantial criminal law and/or criminal procedure component. The participation must be connected to the legal questions in roles such as litigator, problem drafter, etc. The efforts of organizers, coaches, schedulers, while extremely important, are not eligible for credit. (1, 2, or 3 credits)
- (19) Sentencing, Prisons, and Reentry (2 credits)
- (20) State Constitutional Law (2 or 3 credits)
- (21) Theories of Punishment (2 credits)
- (22) Trial Practice (2 credits)
- (23) Trial Practice (Advanced) (2 credits)

(24) Visual Persuasion and the Law (3 credits)

2. Writing Requirement

You must write a substantial paper (or a series of shorter writings that, taken together, comprise a substantial amount of written work) on a topic or topics related to Criminal Law or Procedure. (If you write a substantial paper, you may use that paper to satisfy the law school's Advanced Writing Requirement, as set forth in the Academic Catalog, as well as the Criminal Law and Advocacy certification program.) A paper written for a journal may qualify if the Concentration Director approves the topic. A brief written for a moot court competition or within an externship position may qualify if the student can attest that the work was his or her own. The Concentration Director must approve the topic and the format for the written work used to satisfy this requirement. Note: It is possible for completed work to count for more than one concentration if there is sufficient coverage of both subject matters.

3. Honors

Students who achieve a GPA of 3.2 or better in the coursework used for the concentration will receive certificate for the concentration with honors.

4. Options

If you have excess credits, you may designate any course or paper as not counting towards the concentration, so long as it is not required for the concentration, and you meet the concentration requirements with another course. If you have more than 21 credits, the Concentration Director will count the courses with the highest grades in determining whether or not to bestow the honors designation.

5. Waiver

The Concentration Director and the Associate Dean for Academic Affairs may waive any requirement for the concentration (other than the GPA requirement), if both agree to do so.

For specific information on the program offerings, please contact:

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FAMILY LAW CONCENTRATION

Concentration Prerequisites

In order to be eligible for the Family Law Concentration, a student must take both Evidence and Federal Income Tax as two of the Core Electives. Credits for these courses do not count toward the 18-credit concentration requirement, but grades in these prerequisites do count toward the concentration GPA requirement.

Concentration Requirements

To receive the certificate for this concentration, a student must earn eighteen Family Law Credits, divided as follows (not all courses are offered every year):

1. Course Work

a. Required Course Work

In addition to Evidence and Federal Income Tax (credits for which do not count toward the 18-credit requirement) a student must take the following courses. Credits for these courses will count toward the 18-credit concentration requirement:

- (1) Family Law (2 or 3 credits)
- (2) One of the following: Negotiation, Introduction to Mediation, Representation in Mediation, or ADR (1, 2, or 3)

b. Core Courses

At least two from the following courses or from other required courses listed above. (Not all of these are offered every year.)

- (1) Advanced Family Law I or II (2 or 3 credits)
- (2) Juvenile Law (2 or 3)
- (3) Advanced Juvenile Law (all types) (2)
- (4) Trusts and Estates (3)
- (5) Law and Gender (2)
- (6) Elder Law (3)
- (7) Divorce and the Divorcing Family (2)

- (8) Other courses as approved by the Concentration Director in consultation with the course instructor.

c. Remaining Credits

The balance of the credits, if any, are to be earned from the following Family Law Related Courses, or from other Core Courses listed above. (Not all of these are offered every year.)

- (1) Administrative Law (3 credits)
- (2) Advanced Individual Income Tax (3)
- (3) Bioethics (3)
- (4) Business Organizations (4)
- (5) Domestic Violence (2 or 3)
- (6) Employee Benefits (2)
- (7) Education Law (2)
- (8) Immigration Law (2 or 3)
- (9) Introduction to Mediation (2 or 3)
- (10) Introduction to Representing Clients (2)
- (11) Law and Psychiatry (2)
- (12) Mediation (Seminar and/or Externship) (1+2-5)
- (13) Negotiation (2 or 3)
- (14) Poverty Law (2)
- (15) Real Estate Transactions (3 or 4)
- (16) Therapeutic Jurisprudence (2)
- (17) Trial Practice (2)
- (18) Independent Research Project (1, 2, or 3)
- (19) Substantial paper courses where the paper is devoted to a family or juvenile law topic approved by the Concentration Director.
- (20) Moot Court credits, if the student participates in the Family Law Moot Court Competition (1, 2, or 3)
- (21) Other courses or journal work as approved by the Concentration Director in consultation with the course instructor.

2. Clinical Requirement

At least three, but no more than three, of the 18 Family Law Credits must be earned in the Civil Justice Clinic and/or in a family and/or juvenile law related externship placement. Credits for IRC do not count toward the clinical requirement. (A student may exceed three credits for the clinical course but may only count three towards the clinical requirement of this concentration.)

- a. The Concentration Director will determine the family-law status of any given clinic or externship.

- b. The clinical requirement may be waived if the student has substantial family or juvenile law work experience. The Concentration Director will make this determination.
- c. If the clinical requirement is waived, the student must still earn 18 credits elsewhere within the concentration in order to receive the concentration.

3. Writing Requirement

A student must write a substantial paper – or a series of shorter writings that together comprise a substantial amount of written work – on a topic or topics related to family or juvenile law. (If a student writes a substantial paper, it may be used to satisfy the law school’s Advanced Writing Requirement, provided that the guidelines are met for the Advanced Writing Requirement as set forth elsewhere in this catalog.) The Concentration Director must approve the topic or topics for the written work used to satisfy this requirement. A paper written for a journal may qualify, if the Concentration Director approves the topic.

4. Honors

Students who achieve a GPA of 3.2 or better in the coursework used for the concentration will receive the certificate for the concentration with honors.

5. Options

A student may designate any course or paper as not counting towards the concentration, so long as it is not required for the concentration, and the student meets the concentration requirements with another course or paper.

6. Waiver

The Concentration Director and the Associate Dean for Academic Affairs may waive any requirements for the concentration (other than the GPA requirement), if they both agree to do so.

For specific information on the program offerings, please contact:

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HEALTH LAW CONCENTRATION

Concentration Requirements (effective for students entering their second year in fall 2018 or later):

- In order to be eligible for the Health Law Concentration Certificate, a student must complete 21 credits as described below.
- Students must take Administrative Law (LAWS 114) (3 credits) and either Business Planning (LAWS 393) (4 credits) or Business Organizations (LAWS 205) (4 credits) as two of the Core Electives. Credits for these courses will not count toward the 21-credit concentration requirement, but grades will count towards the GPA honors requirement.
- In addition, students must take Health Law (LAWS 345) (3 credits). Credits for Health Law will count toward the 21-credit concentration requirement and grades will count towards the GPA honors requirement. Health Law is a prerequisite for Advanced Health Law (LAWS 544).
- These three courses do not have to be taken prior to taking other courses in the concentration, but it is strongly recommended that Administrative Law and Health Law be taken in a student's second year, if possible.

1. Course Work

In addition to the above requirements, in order to receive the Certificate for this Concentration, a student must earn eighteen (18) Health Law Specialty Credits, divided as follows:

- a. Core Health Law Courses: At least twelve (12) credits must be earned from the Core Health Law Courses. (Not all of these courses are offered every year.)
 - (1) Health Information Privacy and Security Law (LAWS 625) (3 credits)
 - (2) Introduction to Dispute Resolution in Healthcare (LAWS 539) (2 or 3 credits)
 - (3) Bioethics (LAWS 549) (2 or 3 credits)
 - (4) Health Care Antitrust (LAWS 350) (3 or 4 credits)
 - (5) Health Care Business Transactions (LAWS 352) (3 credits)
 - (6) Healthcare and Hospital Administration (LAWS 545) (2 credits)
 - (7) Managed Health Care (LAWS 601) (2 credits)
 - (8) Public Health Law (LAWS 320) (3 credits)
 - (9) Intellectual Property in Health Care (LAWS 633) (2 or 3 credits)

(10) Drug and Device Law (LAWS 409) (2 or 3 credits)

b. Non-Core Health Law Courses: The balance of the credits (to 21), if any, may be earned from the Core Health Law Courses above or from the following Non-Core Health Law Courses. (Not all of these courses are offered every year.)

- (1) Disability Law (LAWS 587) (2 credits)
- (2) Elder Law (LAWS 388) (2 credits)
- (3) Juvenile Law (LAWS 384) (3 credits)
- (4) Health Law Journal (LAWS 588 & 589) (3 credits)
- (5) Non-Profit Organizations (LAWS 450) (2 credits)
- (6) Independent Research Project (LAWS 292 & 293) (2 or 3 credits)
- (7) Environmental Law (LAWS 379) (3 credits)
- (8) Law, Science and Technology (LAWS 344) (3 credits)
- (9) Family Law (LAWS 370) (3 credits)
- (10) International Comparative Health Law (LAWS 363) (2 credits)
- (11) Products Liability Law (LAWS 373) (3 credits)
- (12) Poverty Law (LAWS 564) (2 credits)
- (13) Corporate Compliance in the Healthcare Industry (LAWS 340) (2 or 3 credits) (online)
- (14) Healthcare Compliance Law (LAWS 457) (3 credits) (online)
- (15) Community Needs Assessment Lab (LAWS 413) (1, 2, or 3 credits)
- (16) Anatomy for Lawyers (LAWS 676) (2 credits)
- (17) Food Law (LAWS 414) (2 or 3 credits)
- (18) Advanced Health Law (LAWS 544) (2 credits)
- (19) Medical Malpractice (LAWS 604) (2 credits)
- (20) Antitrust (LAWS 349) (4 credits)
- (21) Intellectual Property (LAWS 331) (3 credits)

2. Recommended Client-Based Courses

Students should consider what group(s) of clients they plan to represent in their practice of health law. The following recommendations are intended to assist the students in determining which courses are best suited toward different types of clients. *These are only recommendations.* Students are free to choose any courses they wish, as long as they take the required concentration courses and achieve the required 21 credits, as described above.

Providers (e.g., Hospitals, Physician Groups, Nursing Homes)

- (1) Bioethics
- (2) Healthcare Antitrust
- (3) Health Information Privacy and Security Law

- (4) Introduction to Dispute Resolution in Healthcare
- (5) Public Health Law
- (6) Healthcare and Hospital Administration
- (7) Anatomy for Lawyers
- (8) Medical Malpractice
- (9) Health Care Compliance Certificate Program
- (10) Managed Health Care
- (11) Healthcare Business Transactions
- (12) Non-Profit Organizations
- (13) Community Needs Assessment Lab
- (14) Healthcare Compliance Law (online)
- (15) Corporate Compliance in the Healthcare Industry (online)

Business & Governmental Entities (e.g., Insurance Carriers, Pharmaceutical and Device Manufacturers, Biotechnology Research/Manufacturing Entities, Regulatory Agencies)

- (1) Products Liability
- (2) Healthcare Antitrust
- (3) Food Law
- (4) Drug and Device Law
- (5) Intellectual Property
- (6) Intellectual Property in Health Care
- (7) Introduction to Dispute Resolution in Healthcare
- (8) Law, Science, and Technology
- (9) Managed Health Care
- (10) Healthcare Business Transactions
- (11) Health Information Privacy and Security Law
- (12) Corporate Compliance in the Healthcare Industry (online)
- (13) Healthcare Compliance Certificate Program
- (14) Healthcare Compliance Law (online)

Private Parties (e.g., Patients, LLCs, Individual Practitioners)

- (1) Food Law
- (2) Drug and Device Law
- (3) Bioethics
- (4) Disability Law
- (5) Healthcare Antitrust
- (6) Juvenile Law
- (7) Anatomy for Lawyers
- (8) Medical Malpractice
- (9) Products Liability
- (10) Elder Law
- (11) Family Law

3. Clinical Requirement

Students must earn at least three (3) credits (not including IRC) in Clinic (i.e., Civil Justice Clinic, Tax Clinic, Prosecution Appellate Clinic, Defense Appellate Clinic) and/or in a health law externship.

- a. Determination of the “health law” status of any given externship will be made by the Concentration Director and the Director of Field Placement Programs.
- b. The Clinic/externship requirement will be waived only in rare circumstances, and only if the student has substantial health law –related work experience or substantial experience in the healthcare field. This determination will be made by the Concentration Director. *A student seeking a waiver from the Clinic/externship requirement must apply for the waiver not later than the beginning of the second semester of his/her second year.*
- c. If the clinical requirement is waived, the student must earn the three credits by taking additional courses in the Concentration. Any credits earned in such courses will apply to the GPA honors requirement.

4. Writing Requirement

The substantial paper written to fulfill the Advanced Writing Requirement must be on an approved health law topic. The topic must be approved, in advance, by the Concentration Director unless the paper is written in connection with one of the listed “core” courses or for the Quinnipiac Health Law Journal. A paper written for another journal may qualify, if the topic is approved, in advance, by the Concentration Director.

5. Honors

Students who achieve a GPA of 3.2 or better in the coursework used for the concentration will receive the certificate for the concentration with honors. Grades from all health law courses will be included in the GPA calculation.

6. Waiver of Requirements

The Concentration Director and the Associate Dean for Academic Affairs may waive any requirements for the Concentration (other than the GPA requirement), if they both agree to do so.

For specific information on the Concentration offerings, please contact

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INTELLECTUAL PROPERTY CONCENTRATION

Concentration Prerequisites

In order to be eligible for the Intellectual Property Concentration, a student must take Administrative Law as one of the Core Electives. Credit for that course does not count toward the 18-credit concentration requirement.

Concentration Requirements

1. Course Work

To receive the certificate for this concentration, a student must earn 18 Intellectual Property specialty credits, divided as follows (not all courses are offered every year):

a. Required Coursework

At least 15 of the 18 credits must be earned from the following list of Basic Intellectual Property Courses:

- (1) Intellectual Property (required) (3 credits)
- (2) Patent Law (2)
- (3) Patent Litigation (2)
- (4) Advanced Patents (2)
- (5) Communications Law (2 or 3)
- (6) Trademarks and Copyrights in the Digital Age (2)
- (7) Computer and Internet Law (2)
- (8) Licensing of Intellectual Property (2 or 3)
- (9) Entertainment Law (2)
- (10) Sports Law (2)
- (11) Unfair and Deceptive Trade Practices (3)
- (12) Franchise Law (2 or 3)
- (13) Externship – with intellectual property emphasis (up to six credits with written approval by the Concentration Director)
- (14) Independent Research – with intellectual property emphasis (with written approval by the Concentration Director and the supervising professor)

b. Remaining Credits

Credits may be earned from the following courses that are related to Intellectual Property:

- (1) Antitrust (3 or 4 credits)
- (2) Healthcare Antitrust (3 or 4)
- (3) Law, Science, and Technology (3)
- (4) International Trade (3)
- (5) International Business Transactions (3)
- (6) Other course or journal work as approved by the Concentration Director.
- (7) IP-related courses taken at other law schools or in summer programs (up to five credits with prior approval of the Concentration Director).

2. Writing Requirement

Students must write a substantial paper – or a series of shorter writings that together comprise the equivalent of a substantial paper – on a topic or topics related to intellectual property. (If a student writes a substantial paper, a student may use that paper to satisfy the law school’s Advanced Writing Requirement, provided that the paper meets the guidelines set forth in the Academic Regulations, section I.D, Advanced Writing Requirement.) The Concentration Director must approve the topic or topics for the written work used to satisfy this requirement. A paper written for a journal may qualify if the Concentration Director approves the topic and the paper as written.

3. Honors

Students who achieve a GPA of 3.2 or better in the coursework used for the concentration will receive the certificate for the concentration with honors.

4. Opt-out Option

A student may designate any course or paper as not counting towards the concentration, so long as it is not required for the concentration, and the student meets the concentration requirements with another course or paper.

5. Waiver

The Concentration Director and the Associate Dean for Academic Affairs may waive any requirements for the concentration (other than the GPA requirement for honors), if they both agree to do so.

For specific information on the program offerings, please contact:

Professor Dale Carlson
Director, Intellectual Property Concentration
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INTERNATIONAL LAW AND POLICY CONCENTRATION

Students who earn the certificate for this concentration not only develop an understanding of one or more of the major areas of International Law and Policy, such as International Human Rights, Dispute Resolution, Environmental, Health, Tax, and Criminal Law, but also get the opportunity to develop a literacy in the language of international relations, which can prepare them to advocate, negotiate, mediate, and litigate globally as well as locally. Skill development focuses on cross-cultural understanding, negotiation, and a general proficiency in law on an international stage.

As outlined below, the requisites for the International Law and Policy Concentration include course work, an international experience, and a writing component.

1. Course Work

Certificate recipients must earn 18 international law credits from the following categories of courses (not all courses are offered every year), including at least 11 credits from the following required and core courses.

a. Required courses

- International Law (3 credits)
- International Business Transactions (2 or 3)

b. Core courses

- International Trade (3 credits)
- International Human Rights Law (2 or 3)
- International Human Rights Law and Transitional Justice (2 or 3)
- International Tax (2)
- International Comparative Health Law (2 or 3)
- International Criminal Law (2)
- Admiralty (2)
- Advanced International Law (2)
- Aviation Law (2)

- Conflict of Law (3)
- Foreign Tax II (2)
- International Humanitarian Law of Armed Conflict (2)
- International Litigation in U.S. Courts (2)
- International Environmental Law (2)
- Law of the European Union (2)
- Law of the Sea (2)

c. Elective courses

Certificate recipients must earn the balance of their 18 credits from the following courses. (Not all of these courses are offered every year.) In addition, a Concentration Co-Director may approve, on an ad hoc basis, courses that, in a particular semester, have a significant international content.

- Law School courses
 - Alternative Dispute Resolution (2 or 3 credits)
 - Negotiation (2 or 3)
 - Environmental Law (3)
 - Introduction to Mediation (2)
 - Computer and Internet Law (2)
 - Immigration and Naturalization Law (2 or 3)
 - National Security Law (3)
 - Counterterrorism Law (2 or 3)
 - Introduction to the Irish Legal System (2)
 - Irish Constitutional Law (2)
 - Chinese Law (2)
 - Beijing Institute
 - China Law Program Abroad

- Other University courses

You may apply toward the 18 credits you need to earn for the International Law and Policy Concentration up to six credits earned in other Quinnipiac University departments. You must obtain the permission of the professor teaching the course, a Concentration Co-Director, and the law school's Associate Dean for Academic Affairs before enrolling in these courses.

- EC 250 International Economics
- IB 201 Globalization and International Business
- IB 311 International Marketing
- IB 324 Negotiating Internationally
- PL 337 Human Rights: Theory and Practice
- PO 211 Introduction to International Relations

- PO 311 Topics in International Relations
- PO 331 Topics in Comparative Government
- PO 321 Comparative Government
- Modern Languages. You may apply up to six credits of modern language study toward your concentration requirements.

2. International Experience Requirement

Concentration earners must also complete one of these international experiences:

- Participation in the World Summit of Nobel Peace Laureates, in conjunction with the International Human Rights Law and Transitional Justice course
- Participation in the Law School's delegation to the Oxford University Human Rights and Humanitarian Action Seminar
- Participation in the Law School's delegation to the annual Human Rights and Humanitarian Action Seminar at Yale, Quinnipiac, and the United Nations
- Participation in the Law School/International Human Rights Law Society Nicaragua experience
- Participation in the Law School's summer program at Trinity College in Dublin, Ireland (the 6 credits from this program apply toward the concentration requirements)
- Domestic or international externship or other experiences approved by both a Concentration Co-Director and the Associate Dean for Academic Affairs; if an externship, the placement must also be approved by the externship professor.

3. Writing Requirement

You must complete a paper of a quality that would satisfy the law school's Advanced Writing Requirement and that addresses an international law topic approved by a Concentration Co-Director. A Concentration Co-Director must approve the topic in advance, unless the paper is written in connection with one of the listed required or core courses. A paper written for a journal may qualify if a Concentration Co-Director approves the topic in advance.

4. Honors

Students who achieve a GPA of 3.2 or better in the coursework used for the concentration will receive the certificate for the concentration with honors.

5. Options

A student may designate any course or paper as not counting toward the concentration, as long as it is not required for the concentration and the student meets the concentration requirements with another course or paper.

6. Waiver

A Concentration Co-Director and the Associate Dean for Academic Affairs may waive any requirements for the concentration (other than the GPA requirement), if they both agree to do so.

For specific information on the program offerings, please contact:

Professor John Thomas
Professor Charles Pillsbury
Co-Directors, International Law and Policy Concentration
Quinnipiac University School of Law
275 Mount Carmel Avenue, Hamden, CT 06518
Phone: (203) 582-3264 (Prof. Thomas); (203) 582-8145 (Prof. Pillsbury)
Fax: (203) 582-3244
E-mail: john.thomas@quinnipiac.edu (Prof. Thomas); charles.pillsbury@quinnipiac.edu (Prof. Pillsbury)

TAX CONCENTRATION

Concentration Requirements

To receive the certificate for this concentration, you must earn 21 Tax Credits (consisting of 18 credits in tax coursework and 3 credits of clinical/externship work) and meet all of the other concentration requirements. In addition, you must take Federal Income Tax as one of your Core Electives. Credits for Federal Income Tax do not count toward the 21-credit concentration requirement, but the grade in this prerequisite does count toward the GPA requirement for honors.

1. Required Course Work

In addition to Federal Income Tax (credits for which do not count toward the 21-credit requirement), you must take at least 18 credits from the following lists of courses, all of which count toward the 21-credit requirement for the concentration.

Tax Courses:

At least 12 of the credits used for the concentration must come from the following list of "Tax Courses." (Note: Not all of these courses are offered every year.)

- (1) Advanced Corporate Tax (2 credits)
- (2) Advanced Individual Income Tax (3)
- (3) Business Planning (3 or 4)
- (4) Employee Benefits (2)
- (5) Estate and Gift Tax (2 or 3)

- (6) Financial Planning: Principles and Taxation (2 or 3)
- (7) International Tax (2)
- (8) Non-Profit Organizations (2)
- (9) State and Local Tax (2)
- (10) Taxation of Business Enterprises (4)
- (11) Tax Policy (2)
- (12) Tax Procedure (2)
- (13) Tax Research (2 or 3)
- (14) Independent Research with tax emphasis (with written approval of Concentration Director and supervising professor).

Related Courses:

Up to 6 credits used for the concentration may come from the following list of “Related Courses.” (Note: Not all of these courses are offered every year.)

- (1) Advanced Family Law (2 or 3 credits)
- (2) Business Organizations (4)
- (3) Corporate Finance (2 or 3)
- (4) Family Law (2 or 3)
- (5) International Business Transactions (3)
- (6) Mergers and Acquisitions (2 or 3)
- (7) Real Estate Transactions (3 or 4)
- (8) Trusts and Estates (3)

2. Clinical Requirement

At least 3 credits must be earned through participation in the Tax Clinic and/or externship placement approved by the Concentration Director. No more than 3 credits count toward the 21-credit requirement for the concentration, except with permission of the Concentration Director in consultation with the director of the clinic or externship. The director of the clinic may waive IRC as a requirement for the Tax Clinic. If a student does enroll in IRC, credits for it will not count toward the clinical requirement.

If a student meets this requirement through an externship placement, the seminar portion of the externship **does not** count toward the 3 required clinical credits. If a student meets this requirement through the Tax Clinic, **one credit** of the seminar portion of the externship counts toward the 3 required clinical credits.

The Concentration Director may waive the clinical requirement if the student has substantial tax law work experience. If the Concentration Director waives the clinical requirement, the student must earn additional credits in Tax Courses (or any Related Courses specifically allowed by the Concentration Director) in order to qualify for the concentration.

3. Writing Requirement

A student must write a substantial paper – or a series of shorter writings that together comprise a substantial amount of written work – on a topic or topics related to tax. (If a student writes a substantial paper, the student may use that paper to satisfy the law school's advanced writing requirement, provided that the paper meets the guidelines set forth in the Academic Regulations, section I.D, Advanced Writing Requirement.) The Concentration Director must approve the topic or topics for the written work used to satisfy this requirement. A paper written for a journal may qualify, if the Concentration Director approves the topic.

4. Honors

Students who achieve a GPA of 3.2 or better in the coursework used for the concentration will receive the certificate for the concentration with honors. A student may designate any course or paper as not counting towards the concentration, so long as it is not specifically required for the concentration, and the student meets the concentration requirements with another course or paper.

5. Waiver

The Concentration Director and the Associate Dean for Academic Affairs may waive any requirements for the concentration (other than the GPA requirement), if they both agree to do so.

For specific information on the program offerings, please contact:

Professor Jeffrey A. Cooper
Associate Dean for Faculty Research and Development
Director, Tax Concentration
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WORKPLACE LAW CONCENTRATION

Students who earn the certificate for this concentration develop an understanding of a variety of workplace law principles and remedies, in an array of civil law contexts involving employment law, employment discrimination law, labor law, arbitration, mediation, negotiation, and administrative law.

Concentration Requirements

1. Course Work

To receive the certificate for this concentration, you must take Evidence and Administrative Law as two of your four required Core Electives, and 21 credits of Workplace Law courses as specified below. Credits for Evidence and Administrative Law do not count toward the 21-credit concentration requirement, but the grades in these courses do count toward the concentration GPA requirement. (Note: Not all courses are offered every year.)

a. Required courses:

In addition to Evidence and Administrative Law, you **must** take the following courses, which will count toward the 21 required credits:

- (1) Employment Law (3 credits)
- (2) Employment Discrimination Law (2 or 3)
- (3) Labor Law (3)

and either:

- (4) Alternative Dispute Resolution (2 or 3), or
- (5) Negotiation (2 or 3)

b. Core courses:

In addition to the required courses, you must also take **at least two** of the following core Workplace Law courses:

- (1) Arbitration (2 or 3 credits)
- (2) Disability Law (2)
- (3) Employee Benefits (2)
- (4) Negotiation (2 or 3) (if not counted above)
- (5) Representation in Mediation (1 or 2)
- (6) Workers' Compensation (2)

c. Remaining credits:

The balance of the credits is to be earned from the following courses, if you have not already fulfilled the 21-credit requirement from the courses listed above:

- (1) Advanced Civil Procedure (2 or 3 credits)
- (2) Business Organizations (4)
- (3) Federal Courts (3)

- (4) Immigration and Naturalization Law (2 or 3)
- (5) Introduction to Mediation (2)
- (6) Remedies (3 or 4)
- (7) Products Liability (3)
- (8) Trial Practice (2)
- (9) Visual Persuasion in the Law (3)

and:

- (10) Independent Research Project, where the paper is devoted to a Workplace Law topic approved by the Concentration Director.
- (11) Clinical or externship courses in addition to those required below, as approved by the Concentration Director.
- (12) Other courses or journal work as approved by the Concentration Director in consultation with the course instructor.

In addition, the Concentration Director may deem participation in a non-credit competition in moot court, mock trial, arbitration proceedings, or representing clients in advocacy to satisfy one or two credits of coursework in this category.

2. Clinical Requirement

At least three credits counting toward the 21-credit requirement must be earned in one or more clinic and/or externship placements approved by the Concentration Director in consultation with the director of the relevant clinic or externship.

3. Writing Requirement

You must complete a substantial paper or a series of shorter writings that together comprise a substantial amount of written work on a topic or topics related to Workplace Law. If you write a substantial paper, you may also use that paper toward your Advanced Writing Requirement. The Concentration Director must approve the topic or topics for any written work used to satisfy this requirement. A paper written for a journal may qualify if the Concentration Director approves the topic and the paper meets the guidelines for satisfying the substantial paper portion of the Advanced Writing Requirement (see Academic Regulations, section I.D, below).

4. Honors

Students who achieve a GPA of 3.2 or better in the coursework used to satisfy the concentration requirements will receive the concentration with honors. A student may designate the grade in any course or paper as not counting toward the concentration GPA if the course is not required for the concentration and the student meets the concentration requirements with another course or paper.

5. Waiver

Students who fall short of specific credits or coursework needed to satisfy the concentration requirements (other than the GPA requirement) may apply for a waiver of requirements, to be granted at the discretion of the Concentration Director and the Associate Dean for Academic Affairs.

For specific information on the program offerings, please contact:

Professor Emmanuel Psarakis
Director, Workplace Law Concentration
Quinnipiac University School of Law
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HEALTH CARE COMPLIANCE CERTIFICATE

Quinnipiac University, through a program jointly developed by the School of Business and School of Law, is certified by the Health Care Compliance Association to offer the first university-based program in the country to train health care compliance officers. Recognizing the importance of compliance officers in all areas of the health care industry and the need to raise the level of professionalism of those officers, the two schools jointly offer a six-course certificate program in health care compliance.

Quinnipiac's health care compliance certificate program provides qualified students with a sound academic foundation and the skills to successfully implement the administrative and management principles required to function as competent and knowledgeable health care compliance professionals.

Health care compliance certificate program courses cover: the principles and specifics of health care compliance, general management, legal aspects of health care compliance and financial management. Graduate courses in both the School of Business and the School of Law make up the six-course certificate program. Students without a background in law are required to complete HM 668: Legal Aspects of Health Care Delivery as a prerequisite for the other law courses in the program. After completing these courses, Quinnipiac University awards a health care compliance certificate, which makes students eligible to immediately take the HCCA national certifying examination.

Required: 3 credits

HM 630 Corporate Compliance in the Health Care Industry (3 credits)

General Management: two courses (6 credits) required

HM 621 Quality Management in Health Care Facilities (3 credits)

HM 660 Human Resource Management in Health Care Administration (3)

MG 603 Project Management (3)

Law Courses: two courses (6 credits) required

HM 668 Legal Aspects of Health Care Delivery (prerequisite for non-law students) (3 credits)

LAW 345 Health Law (2 or 3)

LAW 348 Advanced Health Law (2)

LAW 352 Healthcare Business Transactions (3)

LAW 542 Healthcare Industry Regulation (3)

Financial Management: 3 credits

HM 664 Financial Management in Health Care Organizations (3 credits)

SUMMER PROGRAM ABROAD

TRINITY COLLEGE

Dublin, Ireland

Quinnipiac University School of Law and Trinity College, the University of Dublin, one of Ireland's premier institutions of higher education, sponsor an ABA-approved summer program in Dublin. This program provides an introduction to the Irish Legal System and Irish Constitutional Law and also includes a comparative study of selected subjects in Irish, American, and international law.

Located in the heart of Dublin, Trinity College is one of Europe's oldest universities, steeped in history and tradition. Trinity College Law Library, which has holdings in Irish, British, and European law, has recently expanded its holding to include North American law.

Enrollment in the program is limited and is open to students who have satisfactorily completed one year of full-time or part-time study at an ABA-approved law school and are in good academic standing. Students are responsible for securing approval, in advance, from their own law school to transfer credit and are encouraged to check with the registrar at their home institution to determine whether residency requirements are satisfied. Early application is strongly encouraged.

It is the applicants' responsibility to check with their financial aid office regarding filing requirements and processing deadlines if they are participating in the Ireland program. Generally, students must take at least six credits (three courses) in the summer to qualify for financial aid; no student is permitted to register for more than six credits.

Students may choose to live on campus at Trinity College. On-campus housing is limited, and is available on a first come, first served basis. Housing information will be mailed to an applicant

upon acceptance into the program. Off-campus accommodations in Dublin are the responsibility of the student, as are all travel arrangements.

Specific questions regarding the program can be directed to Professor William Dunlap, Director of the Trinity Summer Program, Quinnipiac University School of Law at (203) 582-3265, or william.dunlap@quinnipiac.edu.

ADMINISTRATION AND FACULTY

UNIVERSITY ADMINISTRATION

Judy D. Olian, President, BA, The Hebrew University, Jerusalem; MSc, PhD, University of Wisconsin

Mark Thompson, Executive Vice President/Provost, BS, Bentley College; MBA, Western New England College; PhD, Georgia State University

Joshua D. Berry, University Registrar, BA, Eastern Connecticut State University

James A. Benson, Assistant Registrar for the Law School, BS, Southern Connecticut State University; MS, Quinnipiac University

LAW SCHOOL ADMINISTRATION

Adam Barrett, Associate Vice President and Dean of Law Admissions, BA, University of New Hampshire; JD, Ohio Northern University

Jennifer Gerarda Brown, Dean and Professor of Law, AB, Bryn Mawr College; JD, University of Illinois

Kathy Mills, Associate Director of Admissions, BA, Fairfield University; JD, Quinnipiac University School of Law

Colleen Raftrey Entenman, Director of Development & Alumni Affairs, BA, Michigan State University; MBA, University of Michigan

Robert C. Farrell, Associate Dean for Academic Affairs and Professor of Law, BA, Trinity College; JD, Harvard University

Odetta G. Franceskino, Director of Financial Aid, BS, Teikyo Post University; MBA, Quinnipiac University

Kathy A. Kuhar, Associate Dean of Students, BS, Eastern Connecticut State University; JD, Quinnipiac University

Joan Metzler, Director of Admissions, BA, Widener University; JD, Temple University

Shelley R. Sadin, Associate Dean of Professional and Career Development, BA, Yale University; JD, Georgetown University

Robin L. Shea, Business Manager, BS, MA, Fairfield University

Doretta Sweeney, Director of Professional and Career Development, BA, Mt. Holyoke College;
JD, University of Connecticut

FACULTY

Kevin Barry, Professor of Law, BA, JD, Boston College; LLM, Georgetown University

Jennifer Gerarda Brown, Dean and Professor of Law, AB, Bryn Mawr College; JD, University of Illinois

Dale L. Carlson, Distinguished Practitioner in Residence, Intellectual Property Law, BS, MBA, State University of New York at Buffalo; JD, Syracuse University; LLM, New York University

Jeffrey Cooper, Professor of Law and Associate Dean for Faculty Research and Development, AB, Harvard University; JD, Yale University; LLM, New York University

William V. Dunlap, Professor of Law, BA, The New School for Social Research; MPhil, University of Cambridge; JD, Yale University

Leonard Dwarica, Distinguished Practitioner in Residence, Health Law, BA, St. Peter's College; MS, New York University; JD, Pace University

Robert C. Farrell, Associate Dean for Academic Affairs and Professor of Law, BA, Trinity College; JD, Harvard University

Neal R. Feigenson, Professor of Law, BA, University of Maryland; JD, Harvard University

Marilyn J. Ford, Professor of Law, BA, Southern Illinois University; JD, Rutgers University

Stephen Gilles, Professor of Law, BA, St. John's College; JD, University of Chicago

Sheila Hayre, Visiting Assistant Professor of Law, BA, MA, Stanford University; JD, Yale University

Jennifer Herbst, Professor of Law, AB, Dartmouth College; M. Bioethics, JD, University of Pennsylvania; LLM, Temple University

Carolyn Wilkes Kaas, Associate Professor of Law and Director of Experiential Education, BA, Cornell University; JD, University of Connecticut

Stanton D. Krauss, Professor of Law, BA, Yale University; JD, University of Michigan

Sandra Lax, Distinguished Practitioner in Residence, Family Law, BA, Brooklyn College; MLS, Queens College; JD, University of Bridgeport

Jennifer Bell Levine, BA, Duke University; JD, Columbia University

William DeVane Logue, Distinguished Practitioner in Residence, Dispute Resolution, BA, Brown University; JD, University of Connecticut School of Law

Leonard J. Long, Professor of Law, BS, Illinois Institute of Technology; MA, PhD, University of Illinois; JD, University of Chicago

Alexander M. Meiklejohn, Professor of Law, AB, Amherst College; JD, University of Chicago

Linda Meyer, Professor of Law, BA, University of Kansas; JD, PhD, University of California, Berkeley

Suzanne Nathanson, Assistant Professor of Legal Skills, AB, Harvard University; JD, Case Western Reserve University

Joseph M. Olivenbaum, Director of Academic Support Programs, BA, New York University; JD, Northeastern University

Charles Pillsbury, Distinguished Practitioner in Residence, Dispute Resolution, BA, Yale University; JD, Boston University

Emanuel Psarakis, Distinguished Practitioner in Residence, Employment Law, AB, University of Connecticut; JD, Boston University; LLM, Columbia University

Sarah French Russell, Professor of Law, BA, JD, Yale University

Brad Saxton, Professor of Law and Dean Emeritus, BA, College of William and Mary; JD, University of Virginia

Mark Schroeder, Assistant Professor of Legal Skills, BA, Williams College; JD, University of Connecticut

G. Alex Sinha, BA, New York University; PhD, University of Toronto; JD, New York University.

Sara Spodick, Staff Attorney of the Tax Clinic, BA, Southern Connecticut State University; JD, Quinnipiac University

W. John Thomas, Professor of Law, BA, JD, University of Arizona; LLM, MPH, Yale University

Robert White, Distinguished Practitioner in Residence, Commercial Law, BA, Tufts University;
JD, New York University

FACULTY EMERITI

Melanie B. Abbott, Professor of Law

Frederick Tse-Shyang Chen, Professor of Law

Susan Dailey, Professor of Legal Writing

Mary Ferrari, Professor of Law

Charles A. Heckman, Professor of Law

Joseph Hogan, Associate Professor of Legal Skills

Richard Litvin, Associate Professor of Law

Martin B. Margulies, Professor of Law

Elizabeth P. Marsh, Professor of Law

John Morgan, Professor of Law

Toni Robinson, Professor of Law

Gail S. Stern, Associate Professor of Legal Skills

Sheila Taub, Professor of Law

James Trowbridge, Professor of Law

Jamison Wilcox, Professor of Law

LAW LIBRARIANS

Ann M. DeVeaux, Director of the Law Library, BA, JD, University of Bridgeport; MLS,
Southern Connecticut State University

Michael Hughes, Associate Director, BA, Sacred Heart University; MLS, Southern Connecticut
State University; MA, University of New Haven

Christina DeLucia, Reader Services Librarian, BA, Pennsylvania State University; MSLIS, Pratt Institute

Mary K. Tartaglia, Reference/Technical Services Librarian, BS, MLS, Southern Connecticut State University

LAW LIBRARY ADMINISTRATION

Mary Ellen Lomax-Bellare, Serials Manager, AA, BA, MAT, University of Bridgeport

Erica Papa, Administrative Services Coordinator, BS, MA, Southern Connecticut State University

Margaret Y. Thomas, Circulation/Reserve Manager, BS, Duquesne University

DESCRIPTION OF COURSES

FIRST-YEAR REQUIRED COURSES

Civil Procedure I & II (LAWS 101-102)

This year-long course includes an examination of the adversary system and an introduction to claims and remedies; selection of the proper court; jurisdiction and venue; res judicata; collateral estoppel; joinder of claims and parties; pleading; disposition without full trial; discovery; jury and non-jury trials; post-trial motions; and review of the disposition. Both state and federal procedural systems are studied. (5 credits)

Constitutional Law (LAWS 110)

This course is a study of basic principles of constitutional law as interpreted by the United States Supreme Court. The primary focus is on judicial review, relationships in the federal system, powers of Congress, powers of the President, residual powers of the state, and an introduction to civil rights and their protection. (4 credits)

Contracts I & II (LAWS 103-104)

This year-long course provides an introduction to, and an appraisal of, the law relating to agreements. It addresses such topics as formation of contracts, liability in the absence of an agreed exchange between parties, the meaning and content of contracts, bases for avoiding enforcement of contracts, the performance of contracts, the consequences of non-performance of contracts, and the remedies available for breach of contract. (6 credits)

Criminal Law (LAWS 113)

This course gives the student a working knowledge of the substantive law of crimes. It covers general definitions, construction of criminal statutes, elements of crimes, causation, parties to crime, criminal responsibility and capacity, justification and excuse, and defenses. The course will also cover the inchoate offenses of solicitation, attempts, and conspiracy, and offenses against persons and property. (3 credits)

Legal Skills I & II (LAWS 111-112)

These sequential courses train students in the fundamentals of legal writing, analysis, and research. The program focuses on preparing students to think, write, and speak effectively in a variety of law practice contexts, including interviewing, negotiation, predictive analysis, and formal client advocacy. Students prepare such documents as intra-office memoranda and memoranda of law to the court, and present oral arguments in a courtroom setting. (4 credits)

Property (LAWS 105)

This course provides an introduction to the law of property, primarily real property, with some coverage of personal property law. Topics covered may include gifts, historical development and basic common law principles of property law, estates in land, easements, restrictive covenants, future interests in real property, contracts for the sale of land, conveyancing, mortgages, possessory rights, the real property recording system, and governmental land-use regulation. (4 credits)

Torts (LAWS 107)

This course provides an introduction to tort liability. The course includes a study of topics such as intentional torts, negligence, strict liability and no-fault theories, and concepts of damages. (4 credits)

CORE ELECTIVES

(Every student must take **at least four** of the Core Electives. One of the four must be either Commercial Law or Federal Income Taxation. For more details about Core Electives, see Academic Regulations, section I.C, below.)

Administrative Law (LAWS 114)

This course considers the origin and growth of the administrative process. Among other topics, it deals with: the constitutional position of agencies; administrative discretion in formulating policy; the choice between regulation and adjudication; the binding effect of rules; declaratory orders; administrative jurisdiction and the right to invoke it; primary and discretionary jurisdiction; the investigative function; problems growing out of notice and right, time and extent of a hearing; the process of the institutional decision; the right to judicial review of agency decisions; and the scope of judicial review. (3 credits)

Business Organizations (LAWS 205)

This course examines the main forms of business organization (corporation, partnership, limited partnership, and unincorporated association) and the concepts, risks, and consequences of doing business through representatives. Consideration is given to the promotion, organization, and management of the private business enterprise. The course examines the legal relationships existing between the corporation and its directors, officers, stockholders, and creditors; devices to reduce risks; formation, dissolution, and termination of partnerships; partnership property and distribution of assets; and agency relationships, concepts, and responsibilities. Attention is given to selected provisions of the federal securities laws and their judicial interpretation. (4 credits)

Commercial Law (LAWS 323)

This course is an introduction to Article 2 (Sales), Article 2A (Leases), and Article 9 (Secured Transactions) of the Uniform Commercial Code. (4 credits)

Evidence (LAWS 311)

This course considers the rules regulating the introduction and exclusion of evidence in civil and criminal trials. Specific subjects dealt with include: relevancy of evidence; the burden of producing evidence and the burden of persuasion; presumptions; competency of witnesses; examination of witnesses; privileges; the hearsay rule and its exceptions; demonstrative evidence; writings; judicial notice; and functions of judge and jury. (3 or 4 credits)

Federal Income Taxation (LAWS 305)

This course deals with the federal income tax system and its impact upon individuals and business activity. Emphasis is placed on the following: an intense analysis of the key Internal Revenue Code provisions, Treasury Regulations, and judicial decisions; fundamental principles

and common threads of federal tax policy, economics, and public finance; the relationship of federal income taxation to other areas of the law; and how federal tax laws are actually made (including a continual evaluation of tax preferences available to certain groups). Some specific areas of the Code included are: items included in gross income, permissible deductions, tax accounting problems, and capital gains and losses. (4 credits)

Trusts and Estates (LAWS 307)

This course examines the law of gratuitous transfers, including consideration of intestate succession, wills, gifts, trusts, and marital property. The choices adopted by the Uniform Probate Code are compared with choices made by other statutes. (3 credits)

ADDITIONAL REQUIRED COURSE

(To be taken at any time before graduation)

Lawyers' Professional Responsibility (LAWS 599)

This upper-class course critically examines the ABA Code of Professional Responsibility from professional, consumer, and constitutional viewpoints. Political and sociological aspects of the history of legal ethics are considered. Emphasis is given to the various forms of conflict of interest in the lawyer's professional and community roles, the attorney-client relationship, admission and disciplinary procedures, and professional liability issues. (2 or 3 credits)

PROFESSIONAL SKILLS REQUIREMENT

(applicable to students matriculating **before fall 2016**)

Each student must also take a course in “other professional skills generally regarded as necessary for effective and responsible participation in the legal profession” as required by former ABA Standard 302(a)(4) and Interpretation 302-3. Courses satisfying this requirement include: Alternative Dispute Resolution, Business Planning, Civil Procedure (Advanced): Connecticut Practice, Commercial Transactions Workshop, all clinics, all externships, Estate Planning and Drafting, Family Law (Advanced), Introduction to Representing Clients, Juvenile Law (Advanced), Health Law (Advanced), Legal Drafting and Writing, Mock Trial, Negotiation, Patent Litigation, Tax Research, Trial Practice, Trial Practice (Advanced), and Visual Persuasion in the Law. Note: The course used to satisfy the Professional Skills requirement may **not** be used to satisfy any part of the Advanced Writing Requirement (see Academic Regulations, section I.D).

EXPERIENTIAL LEARNING REQUIREMENT

(applicable to students matriculating **fall 2016 or later**)

Each student must also satisfactorily complete “one or more experiential course(s) totaling at least six credit hours,” as provided by current ABA Standard 303(a)(3) and related provisions.

Certain courses are always designated as “experiential courses” that will satisfy the requirement. They are: all law clinics except Advanced Clinic; all externships including Field Placement II; Introduction to Representing Clients; Negotiation; Trial Practice and Advanced Trial Practice.

Other courses that may satisfy this requirement, depending on the design choices that the particular professor makes, include: Advanced Family Law II: Courtroom Advocacy, Advanced Juvenile Law: Delinquency Proceedings, Alternative Dispute Resolution, Bankruptcy Lab, Commercial Transactions Workshop, Estate Planning and Drafting, Financial Planning: Principles and Taxation, Judicial Clerkship Seminar, Land Use Practicum, Representation in Mediation, and Visual Persuasion in the Law. (This list is subject to revision; each semester the registrar will designate which courses taught the following semester will satisfy the requirement.)

Any paper(s) written in connection with a course or courses used to satisfy the Experiential Learning Requirement may be used to satisfy no more than three of the four papers required to satisfy the Advanced Writing Requirement.

ELECTIVE COURSES

Accounting Concepts for Lawyers (LAWS 310)

This course focuses first on accounting issues that generate controversy, spawn differences, and have consequences beyond the recording of transactions. It focuses second on what lawyers need to know, can use, or will encounter in their practices. The course will concentrate on financial accounting fundamentals as well as analysis of financial information. This course is closed to students with accounting degrees. (2 credits)

Admiralty (LAWS 359)

This course involves a study of the jurisdiction of admiralty courts and the laws affecting maritime rights and obligations. Areas included are the history of maritime law, choice of law in admiralty cases, maritime property interests, rights of seamen, carriage of goods, salvage, and collision. (3 credits)

Advanced Civil Procedure: Connecticut Practice (LAWS 574)

This course deals with selected problems in civil procedure in the state of Connecticut of current or continuing interest. (2 or 3 credits)

Advanced Constitutional Law: Civil Rights (LAWS 418)

This seminar will explore the laws, history, and politics of discrimination against the “Other” in America. It will examine civil rights in a broad context of twentieth-century social movements and challenges to discrimination, with particular emphasis on the African-American freedom movement and other political and social movements including feminists, LBGT, Chicano, new immigrants, disability, and contemporary movements.

Advanced Constitutional Law – First Amendment: Religion (LAWS 419)

This course will examine the history and contemporary meaning of the First Amendment's Establishment Clause and Free Exercise Clause, along with related statutes such as the Religious Freedoms Restoration Act. The readings will consist of relevant historical materials and the principal United States Supreme Court decisions interpreting the Religion Clauses. Topics include the meaning of "religion," competing theories of religious liberty, government aid to religion, religion in the public schools, and regulation of religious speech.

Advanced Corporate Tax – (LAWS 454)

This course explores the federal income tax consequences that follow when a corporate business is transferred to new owners. Principal topics of study are taxable asset and stock transfers and the statutorily prescribed scheme for nontaxable corporate reorganizations. (2 credits)

Advanced Family Law I (LAWS 435)

This course deals with selected problems in family law of current or continuing interest. (Prerequisite: Family Law and Federal Income Tax) (2 or 3 credits)

Advanced Family Law II: Courtroom Advocacy (LAWS 438)

This course will focus on advocacy skills and techniques necessary for the competent practice of Family Law. The major emphasis will be on pre-trial and trial practices in domestic relations cases. Topics will include special discovery practices and evidentiary issues such as the use of experts, both financial and psychological, and the testimony of child witnesses and those who testify about children. Other issues unique to family law practice, such as the representation of children in custody and divorce matters, will also be explored. Students will participate in mock exercises designed to simulate pre-trial and trial phases of matrimonial and custody cases. Note: This course will not cover the alternatives to trial, such as collaborative law and family mediation. (Prerequisites: Family Law, Federal Income Tax, and Advanced Family Law I) (2 or 3 credits)

Advanced Health Law (LAWS 544)

This is a limited enrollment course, open only to students who have taken the introductory Health Law course (LAWS 345) or who have professional training in medicine, nursing, or a related field. Students will be expected to do independent research in an area of health law to be approved by the instructor. In addition to producing a paper of substantial legal scholarship, students will be required to make class presentations on their research. This course is cross-listed for the Health Care Compliance Certificate (offered in conjunction with the School of Business) and the Scholarly Reflection and Concentration/Capstone Course at the Frank H. Netter School of Medicine. (Prerequisite: Health Law) (2 credits)

Advanced Individual Income Tax (LAWS 313)

See "Federal Income Taxation of Individuals (Advanced)."

Advanced Juvenile Law: Child Protection (LAWS 385)

The focus of this course is on child abuse and neglect, including how the state fulfills its obligation to protect children through the enactment of federal and state child welfare laws and the operation of various government agencies. Students will be introduced to the players and their roles in the system, including judges, social workers, medical professionals, and foster

parents. In particular, students will explore the roles of the various lawyers involved in both administrative and court-based child protection cases, whether they represent parents, children, or the state child protection agency. Students will engage in experiential assignments and have opportunities to apply the law in simulated case work. (Prerequisite: none, but it is recommended that students have taken Juvenile Law) (2 credits)

Advanced Juvenile Law: Delinquency Proceedings (LAWS 387)

The focus of this course is on the treatment of youth in the criminal and juvenile justice systems, in both juvenile delinquency and status offense cases. There is a significant emphasis on practice skills through experiential assignments that give opportunities to apply the law as a lawyer defending a delinquent client in simulated cases. Students also attend and handle some casework (under supervision) in actual cases in an administrative setting and in Juvenile Court. (Prerequisite: none, but it is recommended that students have taken Juvenile Law) (2 credits)

Advanced Land Use Writing Seminar (LAWS 376)

The objective of the course is to research and write a publishable article of about 6,000 words on a narrowly focused issue of land use law. Students will also have an opportunity to present in class several times, receive reviews of their work by classmates, and critique the work of others. (2 credits)

Advanced Patents (LAWS 333)

This course is a continuation of the study of the fundamentals of patent law. (2 credits)

Advanced Writing & Research S, W (LAWS 291)

This course offers upper-level students intensive practice in writing and research. It builds on and reinforces skills introduced and developed in Legal Skills classes while focusing on writing and advanced research. Satisfactory completion of the major writing assignment of the class satisfies the substantial paper component of the advanced writing requirement. (2 credits)

Advanced Trial Practice (LAWS 316)

This course will teach more advanced practice techniques than the basic Trial Practice course, including the skills of taking depositions, jury selection, direct and cross examination, opening and closing arguments, and evidence. (Prerequisites: Trial Practice and Evidence or Civil Clinic, or Criminal Justice Clinic) (2 credits)

Students may take a maximum of three out of four of the following courses: Trial Practice, Advanced Trial Practice, Mock Trial, Advanced Mock Trial.

Alternative Dispute Resolution (LAWS 515)

This course examines a number of alternative approaches to the traditional resolution of disputes through litigation. These include: adjudicative processes, such as arbitration; consensual processes, such as interest-based negotiation and mediation, including a diverse range of theories and approaches to mediation; and other emerging alternative processes, such as collaborative lawyering. The focus of this course is upon examining and demonstrating how practicing lawyers classically trained for the courtroom must adapt and adjust to a wide spectrum of ADR processes increasingly being used to resolve disputes outside of court. (2 or 3 credits)

Anatomy for Lawyers (LAWS 676)

An understanding of basic human anatomy is a key component of any legal action involving damage or injury to an individual. The purpose of this course is to provide a general overview of basic human anatomy and some associated physiology. The areas of law in which a basic knowledge of human anatomy and physiology apply are substantial. Plaintiff and defense attorneys who pursue personal injury and workers compensation cases focus mostly on joints and limb function, such as the ankle, hip and shoulder and their overall functional ability, and also on the spine (cervical and lumbar) and the overall functional ability. However, there are other areas of law, such as medical malpractice, environmental/toxic tort, pharmaceutical/products, patent, mass tort, criminal law and other areas of healthcare law, which all deal with basic or different aspects of anatomy and physiology. The course will discuss common injuries and damage, which will give attorneys a better understanding when reviewing medical records and evaluating cases and when dealing with experts and expert testimony. (2 credits)

Animal Law (LAWS 253)

This course will canvass much of the existing legal regulation of animals, such as, at the federal level, the Endangered Species Act, EPA's CAFO regulations of feed lots, the Humane Slaughter Act, the Animal Welfare Act, regulation of food by the FDA and USDA, and regulatory conflicts with constitutional rights, such as first amendment restrictions on the regulation of depictions of animal cruelty and on regulation of ritual or religious practices of animal slaughter. At the state level, the course will discuss cruelty statutes, pet trusts, laws regulating veterinary medicine, hunting regulations, property rights in animals, tort damages for loss of animals, food label laws, and local regulation of farm animals and food production. It will also touch on the pervasive influence in this area of private regulation through industry or university-based standards as well as the influence of international markets and international standards. (2 or 3 credits)

Antitrust (LAWS 349)

This course examines the application of the Sherman Act, Clayton Act, Federal Trade Commission Act, and Robinson-Patman Act as controls on economic activity. The course examines the legal responses to problems of monopolization; collaboration among competitors; vertical controls on dealing; horizontal, vertical, and conglomerate mergers; and price discrimination. (3 or 4 credits)

Arbitration (LAWS 356)

This course surveys the expanding field of arbitration, which is now a primary institution in American and international commerce for resolution of civil disputes. We will review laws and concepts central to arbitration, formation and enforcement of arbitration agreements, the process itself, and judicial enforcement of awards. We will also survey the uses of arbitration in a variety of fields such as employment, commercial, labor, and health care law. (2 or 3 credits)

Bankruptcy and Creditors' Rights (LAWS 396)

As events of the Great Recession have demonstrated, insolvency and the potential for insolvency affect many transactions and complicate efforts to enforce judgments and to resolve disputes. Practitioners in many fields including lending, commercial transactions, general litigation and

family law will confront a bankruptcy issue at some point in their careers. We will begin with an overview of the various state law creditor remedies and debtor protections. The course will focus primarily on relief available for consumer and business debtors and the treatment of claims of secured and unsecured creditors under the Bankruptcy Code. We will explore issues in Chapter 7 (liquidation), Chapter 13 (individual reorganization) and Chapter 11 (business reorganization) bankruptcies. We will survey out-of-court procedures such as workouts, sales under the UCC, compositions, receiverships and assignments for the benefit of creditors. Class discussion will focus more on problems than cases. The class will apply legal principles in discussing solutions to practical problems. To the extent feasible we will have guests who practice in the field, will examine pleadings in actual cases, and will provide practice pointers to assist students in the transition to becoming a lawyer. (3 or 4 credits)

Bankruptcy Lab (LAWS 408)

This course is designed to assist students in making the transition from law school to practice in a business setting. Using their knowledge of bankruptcy law, students will write memos; participate in mock client counseling, negotiation and advocacy exercises; and comment on each other's work. In addition to bankruptcy law, course material and presentations will emphasize business concepts, including financial literacy and rehabilitation of small to mid-sized troubled businesses. Although the course focuses specifically on insolvency, the practice skills emphasized, such as understanding the business contexts in which legal problems can arise, are also required for success in other business settings. (Pre- or Co-requisite: Bankruptcy and Creditors' Rights) (1 or 2 credits)

Bar Exam: Fundamentals and Strategies (LAWS 115)

This course is intended to help prepare students to take the bar examination. The course will utilize materials from the Multistate Bar Exam (MBE), the Connecticut Bar Exam, a commercial bar-prep company, and professor-created materials. Curriculum will include multiple-choice questions, essay questions, and performance test questions; students will respond to questions in all formats, and we will review and explain answers. The course will also include discussion of study techniques and effective exam-taking strategies. (1 or 2 credits)

Bioethics (LAWS 549)

This course covers the legal and ethical issues involved in such areas as human experimentation, novel means of reproduction made possible by advanced technology, medical treatment of patients who are incompetent to consent, genetic screening and counseling, abortion, the treatment of defective newborns, the definition of death, organ transplantation, AIDS, and drug and alcohol addiction. (2 or 3 credits)

Business Planning (LAWS 393)

This course represents an opportunity for students to integrate their work in previous substantive courses by examining a series of common business transactions. Students will work in groups to consider and make recommendations to their "clients" on the choice of entity, capitalization, control, valuation, compensation, and management. They will consider the opportunities for expansion if the business is successful, including "going public," merger or acquisition, or sale of the business. They will also consider the consequences of failure: liquidation or dissolution of the business. (Prerequisite: Federal Income Taxation) (3 or 4 credits)

Civil and Political Rights: First Amendment (LAWS 547)

This course is a study of the law of individual liberties and civil rights, with emphasis on the First Amendment speech, press, and religion clauses. (Prerequisite: Constitutional Law) (2 or 3 credits)

Civil and Political Rights: Equal Protection (LAWS 391)

This course is a study of the law of individual liberties and civil rights, with emphasis upon the Fourteenth Amendment's Equal Protection Clause and civil rights legislation. (Prerequisite: Constitutional Law) (2 or 3 credits)

Civil Procedure (Advanced): Connecticut Practice (LAWS 574)

See "Advanced Civil Procedure: Connecticut Practice."

Clinical Courses

See section on "Clinics and Externship Courses."

Commercial Transactions Workshop (LAWS 510)

This workshop will serve as an introduction to some of the practical aspects of transactional practice. Through participation in a simulated common transaction, students will review and draft or edit (or both) portions of documents such as a contract for the sale of goods, an asset purchase agreement, a commercial lease, a promissory note, and a security agreement. The work with the documents will be based on both legal principles and business considerations. Other exercises will include drafting memoranda explaining documents to clients and assisting clients in resolving disputes that arise during performance of an ongoing agreement. The course objectives will include inculcating professional skills in interactions with clients and opposing counsel in deal making. The course should prove useful for students who are interested in transactional work as well as those who are interested in commercial litigation or arbitration. No prerequisites beyond the first-year courses. Enrollment limited to twelve students. (2 credits)

Communications Law (LAWS 329)

This course involves a study of selected issues relating to the role of the press in a free society. It may include a brief survey of First Amendment theory as it relates to the press and communications media; defamation; privacy; free press and fair trial; reporter privilege; access to and use of governmental information; right of access to the press; and regulation of radio and television broadcasting, encompassing such questions as regulation of debate, the fairness doctrine, and various forms of antitrust regulation in the communications industry. Future regulatory and First Amendment issues spawned by fast-developing communications technology are considered. (2 or 3 credits)

Community Needs Assessment Lab (LAWS 413)

Lawyers and physicians can consider the use of community needs assessments in several ways. First, health care providers and organizations are increasingly focused on addressing social determinants of health, including unmet legal needs. Identifying and assessing health and legal needs in a community is a critical first step to effective staffing and counseling of clients/patients, conducting community-based research, and implementing effective

interventions. Second, community health needs assessments (CHNAs) have become a requirement for tax-exempt hospitals under the Affordable Care Act. In order to maintain their tax-exempt status, non-profit hospitals must conduct a CHNA and create an implementation strategy to address the community's needs every three years. Third, new lawyers and physicians are often expected to establish their own practices or generate a new book of business, rather than being able to rely upon a book of existing business being handed down from senior and retiring professionals. In order to build effective practices, new professionals must identify existing unmet needs in the community and then both leverage existing resources and develop new capacities to meet these needs. This course is designed to provide law and medical students with the opportunity to explore and apply community needs assessment tools developed by public health professionals. Students will develop skills to define unmet health and legal needs in a community, understand barriers to meeting those needs, assess existing internal and external resources, and build effective practices or programs. (2 or 3 credits) (may be offered online)

Comparative National Security Law (LAWS 365)

This course introduces the student to a variety of legal issues relating to national security and counterterrorism in the United States, Ireland, and the United Kingdom. Topics may include the constitutional allocation of war-making powers, judicial review of national security issues, international and regional security organizations, control and oversight of intelligence gathering and covert operations, investigating and prosecuting terrorism, the use of the military in domestic counterterrorism, the rights of suspects and defendants in times of emergency, and restraints on accessing and disclosing information. Case studies will compare the British and Irish responses to the IRA bombings with the United States response to al Qaeda since September 11, 2001.

(offered only as part of summer program at Trinity College, Dublin).

Computer and Internet Law (LAWS 437)

With the emergence of the global communications network, we can access, store, and transmit vast amounts of digital information with nominal cost and without regard for geographic boundaries. This digital revolution raises questions about the content and application of existing legal rules to novel phenomena and transactions. This course explores some of the legal and policy issues that arise as conduct migrates to the Web, including questions about sovereignty and jurisdiction, the regulation of online speech, and the control over information distributed on the Web. Our focus will cut across traditional legal doctrinal categories (e.g., Personal Jurisdiction in Cyberspace; the First Amendment in Cyberspace; Intellectual Property Law in Cyberspace; etc.), enabling us to explore jurisprudential and policy questions that apply to a wide range of legal questions arising on the Web, and to re-examine our understanding of the law, and the way that the law operates, in real space. (2 credits)

Computer Crime: Definitions, Investigations, Prosecution, and Defense (LAWS 439)

This course will examine the definition of what constitutes a computer crime. We will focus on substantive crimes such as computer fraud, identity theft, computer misuse, harassment through computer use, online gambling, online pornography, and other computer related offenses. In addition, we will focus on what governmental investigative tactics are legitimate under applicable constitutional and statutory authority. No special knowledge about computers is needed. (Prerequisites: Criminal Law, Criminal Procedure-Investigative) (2 or 3 credits)

Connecticut Adjudicative Criminal Procedure (LAWS 615)

This course will introduce students to the fundamentals necessary to practice criminal law in the State of Connecticut. It examines both the theoretical and practical aspects of Connecticut criminal procedure. The students will be familiarized with the criminal statutes, the criminal provisions of the Connecticut Practice Book, and seminal state and federal criminal cases dealing with the Connecticut pretrial process. There will be practical exercises and mock pretrial proceedings that apply the materials covered in class. This course will encompass many of areas of pretrial practice including arraignments; bond arguments; discovery; plea negotiations; pretrial diversionary programs; hearings on motions to suppress physical evidence, identification evidence and/or statements; competency; violations of probation; and sentencing. (Pre- or co-requisite: Criminal Procedure – Adjudicative or Investigative) (2 credits)

Consumer Law (LAWS 390)

This course addresses problems of formation of consumer transactions, the substance of consumer transactions, and the remedies available to the parties. The focus is on whether any intervention to protect the consumers is warranted, what forms intervention might take, and evaluating the costs and benefits of intervention. (Prerequisite: Commercial Law) (3 credits)

Corporate Compliance in the Health Care Industry (LAWS 340)

This course will address both the managerial and legal aspects of health care corporate compliance. Essential elements of a compliance program will be presented. Special focus will be placed on various pieces of federal legislation and enforcement initiatives conducted by the U.S. Department of Justice and the Office of Inspector General (OIG) in the Department of Health and Human Services. (2 or 3 credits, online)

Corporate Counsel (LAWS 638)

This course will examine, through role-playing, the practical aspects of being an in house corporate counsel. Students will receive an intense experience in exploring various real-world legal issues drawn from actual experiences and headlines to provide students with problems which intertwine ethical, business, and legal challenges. The primary focus of the course will be to engage the students to consider various primary questions such as: Who is the client? What is a win? How to get to “Yes” when the easy answer is “No”? The goal is to develop and enhance the student’s problem solving skills in as realistic a setting as possible. (2 credits)

Corporate Finance (LAWS 355)

This is a study of the elements legally required for securities valuation in reorganizations, recapitalizations, and dissenters’ appraisals; rights and priorities accorded different types of securities; and obligations of corporations toward shareholders, together with dividend requirements and policies. Legal accounting and tax aspects of mergers, acquisitions, and tender offers will be considered, including an overview of related disclosure and behavioral requirements under securities laws. (2 or 3 credits)

Counterterrorism Law (LAWS 367)

Counterterrorism Law is a survey of legal, constitutional, and international issues relating to homeland security and the struggle against international and domestic terrorism. Topics may

include intelligence gathering at home and abroad, criminal investigations of terrorist activity, detention and interrogation of terrorist suspects, civil detention, military commissions, planning responses to terrorist attacks (and natural disasters), the domestic role of military forces, and the protection of sensitive government information. This course is designed to complement the two-credit course in National Security Law, which deals primarily with separation of powers and checks and balances in the federal government, in the context of national security, foreign affairs, and the war powers. Without the permission of the instructor, this course is not open to those who have taken a three- or four-credit course in National Security Law. (2 or 3 credits)

Criminal Procedure: The Adjudicative Process (LAWS 431)

This course deals with the adjudicative stage of the criminal justice process. It includes the initial appearance following arrest, the decision to prosecute, the preliminary hearing, bail, indictment, pleas and plea bargaining, the trial, and double jeopardy. The major emphasis is on the constitutional limitations on the adjudication of criminal matters. (3 credits)

Criminal Procedure: The Investigative Process (LAWS 432)

This course deals with the investigative stage of the criminal justice process. It focuses on the police function and emphasizes the constitutional limitations on that function and the means of enforcing those limitations. The course includes a consideration of such matters as arrest, stop and frisk, search and seizure, eavesdropping, wiretapping, identification procedures, and questioning of suspects. (3 or 4 credits)

Cybersecurity, Internet Privacy, and Anonymity (LAWS 650)

As the Internet continues to expand throughout society and in our daily lives, cybersecurity, privacy, and anonymity legal issues are becoming increasingly important. Students in this course will study both US and European data protection and privacy regimes, with an emphasis on US law. Students will explore the legal frameworks of US privacy laws as they apply to specific industries and types of information holders and users, analyzing relevant statutes, civil litigation, and FTC enforcement actions as well as actual contract language (i.e., online privacy policies and data protection language). Students will engage with the most current cases and will work on practical legal issues relevant to corporate clients. The objective of the course is for students to develop a broad foundation and skill set in this rapidly evolving area of law. (2 or 3 credits)

Disability Law (LAWS 587)

This course focuses on The Americans with Disabilities Act, including its sections prohibiting disability discrimination in the workplace, in public accommodations and in state and local government services. The course explores the key elements of the law, including the definition of disability, reasonable accommodations, undue hardship, and the direct threat defense. The course also examines the Individuals with Disabilities Education Act and Federal Rehabilitation Act. (2 credits)

Divorce and the Divorcing Family (LAWS 371)

This course will examine divorce, custody, and visitation, analyzing the emotional impact of these legal processes on children and parents in divorcing and post-divorce families. Students

will critique the current family law system with the aid of recent legal and social science research materials. The course will require students to analyze the role that lawyers play in exacerbating and ameliorating the effects of the divorce process on adult and child parties. Students will examine ethical and practical constraints of integrating an interdisciplinary perspective to a family law practice and will explore the benefits and limitations of divorce-related communication between family lawyers and mental health clinicians. (Prerequisite: Family Law) (Cross-registered with School of Social Work) (2 credits)

Domestic Violence: Law, Practice, and Policy (LAWS 386)

This course examines domestic violence from a legal perspective. It includes a historical analysis of intimate partner violence and the various legal and societal changes that have evolved to form the current legal responses. It explores a wide range of topics, including police and prosecutorial responses, expert witness testimony, battered women as criminal defendants, cultural differences, domestic violence in divorce and child custody disputes, legal remedies for battered immigrants, and domestic violence as a human rights and public health concern. The course is interactive and affords students the opportunity to utilize written and oral advocacy skills in applying the rules of evidence and ethics to civil and criminal issues around domestic violence. (2 or 3 credits)

Drug and Device Law (LAWS 409)

This course explores both the historical background and current state of the regulation of prescription brand-name and generic drugs, over-the-counter drugs, medical devices, biological products, and cosmetics, including the process for premarket approval of these products. The relevant provisions of the Federal Food, Drug and Cosmetic Act will be covered, as well as the Food and Drug Administration's authority to enforce the statute through administrative regulations and court enforcement. The relationships between FDA, Congress, and industry will be explored and analyzed. Students will consider the development and marketing of "biosimilar" products pursuant to the Biologics Price Competition and Innovation Act of 2009. Other topics will include the regulation of advertising and promotional activities including off-label promotion, federal preemption in cases involving injury to patients from branded or generic drugs, FDA's inspection and enforcement procedures, and criminal liability for individuals and corporations. (2 or 3 credits)

Education Law (LAWS 471)

This course covers those aspects of education that are regulated or influenced by law. Areas of study include: the rights of teachers, students and parents in a school system; state compulsory education laws; school disciplinary processes; teacher tenure and union issues; and regulation of public, parochial and private education. (2 credits)

Elder Law (LAWS 388)

This course is designed to prepare students to practice in an area of law that is growing as the elder population increases with increasing life span with an emphasis on quality of life. Students will be prepared to address the wide range of legal matters that most elder law attorneys handle that affect an older or disabled person, including issues related to: health care such as Medicare/Medicaid; elder abuse and protection of property; long term care planning for incapacity such as guardianship and conservatorship; income security and asset preservation

issues such as pensions, retirement, and Social Security; and age and disability discrimination. The course will also cover the special ethical issues that arise when working with elders and their families. This course will provide both doctrinal and experiential opportunities to learn the laws, work with the practical tools that the law provides, and understand the administrative and probate court venues in which most elder law attorneys practice. (2 or 3 credits)

Electronic Discovery and Digital Evidence (LAWS 620)

This course will examine the procedural and evidentiary issues that arise in an increasingly digital world. We will focus on the Federal Rules of Civil Procedure and the Federal Rules of Evidence as they apply to the retention, storage, production in pre-trial discovery, and admissibility at trial of electronically stored information. The course will be interactive and afford students the opportunity to utilize written and oral advocacy skills in applying the rules of procedure, evidence and ethics to civil and criminal case scenarios. The course will also involve a research paper and no final exam. No special knowledge about computers is needed. (Pre- or co-requisite: Evidence) (2 credits)

Employee Benefits (LAWS 314)

This course will provide students with an overview of pension and welfare benefit plans covered under the federal income tax and ERISA (labor) laws. The course will cover traditional employee benefits, such as medical, accident, disability, vacation, and unemployment benefits, and defined contribution retirement plans, such as flat benefit plans, ESOP's, profit sharing plans, 401(k) plans, and IRA's, together with a brief introduction to executive compensation. (2 credits)

Employment Discrimination Law (LAWS 426)

This course examines the multitude of statutes (federal, state, and local) that provide for equal employment opportunities regardless of race, color, religion, sex, national, origin, age, or physical or mental handicaps. The effectiveness of the various remedies is explored and the administrative processing of complaints is reviewed. Litigation strategies are also considered. (2 or 3 credits)

Employment Law (LAWS 434)

This course presents an introduction to the laws that apply to the employer-employee relationship. It reviews issues that confront the employment lawyer practicing within the myriad regulatory laws and regulations governing employer and worker rights under federal, state and common law. The course examines a selection of various issues that arise in employment law such as the development of employment law, and sources of modern employment law in public employment, collective bargaining, non-discrimination, employment-at-will, judicial modification of employment-at-will, establishment of the employment relationship, a brief survey of the laws against discrimination, a review of wage and hour laws, pay equity and comparative worth, fringe benefits, conditions of employment in the work environment, OSHA and workers compensation, regulations and laws governing discharge, termination employment, unemployment and retirement. (3 credits)

Energy Law (LAWS 366)

This seminar provides an introduction to U.S. energy law, with a particular focus on clean energy and climate change. It is designed to provide students with a strong foundational understanding of how the law manages extraction, transportation, and delivery of energy. At the same time, it will explore the crosscutting themes of federalism, law and technology, and the interplay of energy and the environment. Students will receive feedback on short writing assignments derived from real-world energy law scenarios twice during the semester. The seminar will be heavily discussion based, with many of our readings drawn from ongoing state and federal policy debates and legal proceedings. Topics to be discussed include coal, oil, natural gas, renewable energy, the Clean Power Plan, energy in transportation, and the transforming nature of the U.S. electricity industry. (2 credits)

Energy Regulation and Public Policy (LAWS 377)

Energy regulation touches core environmental, economic and social issues. The interplay of traditional utility regulation and recent restructuring initiatives that rely on markets to deliver reliable and reasonably priced power creates many political, economic and regulatory tensions. Focusing on the regulation and design of U.S. electric power systems (i.e., the generation, transmission and distribution of electricity) and related markets, with some limited exposure to natural gas developments and their impacts on electric markets, this course will provide an introduction to the explicit and implicit policy tradeoffs inherent in the current and evolving system of energy regulation at the state, regional and federal levels. We will cover classic cost of service regulation, competitive generation, wholesale market structures, regional transmission organizations, micro-grids, “behind the meter” generation, net metering, sub-metering, renewable portfolio standards, the emerging role of demand response and efficiency as supply resources, retail competition and retail rate design. Guest speakers drawn from industry and government will provide diverse perspectives based on their experience in the regulatory and policy arena. The course will introduce students to the roles, jurisdiction and tension of the Federal Energy Regulatory Commission and the Connecticut Public Utilities Regulatory Authority. (2 or 3 credits)

Entertainment Law (LAWS 506)

This course examines the legal principles and business practices of several entertainment industries including music, motion picture, television, live theater, and print publishing. (2 credits)

Environmental Law (LAWS 379)

This course will examine the legislative, administrative, and judicial responses to environmental problems. The primary substantive focus will be on two major federal environmental statutes, the Clean Air Act and the Clean Water Act, and related case law. The course will also survey federal and related state laws concerning remediation of contaminated sites, brownfield redevelopment, and solid/hazardous waste. We will also study, more briefly, inland wetlands and watercourses, tidal wetlands, state water law, endangered species law, and the management of natural resources including forestry, wildlife and fisheries, and how environmental laws interact with other areas of law such as real estate transactions, energy law, estate and financial planning, and municipal law. In addition, we will also explore recent legal and policy developments pertaining to climate change and the regulation of greenhouse gas emissions, as well as major federal, state, and international developments in climate law (both mitigation and

adaption), including potential social and legal conflicts in land use, coastal management, and riparian law. This course will also introduce you to the scientific, economic, and political underpinnings of these laws. Students will be encouraged to role-play in a simulated legislative process exercise that will include drafting written testimony, providing oral testimony, and drafting amendments to legislative proposals. (3 credits)

Estate and Financial Planning – (LAWS 308)

This course considers techniques of creating, transforming and disposing of wealth, with emphasis on the impact of federal estate, gift, and income tax laws. (2 credits)

Estate and Gift Taxation (LAWS 309)

This course examines the taxes on gratuitous transfers during life and at death. Consideration is also given to various planning strategies for minimizing those taxes. (Prerequisite: Federal Income Taxation) (2 or 3 credits)

Estate Planning and Drafting (LAWS 628)

This course considers means of planning for incapacity, death, and the transmission of wealth. Through various written projects, students will explore selected aspects of the estate planning process. A major emphasis will be on the client counseling and drafting skills needed for successful practice in this area of law. (Prerequisite: Trusts and Estates) (2 or 3 credits)

Externships

See section on “Clinics and Externship Courses.”

Family Law (LAWS 370)

This course involves a study of the family as a legal institution. Particular attention is given to rights and obligations during marriage and upon dissolution of the marriage. (Depending on the professor, Federal Income Tax may be a pre- or co-requisite.) (2 or 3 credits)

Family Law (Advanced) I (LAWS 435)

See “Advanced Family Law I.”

Family Law (Advanced) II: Courtroom Advocacy (LAWS 438)

See “Advanced Family Law II.”

Federal Courts (LAWS 357)

This course considers jurisdiction of the federal courts and conflicts between the federal and state judicial systems. Topics may include the nature of the judicial power; federal question, diversity, and removal jurisdiction; amount in controversy; application of federal or state law; abstention; injunctions of state proceedings; jurisdiction of the Supreme Court; jurisdiction of cases involving joinder of parties and claims and related devices, and procedural questions. Problems may be assigned and discussed. (2 or 3 credits)

Federal Criminal Law (LAWS 551)

This course examines federal substantive criminal law. It includes a re-examination of the constitutional authority of the national government; judicial, legislative, and administrative

approaches to limiting federal authority; and the state-federal relationship in the criminal process. The bulk of class time will be devoted to close examination of several federal statutory offenses, such as racketeering, mail fraud, and conspiracy. The course also focuses on ethical and policy issues confronting attorneys involved in the federal criminal justice system. (Prerequisites: Criminal Law and Constitutional Law) (2 or 3 credits)

Federal Income Taxation of Individuals (Advanced) (LAWS 313)

This course covers topics that may be of interest to students who plan to practice in the areas of federal income taxation, employee law, or family law. Topics to include advanced issues of tax accounting, issues concerning special forms of income, and issues resulting from financial transactions. (Prerequisite: Federal Income Tax) (3 credits)

Federal Regulation of Healthcare Fraud and Abuse (LAWS 364)

This course will provide an intensive look at the major federal regulatory schemes controlling health care in America. Beginning with an introduction to the Medicare program and its enormously complex billing compliance requirements, the course next considers the federal prosecutor's main tool, the False Claims Act. The Anti-Kickback statute, which requires evidence of wrongful intent to induce referrals, and the Stark Act and regulations prohibiting physician self-referrals are studied next. Next we turn to section 501(c)(3) of the Internal Revenue Code, which places constraints on the activities of tax exempt hospitals. The course also examines the Emergency Medical Treatment and Active Labor Act (the anti-dumping statute) and HIPAA, which imposes privacy and security requirements on patients' protected health information. (2 credits)

Financial Planning: Principles and Taxation (LAWS 631)

This course considers major topics in the field of financial planning, including the role of various types of financial advisors, asset management and investments, retirement planning, insurance and income tax planning. Through various written projects, students will explore selected aspects of the financial planning process. Consideration will be given to the tax consequences of various planning techniques. (Prerequisite: Federal Income Taxation) (2 or 3 credits)

Food Law (LAWS 414)

This course is designed to examine the legal and policy issues associated with the Food and Drug Administration's regulation of foods and dietary supplements and tobacco products. The class will review the statutory provisions of the Federal Food, Drug, and Cosmetic Act, as well as the governing case law, implementing regulations, and administrative actions that govern the development/formulation, product positioning and approval/clearance, and labeling/marketing of these products. The course will also cover food safety issues, focusing on the Food Safety Modernization Act of 2011 and FDA's rules on restaurant menu and vending machine labeling. There will be some coverage of the U.S. Department of Agriculture, its authority over meat and poultry products, and its regulation of organic programs under the Organic Foods Production Act. Students will receive a comprehensive overview of the historical background and current state of FDA, and will explore FDA's expanding authority over novel technologies, enforcement and inspection powers, and post-marketing surveillance to address safety concerns. (2 or 3 credits)

Franchise Law (LAWS 596)

This course will cover legal concepts that are fundamental to franchising, such as the application of trademark and trade secret principles to franchise relationships. Because franchising is a regulated form of business activity, students will study the most important regulatory laws: the basic federal disclosure law as well as state disclosure and relationship laws. Coverage will also include the application of contract and tort principles to franchise disputes. Depending on the instructor, principles from antitrust law, employment law, and the law governing mergers and acquisitions may also receive attention. (2 or 3 credits)

Government Contract Law (LAWS 629)

This course will examine the legal issues pertaining to the United States Government's contracting activities. Students will receive an overview of the Federal Acquisition Regulations (FAR) and underlying statutes such as the Competition in Contracting Act (CICA) and Contract Disputes Act of 1978 (CDA). The course will give students the opportunity to explore the unique aspects of Government contract formation, administration, and litigation, in both the private and public sector.

Gun Law (LAWS 624)

This course will cover the Second Amendment's right to bear arms as well as laws governing possession and use of private firearms. After starting with the Second Amendment and contemporaneous commentary, the course would consider cases from the nineteenth and early twentieth century before focusing on modern statutes and cases. (2 or 3 credits)

Habeas Corpus (LAWS 412)

This course will examine the criminal justice system through the lens of habeas corpus and other post-conviction remedies in state and federal court. Students will come away with an in-depth understanding of: (i) procedural and substantive issues bearing on the defense and prosecution of criminal cases; (ii) pre-trial, trial and appellate rules and practices in criminal cases; and (iii) current and emerging issues including effective assistance of counsel, policing in the post-Ferguson era, pre-trial disclosure of exculpatory (*Brady*) materials, eyewitness and confessions evidence, the role of DNA and other forensic evidence, sentencing rules and issues in the state and federal systems (including the impact of recent U.S. Supreme court cases concerning juvenile sentencing), and the growing jurisprudence of wrongful convictions. The course will follow a seminar format – in addition to weekly discussions of reading materials, and in lieu of a final exam, students will select a specific topic within the subject of habeas corpus to research and prepare a written paper, that may also qualify for the law school's "short" or "substantial" written paper requirement. (Pre- or co-requisite: Criminal Procedure – Adjudicative or Investigative) (2 or 3 credits)

Health Information Privacy and Security Law (LAWS 625)

Health information privacy and security are critical components of the current health care culture and health law environment. This course provides an introduction to these privacy and security concerns and surveys key issues including electronic health records, the exchange of health information, privacy breaches, and the globalization of health care and clinical research. The course will discuss the interplay of federal health care privacy law with state privacy law with a focus on the federal Health Information Technology for Economic and Clinical Health Act

(HITECH) and the Health Insurance Portability and Accountability Act (HIPAA). The course will also present an overview of international healthcare privacy considerations in cross-border healthcare-related transactions, including tele-health consultations and global research. In addition to reviewing the legal authority, the course will feature sample case studies for analysis and discussion and will emphasize creative, critical thinking about health care privacy and security law in the context of the “real world.” (2 or 3 credits)

Health Law (LAWS 345)

This introductory course is recommended for students interested in the major state and federal legal and policy issues governing health care, particularly the Affordable Care Act. The course focuses on how the law impacts health care access, quality, and costs together with topics such as the patient-provider relationship and private and public insurance regulation. Students will study how to counsel health care clients on dealing with the impact of legislation, regulation, administrative agencies, and case law. This course is cross-listed for the Health Care Compliance Certificate (offered in conjunction with the School of Business) and the Scholarly Reflection and Concentration/Capstone Course at the Frank H. Netter School of Medicine. (2 or 3 credits)

Health Law (Advanced) (LAWS 544)

See “Advanced Health Law.”

Health Law Journal I & II (LAWS 588-589)

The Quinnipiac Health Law Journal is a student-edited law journal. Each issue contains a collection of scholarly articles involving health law issues written by students of Quinnipiac University School of Law and/or legal scholars in the Health Law profession. Membership on the Journal is based on academic achievement and/or participation in an annual write-on competition. Successful completion of all requirements entitles a student to four academic credits and credit for the substantial paper component of the Advanced Writing Requirement. (4 credits, 2 in each of the student’s last two semesters)

Healthcare and Hospital Administration (LAWS 545)

This course will introduce students to the field of healthcare management and hospital administration. It will give an overview of contemporary issues relating to government healthcare regulation, hospital administration, medical staff credentialing, financial reimbursement, personnel management and federal efforts for universal healthcare coverage. The final grade will be based upon the ability of the student to prepare a paper of substantial legal scholarship on a topic approved by the instructor. Topics will be selected from the material presented in class. (2 credits)

Healthcare Antitrust (LAWS 350)

Healthcare Antitrust deals with the application of antitrust laws in the healthcare setting. It examines antitrust economics, the basic antitrust offenses and defenses, and applies these to the healthcare market, including branded and generic prescription drugs. We will discuss antitrust restrictions on hospital mergers, on the formation of physician groups, joint ventures, drug marketing, professional organizations’ activities, and managed care. It is not necessary to have taken basic antitrust in advance of taking this course. The beginning of this course will be a

review of the major US antitrust statutes and concepts, but after that the emphasis will be on new healthcare cases, and healthcare-specific issues affecting the healthcare industry, particularly its regulation by the US Department of Justice and Federal Trade Commission, as well as joint US and EU enforcement activities.

This course will offer students the opportunity to earn one additional credit by completing a project related to antitrust in the healthcare industry. The project will focus on a particular topic which implicates the antitrust statutes (Sherman Act, Clayton Act, Robinson-Patman Act, Federal Trade Commission Act). The project could include topics such as mergers and acquisitions, branded/generic pharmaceutical pay-for-delay agreements, or boycotts. The deliverable could be a paper, a client memorandum, or a class presentation, as agreed upon between the student and the professor. (3 or 4 credits)

Healthcare Business Transactions (LAWS 352)

This course gives students the opportunity to study health law as it relates to transactions in the healthcare industry. The course is structured around a set of standard healthcare business transactions. For instance: (1) A health system desires to provide professional medical services; we will evaluate options for corporate organization, physician compensation, and related employment or service contracts. (2) A tax-exempt health system desires to create a joint venture with physicians to provide ambulatory surgery services; we will evaluate corporate organization, tax-exemption and fraud and abuse issues, and review key terms of an Operating Agreement. (3) A health system is considering corporate governance issues; we will evaluate different options and good governance practices and review key terms in relevant corporate documents. (4) A health system is considering contracting for medical equipment; we will evaluate fraud and abuse issues and various key contract issues and provisions. (The professor may elect to use other types of transactions as new developments arise in the health care field.) (3 credits)

Healthcare Compliance Law (LAWS 457)

This course illuminates the legal aspects of health care compliance. At both the federal and state levels, the course addresses the statutory, regulatory, and case law that constitutes the complex legal backdrop in which the healthcare industry operates. The course introduces the history, purpose, and substance of healthcare regulatory compliance programs and addresses legal doctrines concerning reimbursement law and related fraud and abuse, legal restrictions on physician referral and related anti-kickback laws, antitrust law, compliance issues in healthcare business transactions, compliance mandates in the Affordable Care Act, and the law governing healthcare research. (3 credits, online)

Healthcare Industry Regulation: Regulatory Conflicts, Dynamism, and Controversy in the Health Care Industry (LAWS 542)

A survey of the conflicts that develop between State and Federal Health Care regulatory agencies, individual providers (physicians, nurses and ancillary specialty providers) and institutional providers (hospitals, nursing homes, etc.) and a focus on the policy rationale for the governments' remedial and enforcement sanctions for providers' negligent or fraudulent deviations from patient care regulatory requirements. An analysis of the provider/payor/government economic controversies and the tracking of the civil, criminal and business

transactional/corporate/tax consequences of providers' violation of patient safety and quality health care enforcement standards. Corporate Compliance Certificate candidates and Health Care Concentration law students will be asked to apply legal principles from other substantive subject areas (Constitutional Law, Administrative Law, etc.) while building an understanding of the regulation and the operation of our health care delivery system. This course will count toward the Health Care Concentration and the Health Care Compliance Certificate. (3 credits)

Historic Preservation (LAWS 512)

This course will explore the extent to which legal protection should be provided for the preservation of historic buildings and the policy reasons for and against such protection. We will study federal statutes governing preservation, religious land use, and archaeological treasures; constitutional issues ranging from the First Amendment to takings law; innovations in building codes that encourage rehabilitation; environmental policy; tax credits; and the utility of nonprofit organizations, stateside and worldwide. We will consider the interaction of those laws with aesthetic and political issues. We will also survey state and local laws across the country with a focus on Connecticut. (2 credits)

Immigration and Naturalization Law (LAWS 572)

A study of the procedural and substantive rights of aliens from entry through deportation or admission to citizenship. Topics include the preference system; classification; grounds for exclusion and deportation; searches, arrest and bail; the deportation hearing; administrative appeals; and judicial review. (2 or 3 credits)

Independent Research Project (LAWS 292-293)

The Independent Research Project permits a student to conduct a major research and writing project under the supervision of a full-time member of the Law School faculty. It is contemplated that the student will prepare a written assignment that is twenty or more pages in length, exclusive of footnotes, per credit assigned.

A student who wishes to write an independent research paper must first submit to a supervising faculty member a written proposal that demonstrates that the student has a viable topic for research. The student must register for the course, with the approval of the faculty member, by the beginning of the student's next to last semester of school.

An Independent Research project may satisfy the substantial paper component of the Advanced Writing Requirement if the project is for either two or three credits.

See Academic Regulations, section I.F (below) for additional rules applicable to the Independent Research Project. (1, 2, or 3 credits)

Insurance Law (LAWS 341)

This course is a study of the legal principles applicable to the control of insurance and to the state regulation of insurance. These principles will be examined in the light of their institutional setting. Legal and non-legal material will be utilized in this course. Topics studied are: formation of a contract; insurable interest; premiums; construction of life, property, accident

liability medical and group contracts; concealments; warranties; conditions; exceptions; waiver; and estoppel. (2 or 3 credits)

Intellectual Property (LAWS 331)

This course is concerned with law relating to expression, creativity, invention, and identity. The course covers topics such as copyright, trademark, and trade secret law and materials dealing with the social and economic context of this law. (3 credits)

Intellectual Property: Licensing (LAWS 336)

See “Licensing of Intellectual Property.”

Intellectual Property in Healthcare (LAWS 633)

Intellectual property rights are important for innovation in health care and public health, and are one factor in determining access to medicines and medical procedures. The course will focus on various types of intellectual property in these areas, including patents relating to pharmaceuticals, medicines, medical devices, and surgical procedures. Related topics to be discussed include patentable subject matter and trade secrets as they relate to healthcare IP, as well as ownership, licensing, and other transactions involving such intellectual property. Policy considerations including the importance and effectiveness of intellectual property regimes and other incentive and funding mechanisms that stimulate research and the creation of new medicines and other products that improve health will also be discussed. (2 or 3 credits)

International Business Transactions (LAWS 516)

Within the framework of the political and jurisprudential underpinning of International Law, consideration is given to the problems of the lawyer with a commercial clientele. These are relevant both to governments and private participants. Specific topics covered will include aspects of multinational enterprises, the overseas reach of antitrust laws, the General Agreement on Tariffs and Trade, the European Common Market, economic warfare (blacklists, boycotts, etc.), confiscation of foreign-owned property, transnational aspect of income taxation, and the role of international institutions such as the World Bank and the International Monetary Fund. (Prerequisite: Commercial Law) (3 credits)

International Comparative Health Law (LAWS 363)

This course will survey and compare the world’s major health laws. It will begin with a comparative analysis of health care systems, including an inquiry into comparative costs, the comparative populations served by various systems, and a comparison of the health outcomes produced systems. The course will then turn to comparative analysis of relevant legal concepts, including laws addressing liability of health care providers, reimbursement of health care providers, health bioethics, including right to refuse treatment and the right to die, and international conventions on the right to health care. (2 credits)

International Criminal Law (LAWS 360)

This course will focus on the jurisdiction, investigation, and adjudication of international crimes within two procedural settings: (1) international organizations, and (2) national courts. (2 credits).

International Human Rights (LAWS 429)

This course considers human rights under the United Nations Charter, the Universal Declaration of Human Rights, and other U.N. documents and resolutions, as well as U.N. investigation of human rights violations. The course also examines regional arrangements to protect human rights, exemplified by the European Human Rights Convention and its Inter-American counterpart. It is desirable but not essential that the student have completed a course in International Law. (2 or 3 credits)

International Human Rights and Transitional Justice (LAWS 634)

This year-long course will explore the tension between justice and peace; and, in the transitional justice context, the tension between justice and mercy. Topics may include, among others: the concept of human rights, guaranteeing human rights by treaty, human rights and foreign policy, transitional justice, truth and reconciliation processes, and women, peace, and security.

The course culminates, for students who are able to attend, in making a presentation at the annual World Summit of Nobel Laureates. The summit meets annually to “engage in dialogue, discussion, and debate about current issues and challenges, promote significant international political and social campaigns, issue statements, conceive and create new initiatives, and hopefully send messages of inspiration and wisdom to the entire world.” Since its inception in 1999, the Summit has convened in, among other cities, Rome, Hiroshima, Warsaw, Berlin, Paris, Barcelona, and, most recently, in Bogotá. The course will prepare the students for their presentation by providing an education in the legal texts and historical readings relevant to each year’s Summit. (2 or 3 credits: 1 each in the fall and spring, plus 1 credit for attending the Summit, earned in the semester in which the Summit occurs.)

International Humanitarian Law of Armed Conflict (LAWS 517)

International Humanitarian Law (also known as the law of armed conflict and the laws of war) concerns the rules and principles governing the conduct of armed conflict. This course will consider the origins and development of IHL, the Geneva Conventions, and the interaction between IHL and other law, such as international human rights law, international criminal law, and U.S. constitutional law. Specific topics may include the Israeli-Palestinian conflict, the Iraq and Afghan wars, the treatment of detainees at Guantanamo Bay, the applicability of IHL to international terrorism, and mechanisms for holding violators accountable, including ad hoc international tribunals and the International Criminal Court. Although the focus of the course will be jus in bello, the law regulating the conduct of war, there will be some discussion of jus ad bellum, the law relating to the legality of armed conflict, aggression, and self-defense. (2 credits)

International Law (LAWS 361)

This broad survey course examines public international law and the principles that determine to what extent this law is incorporated within the U.S. domestic legal system. We study a wide range of treaties and customary international law, as well as several of the major international institutions such as the United Nations that play a role in the international legal framework. We also consider to what extent international law operates as a rule of decision for our courts and as authority for or constraint on actions of the President, the Congress, and U.S. States. (3 or 4 credits)

International Tax (LAWS 477)

An analysis of the US tax treatment of nonresident aliens and foreign corporations, the US tax treatment of US individuals and corporations engaged in international transactions, calculations of the foreign tax credit, and US taxation of controlled foreign corporations. (2 credits)

International Trade (LAWS 430)

The course will cover domestic and international laws and institutions governing foreign trade, including the legal consequences of U.S. participation in the GATT, UNCTAD, and other international forums, law regulating customs and tariffs, government procurement, subsidies, dumping, unfair foreign trade practices, disruptive imports under the escape clause, the generalized system of preferences, most-favored nation treatment, exports under the Export Administration Act, and foreign assets control; the impact of Friendship, Commerce, and Navigation treaties. Specialized problems will include foreign corrupt practices, and restrictive business practices, NAFTA, Custom Unions, and Free Trade Areas. (3 credits)

Introduction to Dispute Resolution in Health Care (LAWS 539)

This course will introduce students to the potential role of Alternative Dispute Resolution (ADR) in resolving some of the most compelling disputes in the healthcare field. As this course will emphasize both conflict resolution skill-building and content-based learning, by the end of the course, students will be familiar with a spectrum of dispute resolution processes and context specific strategies for resolving conflicts in different healthcare settings. This is an intermediate course designed for students who have some familiarity with ADR and/or healthcare law. The course is designed for two credits with a paper requirement (6-8 pages); a student electing to write a longer paper (20+ pages) may enroll for three credits. (2 or 3 credits)

Introduction to Mediation (LAWS 374)

This course will introduce students to basic mediation skills, practice and theory, including the benefits and limitations of mediation as a dispute resolution method. Our class time will be divided nearly equally between developing mediation skills as an impartial third party and discussing conceptual issues and challenges facing third party neutrals. (2 or 3 credits)

Introduction to Representing Clients (LAWS 599)

Simulation course designed to prepare students for individual client representation and work in other practice settings. Students explore the lawyer's role and develop interviewing, counseling and negotiation skills by representing each other in mock cases. (Course offered as a prerequisite to most clinic and externships; open to other students on a space available basis.) (2 credits)

Irish Legal System (LAWS 584)

The Irish Legal system shares a common background and history with the American and English systems, but it also has its own. This course will examine some of the history of the Irish legal system, its courts, procedures, and include an introduction to some of the substantive law of Ireland. (Ireland summer program only.) (2 credits)

Judicial Clerkship Seminar (LAWS 255)

This course is intended to prepare students for judicial clerkships at either the state or the federal trial or appellate levels. The seminar will supplement the substantive courses that future clerks should take by providing intensive writing experiences and by exposing students to a variety of issues important to law clerks. The writing component of the course will require each student to complete a range of writing assignments of the types that judicial clerks typically undertake; these may include bench memoranda, rulings on procedural motions, and trial court and appellate court opinions of various types. The writing exercises will address a range of areas of substantive and procedural law. Students will also gain experience in research of the types done by law clerks and will explore matters of court structure, court procedures, clerkship ethical issues, and conflicts of interest. Faculty members with clerkship experience will teach the course, with federal and state judges as guest lecturers. Full-time students must have completed three semesters, and part-time students must have completed five semesters. Enrollment will be limited, with preference given to students whose academic performance indicates that they may be competitive in applying for federal and state appellate clerkships. (2 or 3 credits)

Jurisprudence (LAWS 337)

This is a course in legal philosophy in which we explore questions such as: What is law? What is the difference between law and morality, law and social norms, law and violence, valid law and invalid law? Is law a set of writings or a history of practices? Does law require rules? Is caselaw law? What are the sources of law? How should we interpret legal documents? How should judges judge? The course explores theories of legal positivism, natural law, legal realism, feminist and critical race theory, and post-modern critiques of law. Readings are drawn from a broad range of sources and include authors like Lon Fuller, H.L.A. Hart, St. Thomas Aquinas, Ronald Dworkin, John Rawls, Patricia Williams, Immanuel Kant, Ludwig Wittgenstein, J.S. Mill, John Locke, Michael Sandel, Martha Fineman, Martha Nussbaum, Hannah Arendt, and Herman Melville. The course requires several short papers. (3 credits)

Juvenile Law (LAWS 384)

The course will examine the legal rights and responsibilities of minors. Topics to be studied include delinquency, abuse and neglect, representation of children in custody disputes, and educational rights of handicapped children. The course will devote attention to the role of the attorney, juvenile court, and social and diagnostic services available to children and students. (2 or 3 credits)

Juvenile Law (Advanced) (LAWS 385-387)

See “Advanced Juvenile Law.”

Labor Law (LAWS 327)

The course covers relations in the private sector between employers and employees regulated by the National Labor Relations Act and associated legislation. The organization of employees, the selection of bargaining representatives and employer responses to these and related activities are considered. Where time permits, the course also considers the legal framework in which collective bargaining occurs. (Strongly recommended: Administrative Law) (3 credits)

Land Use (Advanced Writing Seminar) (LAWS 376)

See “Advanced Land Use Writing Seminar.”

Land Use Planning (LAWS 343)

This course involves a critical examination of governmental and private attempts to control land use. Investigation will be made of common law principles of and constitutional restrictions upon 1) private controls such as the law of nuisance and restrictive covenants, and 2) statutory regulation such as zoning, subdivision controls, environmental controls, growth controls, and land trusts. (2 or 3 credits)

Land Use Practicum (LAWS 513)

In this practicum, students will participate in some classroom meetings, team meetings, and meetings before local land use agencies, primarily during regularly scheduled class time. Students will meet with the local land use agencies in a Connecticut town and will attend their meetings on a regular basis, analyzing applications and reporting to the rest of the class. Teams will be assigned to review selected regulations, present what they find during public sessions in the town, research and draft improvements to the regulations, and present those drafts at public meetings. The course will enable students to gain a real-world understanding of local land use regulations (many of which are profoundly imperfect), critique administrative proceedings, research and draft regulations, and make at least two public presentations. (3 credits)

Law and Economics (LAWS 381)

This course explores the use of economic analysis in the study of specific legal problems, of the existing legal system, and of proposed modifications to existing legal structures. It begins by examining the nature of economic reasoning and limitation of applying economic theory, the course explores the economic foundations of property law, including entitlement theory, pollution problems, monopoly problems, government allocation of resources, and public property rights. It then examines the economic theory as applied to criminal sanctions and criminal law, tort negligence theory, strict liability, economic foundations of contract law, and contract impossibility. The direction of the course from that point is partially determined by the interest of the class but may include problems of population control, allocation of scarce medical resources, justification of inheritance, economic analysis of rent control and housing code enforcement, consumer problems, and military service. In general, the course will avoid delving into areas that are covered in depth in other courses such as tax policy, antitrust law, and regulated industries. (2 or 3 credits)

Law and Forensic Science (LAWS 602)

Forensic scientific evidence is frequently the subject of court challenges and public controversy. Critics question the methods forensic scientists employ and the validity of their conclusions, while forensic experts claim that their work is misrepresented or misunderstood. During this course, experts in DNA, fingerprints, pattern interpretation, and other forensic disciplines will present the basic principles of their fields, accepted interpretation models, and the scientific limits of what experts can reasonably conclude. The course will also explore, through case examples and discussion, various strategies for using forensic evidence to support or challenge the reliability of factual findings. (2 credits)

Law and Gender (LAWS 600)

This course will examine the similar patterns of and justifications for racism, sexism, and homophobia and consider the differences in constitutional jurisprudence applied to each. It will include an examination of the right to sexual privacy; discrimination in the workplace, military, and education; and the expanding concept of marriage and the family. (2 or 3 credits)

Law of Politics (LAWS 590)

See “Symposium: Law of Politics and Media.”

Law Practice Management (LAWS 553)

This course will provide students with the knowledge and skills to build and manage a law practice that serves clients well, is profitable, personally rewarding, and prepared for the 21st century, while emphasizing the ethical implications of sound law practice management. The course will focus on general management principles applied to the law office, client relations, fee agreements, docket control and conflicts of interest, malpractice insurance and risk management, timekeeping and billing, personnel management, the 21st century law office library, practice management technology and equipment. The format will include guest lecturers, and individual and group-based projects addressing the problems and issues that arise when managing a law practice. (2 credits)

Law Review I & II (LAWS 297, 497)

The Quinnipiac Law Review Association is a student-operated association. It publishes the Quinnipiac Law Review (QLR), a law journal that includes articles and book reviews written by legal scholars, as well as case comments and notes written by student members. A board of student editors solicits, organizes, edits, and publishes material for QLR. Membership is based on academic achievement and/or participation in an annual write-on competition. Successful completion of all requirements entitles a student to four academic credits and credit for the substantial paper component of the Advanced Writing Requirement. (4 credits, 2 in each of the student’s last two semesters)

Law, Science, and Technology (LAWS 344)

This course examines the impact that scientific discovery and technologic innovation have on law and policy. Our inquiry focuses on issues of ownership, technology transfer, government control, and contemporary ethical concerns brought about by developments in bioengineering, nanotechnology, and information technology. We will consider how genetic engineering, medical breakthroughs, and information processing raise fundamental issues in biodiversity and access to information particularly related to economic justice, social progress, and scientific inquiry, and whether the law should allow business to monopolize certain categories of technology, laws of nature, and scientific facts. Case studies will provide insights into recent legal and political controversies over the advisability of stem cell research, human cloning, and teaching evolution. We draw upon facts learned throughout the course to assess whether policymakers should look beyond economic issues to ensure that the purposes served by the country's founding political tenets (life, liberty, and the pursuit of happiness) have been justly considered when formulating scientific, technologic, and intellectual property regulation. Several lectures will deal with the practical aspects of technology transfer. Knowledge of the underlying science and technologies is not a prerequisite, but by the end of the course the student will have gained some understanding of the sciences and technologies addressed. (3 credits)

Lawyers' Professional Responsibility (LAWS 321)

This course examines the ethical obligations of all attorneys in the practice of law. Our focus is on the ABA Model Rules of Professional Conduct and understanding the basic requirements and conundrums that confront attorneys throughout the client representation, counseling, and advocacy process. Among other topics, we explore the duties of competence, communication, confidentiality, candor to the court, and the identification and treatment of conflicts of interest. How should an attorney choose between the interests of a client, one's self, and the public in general? There will be active class discussion based on factual examples. (2 or 3 credits)

Legal Drafting and Writing (LAWS 407)

An introduction to various types of drafting and writing work commonly encountered in law practice, such as contracts, leases, wills, trusts, pleadings, opinion letters, commercial instruments, legal memoranda, and appellate briefs. Course emphasis depends on instructor. (2 or 3 credits)

Legislation (LAWS 375)

This course considers the legislature in perspective, examining it in its working relationships with other institutions of the American legal system. The course is designed to develop an understanding of the potentialities and limitations of the legislative process. Students will select an enumerated problem and propose a legislative solution. (2 credits)

Licensing of Intellectual Property (LAWS 336)

This course covers intellectual property assignments and licenses, including express and implied licenses, negotiation, valuation, standard contract terms, antitrust concerns, enforcement, and contract issues of particular importance in licensing. (2 or 3 credits)

Managed Health Care (LAWS 601)

This course will examine issues of current interest in the area of managed care. Topics covered may include formation of integrated health care delivery systems and the rights and obligations of third-party payors, providers, and patients. (2 credits)

Medical Malpractice (LAWS 604)

This course will cover the principles of medical negligence and their application in selected cases. Specific topics will include the physician's duty to patients, the standard of care in medical malpractice actions, causation in law and medicine, the standard of proof, the damages obtainable, medical records and other evidence used to prove malpractice, the use of expert testimony, and the physician-patient privilege. Other areas to be discussed are hospital liability, the role of insurance, recent statutory reforms, and alternatives to litigation. (2 or 3 credits)

Mediation (Introduction) (LAWS 374)

See "Introduction to Mediation."

Mergers and Acquisitions (LAWS 505)

This course will examine the purchase and sale of business entities through a presentation and discussion of the acquisition process. It will introduce the student to acquisition transactions

through an examination of the reasons for acquisitions, the types of acquisitions, the structure of acquisition transactions, the documentation and negotiation of the principal agreements and documents to effect an acquisition transaction and certain corporate governance matters related to the approval of acquisitions. The course will focus on private company transactions but will also consider matters regarding public company transactions. This examination will also include a presentation and analysis of the purchaser and the seller issues frequently encountered in the acquisition process. This course is designed to explain to the student the lawyer's role in an acquisition and to promote an understanding of the theory and the practice of law as it applies to the purchase and the sale of business entities. (2 or 3 credits)

Mock Trial & Advanced Mock Trial (LAWS 317-318)

Students selected to compete in interscholastic Mock Trial may enroll in Mock Trial once and Advanced Mock Trial once. However, students may take a maximum of three out of four of the following courses: Trial Practice, Advanced Trial Practice, Mock Trial, and Advanced Mock Trial. (2 credits)

Moot Court I, II, & III (LAWS 525-526-528)

Participation on the Moot Court Honor Society allows students to build upon the writing and advocacy skills developed in the first year Legal Skills program. Students practice advocacy skills by preparing and presenting both written briefs and oral arguments, which are usually made before a panel of judges. Members of the student Society, selected through an intramural competition held each fall, compete in national and regional competitions with teams from other law schools. Some examples of competitions that our teams have entered include the National Appellate Advocacy Competition, the National Moot Court Competition, and the Cardozo Sports and Entertainment Law Competition.

Successful completion of a student's first academic year of membership in the Society, including participation in the intramural competition used to select members, entitles a student to one credit. Students may not register for moot court until they have been selected for membership in the society. A second credit may be earned for participation as a competitor in an interscholastic Moot Court competition. A student may earn a third credit by participating as a competitor in a second intercollegiate Moot Court competition, or by serving as a coach for an intercollegiate Moot Court team. Service as a coach shall include, but not be limited to, providing permissible assistance to the team with the drafting of the brief, attending the team's moot sessions, and providing other assistance as may be necessary to prepare the team for the competition. Moot Court credits are granted with the grade of "Pass." A student may satisfy the Substantial Paper requirement by written work prepared for the Moot Court program, if that work has been independently reviewed and approved by a member of the faculty. (1-3 credits)

Multidistrict Litigation – (LAWS 632)

This course examines the availability of federal Multidistrict Litigation (MDL) to ensure the "just and efficient" handling of pretrial activities in mass tort litigation. Students will obtain a cradle-to-grave understanding of the life of a multidistrict litigation, including the creation of an MDL, its location, the selection of a judge to manage the MDL, the authority of the MDL judge, MDL activities, and the trial of individual cases before the MDL judge. The course will also concentrate on the plaintiffs' and defendants' often differing perspectives of the advantages and

disadvantages of an MDL and the parties' tactics to further their respective interests, including plaintiffs' efforts to litigate their cases in state courts deemed "favorable" to plaintiffs, and defendants' efforts to undo plaintiffs' choice of forum. The course will discuss actual cases, articles, and a hypothetical set of facts, largely through the lens of a practitioner. (2 credits)

National Security Law (LAWS 362)

A survey of United States law as it relates to national security. Topics will include some or all of the following: separation of powers in national security matters, presidential war powers, congressional and presidential emergency powers, the role of the judiciary, the domestic effect of international law, the use of military force abroad, intelligence operations, investigating terrorism and other national security threats, prosecuting terrorists, the Freedom of Information and Privacy Acts, access to national security information, and restraints on leaking and publishing national security information. (Prerequisite: Constitutional Law) (2 or 3 credits)

Native American Law (LAWS 598)

Topics covered in this course include tribal sovereignty and self-government in Indian country, the special relationship between Indians and the federal government, federal Indian policy, conflicts involving tribal, federal, and state jurisdiction over Indians and Indian affairs in Indian country, tribal authority over Indians and non-Indians, criminal jurisdiction over Indians and non-Indians for offenses committed on reservations, tribal access to capital markets, tribal economic development, casinos and other types of gaming, land claim litigation, and current issues affecting tribal tribes, their governments, and their members. (2 credits)

Negotiable Instruments and Electronic Payments (LAWS 635)

Introduction to Article 3 (Negotiable Instruments), Article 4 (Bank Deposits and Collection), and Article 4A (Fund Transfers) of the Uniform Commercial Code. In addition, the course will address various federal statutes, such as the Check 21 Act and the Electronic Funds Transfer Act. (3 or 4 credits)

Negotiation (LAWS 428)

In this course students will study negotiation from theoretical and practical perspectives. The course will use lecture, discussion, film, and simulations to introduce students to the key features of negotiation. Each student will engage in a series of role-play exercises, with an opportunity for critique and debriefing with faculty and fellow students. (2 or 3 credits)

Non-Profit Organizations (LAWS 450)

This course focuses on special issues that affect nonprofit organizations. Topics considered range from the history of and theoretical rationale for the nonprofit sector to state and federal regulation. Particular emphasis is given to choice of form; operation and governance; regulation of charitable solicitation; and tax exemption under section 501(c)(3) of the Internal Revenue Code. (2 credits)

Patent Law (LAWS 332)

This course covers the fundamentals of patent law. It also covers the relationship of patent law to other means of protecting ideas. (2 credits)

Patent Law (Advanced) (LAWS 333)

See “Advanced Patents.”

Patent Litigation (LAWS 335)

This course involves the study of litigation in U.S. state and federal courts in cases involving patent law. (2 credits)

Poverty Law (LAWS 564)

This seminar examines a variety of legal problems caused by or related to poverty. Students will consider how the law has dealt with the poor and will examine a variety of approaches to poverty, including government benefit programs, legal and social action and private responses. Each student will write a major paper examining in depth some aspect of poverty law and will make a class presentation on that topic. Outreach to legal or social service providers may also be expected. (2 credits)

Probate Law Journal I & II (LAWS 530-531)

The Quinnipiac Probate Law Journal is a student-edited law journal covering developments in probate law and practice. The Journal includes scholarly articles, as well as noteworthy judicial opinions from probate courts throughout the nation. Membership on the Journal is based on academic achievement and/or participation in an annual write-on competition. Successful completion of all requirements entitles a student to four academic credits and credit for the substantial paper component of the Advanced Writing Requirement. (4 credits, 2 in each of the student’s last two semesters)

Products Liability (LAWS 373)

This course examines the emerging field of products liability law, with emphasis on negligence, breach of warranty, fraud, strict liability in tort, and government regulation. Consideration is given to litigation tactics, including pleadings, expert witnesses, problems of proof, and trial presentations, especially in the areas of consumer products, motor vehicles, pharmaceuticals, and industrial machinery. Current events are also considered. (3 credits)

Public Health Law (LAWS 320)

Over the course of the semester we examine the legal, ethical, and public health challenges posed by contemporary issues such as drug-resistant infectious disease, renewed resistance to childhood vaccination, firearms regulation, controversial testing and screening programs, programs targeting tobacco use and obesity, and potential threats of bioterrorism. Each of these challenges raises the core issue of the extent to which governments may restrain individual citizens and individual choice for the promotion of collective health and safety. When and to what extent must the constitutionally protected rights of individuals yield to the state's inherent obligation to exercise its police power for the protection of the broader community? How does the law function as an instrument of social and public health policy? The historical legal constructs on which public health law is grounded are fundamental to understanding the constraints within which public health authorities must function. We examine the way in which established public health law principles, legislation, regulation, and ethics intersect as public health programs and community health care interventions are designed and delivered. (2 or 3 credits)

Real Estate Transactions (LAWS 369)

An introduction to the law of real estate transactions, with an emphasis on mortgage financing. (3 or 4 credits)

Remedies (LAWS 347)

This course commences with an examination of remedial goals in torts, contracts, and unjust enrichment cases, with an emphasis on aspects of the modern law of damages. This analysis is continued in specific contexts throughout the course. There is some coverage of equity and on particular aspects of equitable remedies. The course considers remedies for injuries to real and personal property, tangible and intangible interests, persons and status. There also is a consideration of remedies for nominally unenforceable transactions. (3 or 4 credits)

Representation in Mediation (LAWS 372)

The principal focus of this course will be to explore mediation advocacy issues for the practitioner representing a client in a mediation. Mediation concepts and implications for developing skills for client representation will be examined. Mediation oriented styles, skills and techniques will be contrasted with the techniques required in litigation and arbitration. The exclusive emphasis will be on the practitioner's role as an advocate rather than as a neutral/mediator. (1 or 2 credits)

Secured Transactions (LAWS 380)

Security interests in personal property under Article 9 of the Uniform Commercial Code are considered. (2 or 3 credits)

Securities Regulation (LAWS 325)

This course involves a study of the Securities Act of 1933 and the Securities Exchange Act of 1934. Particular emphasis is placed on the registration, distribution, and sale of securities; distribution of corporate information; and liability under the 1933 Act. (3 credits)

Sentencing, Prisons, and Reentry (LAWS 636)

This seminar will explore policies and procedures relating to the “back end” of the criminal justice system (i.e., what occurs after a determination of guilt). The course will cover topics relating to criminal sentencing, including sentencing guidelines, mandatory minimums, and constitutional challenges to sentences. We will consider laws and policies relating to incarceration, such as prison conditions, solitary confinement, access to health care for prisoners, and the Prison Rape Elimination Act. Finally, we will examine the “collateral consequences” of criminal convictions and the challenges individuals face reentering communities after incarceration. These questions are pressing given the size of our country's incarcerated population – with more than 2.2 million people incarcerated in America's prisons and jails, we have more prisoners per capita than any other country in the world. (2 credits)

Sports Law (LAWS 509)

This course will examine the legal issues involved in amateur, collegiate, and professional sports, including coach and player contracts, NCAA regulation and litigation, athlete-agents, torts involving players and fans and professional player drafts. The course will be taught using a

hybrid approach of traditional case method, current cases and issues in sports law, as well as practical exercises such as mock negotiations. Class participation, oral presentations and weekly writing assignments will be required. Sports Law is designed for students with an interest in a career in sports law, or a deep interest in the legal issues surrounding the business of sports. (2 credits)

State Constitutional Law (LAWS 423)

The focus of this course is on Connecticut: specifically, on the individual rights “revolution” which, commencing in the 1970s, has seen the Connecticut Supreme Court use its state constitution to expand protections in numerous areas (freedom of speech, education, the rights of gays and lesbians, the rights of people with disabilities, capital punishment, criminal due process, etc.) well beyond the federally-guaranteed minimum. The course should also be useful to students who plan to practice in other states, because the interpretive techniques are similar everywhere. (2 credits)

Symposium (LAWS 250)

Selected topics chosen by faculty members (e.g., discussion and mooted of pending Supreme Court cases). (1 or 2 credits)

Symposium: Law of Politics and Media (LAWS 590)

This is a constitutional law course that focuses on the role of attorneys in the political process. We will spend time studying the power of the executive branch; political cover-ups; lying to Congress; impeachment; political deal making; campaign finance; the role of the press; and voting rights. (2 credits)

Taxation of Business Enterprises (LAWS 580)

This is a study of the federal income taxation of corporations (including S corporations), partnerships, limited liability companies, and their owners. Students compare the three business tax regimes of Subchapters C, S, and K of the Internal Revenue Code through the basic life cycle of a business entity: contributions, operations, distributions, and liquidations. (Prerequisites: Federal Income Taxation and Business Organizations) (4 credits)

Tax Policy (LAWS 504)

The course will examine the advantages and disadvantages of various methods for raising revenue and the use of the current income tax system to promote certain types of activities and to reward or discourage behavior. The course will also focus on changes to the tax law since 1981 as illustrative of presidential and legislative choices and the interplay of policy and politics. Students will produce an independent research paper on topics of their choice. (Prerequisite: Federal Income Tax) (2 credits)

Tax Research (LAWS 581)

Advanced instruction in federal income tax research. Through problem analysis, this course will instruct students in the special methods and materials applicable to tax research. Each of the three or four problems will lead to a memorandum, opinion letter, protest, ruling request, or other written document. (Prerequisite: Federal Income Taxation) (2 or 3 credits)

Trademarks and Copyright in the Digital Age (LAWS 117)

This course will provide a practical understanding of trademarks and copyrights and their importance in the business world, from the vantage point of a practitioner in this field. The course will include creation of rights, statutory protection, and enforcement of rights, with emphasis on the ever-changing digital world and the overall evolution of copyright and trademark laws in the context of protecting clients' brands and works of authorship. Grading will be based on a paper submitted at the end of the semester, together with class participation and some practical writing exercises throughout the semester. (2 or 3 credits)

Trial Practice (LAWS 315)

This course is designed to give students an opportunity to coordinate their knowledge of procedure and evidence with their knowledge of substantive law in a realistic and dramatic setting, with the aim of developing some facility in the techniques of civil or criminal trial practice. The course focuses on the trial and pretrial process, including: interviewing of clients; investigation of facts; preparation of witnesses; examination and cross examination of witnesses; choosing a jury; use of experts; discovery and other pretrial preparations; motion practice; and trial tactics. Students draft motions and memoranda and appear in simulated proceedings. Audio-visual equipment may be used. (Prerequisite: Evidence) (2 or 3 credits)

Students may take a maximum of three out of four of the following courses: Trial Practice, Advanced Trial Practice, Mock Trial, and Advanced Mock Trial.

Trial Practice (Advanced) (LAWS 316)

See "Advanced Trial Practice."

Unfair and Deceptive Trade Practices (LAWS 116)

The course will involve an in-depth study of the principal state and federal statutes prohibiting unfair and deceptive conduct in business, including the Connecticut Unfair Trade Practices Act ("CUTPA") and similar statutes in other states, the Federal Trade Commission Act, and the federal Lanham Act. Because of the extensive private remedies provided by many state statutes, claims under those statutes, including those of Connecticut, Massachusetts, Illinois, New Jersey, California, Washington and Florida, have become staples of private business and consumer litigation. The goal of this course is to help students develop an understanding of the policies underlying those state and federal statutes and how they relate to each other and to prepare them to advise clients and litigate cases concerning them. (3 credits)

Visual Persuasion in the Law (LAWS 338)

Students learn to make legal arguments using images as well as words. Students read and discuss interdisciplinary materials including rhetoric, visual perception, social psychology, narrative theory, art history, media studies, and advertising; perform hands-on visual exercises to gain practice in making and responding to images; and listen to guest lectures about and see examples of visual work done used in actual cases. Major course projects involve making visual displays for use as demonstrative evidence and in closing argument in highly realistic hypothetical cases. No prior visual arts experience is required or expected. (3 credits)

Workers' Compensation (LAWS 508)

This course will focus on the history, background principles, and current purposes of Workers' Compensation law. We will study the legal considerations involved in compensation claims, with primary attention to the Connecticut Compensation Act, and explore how claims are handled by both sides. Students will engage in simulations presenting different factual scenarios and will act as lawyers for claimants or respondents, applying the law and principles they have learned. The class will also discuss Federal Long Shore claims, applicable to claims involving conduct upon the navigable waterways and the ocean. (2 or 3 credits)

ACADEMIC REGULATIONS

Academic Rules and Regulations are subject to change by decision of the faculty at any time. The Student Conduct Code and the Honor Code are separate documents, included in the bound copy of the Academic Catalog.

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I. Requirements for Graduation

A. In General

To receive the JD degree, a student must:

1. successfully complete all required courses, the Core Elective requirement, the Professional Skills Requirement (for students matriculating before fall 2016 or the Experiential Learning Requirement (for students matriculating fall 2016 or later); and
2. receive credit for 86 semester hours; and
3. achieve a cumulative average of 2.0; and
4. complete all requirements no sooner than 24 months and, except in extraordinary circumstances, no later than 84 months after a student has commenced law study at this law school or a law school from which this school accepted transfer credit; and
5. satisfactorily complete the Advanced Writing Requirement; and
6. complete all work for the above requirements no later than the last day of examinations of the student's final semester.

B. Required Courses

1. Policy

Because it is important for all lawyers to share a core of common knowledge and skills, the faculty has prescribed a set of required courses (listed elsewhere in this catalog).

2. Course Sequences, Variances

Required courses must be successfully completed. They must be taken in the prescribed sequence (set forth elsewhere in this catalog) unless the student has petitioned for and been granted a variance prior to registration or prior to a change in registration. A student may, however, take a required course earlier than the prescribed semester without petitioning to do so. Authority to grant or deny such variances rests in the Associate

Dean. Variances are granted in only the most extraordinary of circumstances. A student who has been given permission to postpone an exam in a required course must take the exam the next time the course is offered (excluding the summer term).

3. Successful Completion

A student who has received a failing grade in a required course must retake the course. Upon successful completion of this course, the student will receive a grade of “Pass,” but will retain the previous grade of F as well. The “Pass” will have no numerical value and will not affect the CQPA (Cumulative Quality Point Average). The F will be included in the CQPA. The purpose of the rule is to insure at least minimal competency in all required courses but not to provide opportunities to improve a grade. The writing of a paper for a course in which the student failed an examination is prohibited.

C. Core Electives

In addition to Lawyers’ Professional Responsibility, which remains required for all students, the upper-class curriculum consists of Core Electives and General Electives. The Core Electives are: Administrative Law, Business Organizations, Commercial Law, Evidence, Federal Income Taxation, and Trusts and Estates. General Electives are all electives other than Core Electives.

1. Core Elective Requirement

Every student must take at least four of the Core Electives. One of the four must be either Commercial Law or Federal Income Tax. Students who take both Commercial Law and Federal Income Taxation will be able to use both in satisfying the requirement of four.

2. Sequencing and Registration Priorities

Full-Time-Students

A full-time student must complete at least three of the Core Electives by the end of his or her second year. Moreover, students who are registering for their second year have priority with respect to all of the Core Electives. Thus, a student who takes fewer than six of the Core Electives in his or her second year will be able to register to take the remaining Core Elective(s) as a third-year student only after the completion of registration by students who are registering to take Core Electives in their second year.

Part-time Students

A part-time student must complete at least two of the Core Electives by the end of his or her second year, and the rest of his or her Core Electives in the third and/or fourth years.

After registration in the fall, the Associate Dean for Academic Affairs will determine if there are any students who have not registered for enough Core Electives to complete at least three (for full-time students) or two (for part-time students) by the end of their second academic year. The Associate Dean will send a warning letter to such students, stating they have one week to register for sufficient Core Electives in the spring to total the required number for the year. If they have not done so by the deadline, the Associate Dean will register them for the number of Core Electives needed to fulfill the core elective requirement. Courses will be assigned solely in the discretion of the Associate Dean.

The Associate Dean's Office is available to answer questions about the requirements and registration priorities.

3. Advice on Course Selection

Although only four of the Core Electives are required, the faculty recommends that students seriously consider taking all six, for the following reasons.

First, the faculty believes that these six courses are among the most important in the upper-class curriculum. Taking all six gives students exposure to a wide variety of legal areas and disciplines. In the past, students who have had summer jobs after their second years have often found that they were better prepared for their assignments than students from law schools with less extensive requirements.

Second, with the exception of Federal Income Taxation, the six courses cover some, though by no means all, of the most difficult material tested on most bar examinations. Taking all five of the other courses does not, of course, guarantee success on any bar examination, nor does taking all six guarantee success in practice. Moreover, different instructors may stress different aspects of the material and even different material in different sections of the courses. Yet students who take all six will thereby enhance their chances of passing a bar examination and will become sensitized to potential tax consequences of transactions and other activities in a wide variety of legal practice areas.

Third, all of the six courses provide foundations for other courses in the

curriculum. In combination with the required first-year curriculum, they develop students' skills in statutory, administrative, and common-law reasoning. They also introduce students to many of the concepts that clients expect lawyers to understand.

Fourth, students' notions of where their interests lie often change with exposure to new material. In the past, many students who have entered the law school without definite career plans have discovered interests in areas covered in one or more of the six courses. Even students whose plans were definite at the outset have sometimes changed their minds and pursued careers in areas they discovered only when they took one of the six.

D. Advanced Writing Requirement

1. The Requirement

To ensure continued development of those research and writing skills stressed in the first-year Legal Skills Program, each student must write at least four papers after the first year, preferably one each semester. At least one, the "substantial paper," must be at least 10-15 pages in length with a non-trivial research component. The three others constitute the "short paper" requirement. A student may not begin the advanced writing requirement before completing Legal Skills I and II.

2. Modes of Satisfaction

A student will ordinarily submit a paper as part of the work for a substantive or clinical course. The class schedule published each semester will indicate which courses automatically satisfy either a short paper or substantial paper requirement. Most elective courses that do not automatically satisfy a paper requirement will have a limited number of places for students who wish to write a paper for that course. Procedures for signing up for a paper are published each semester after the close of the add/drop period. The paper must count for at least 25% of the final grade for the course.

Ordinarily a student may not satisfy two paper requirements in the same semester. An exception will be made if a student takes more than one course that automatically satisfies a paper requirement. The Associate Dean may waive the one-paper limitation for good cause.

A member of the Law Review, the Probate Law Journal, or the Health Law Journal may satisfy the substantial paper requirement by preparing a long note or comment that the editorial board determines is of publishable quality. A student may satisfy the substantial paper requirement by

submitting an appellate brief prepared for the intramural competition used to select members for the Moot Court Board. To satisfy the paper requirement, the brief must be critiqued and approved by a faculty member, who may require additional work on the paper. The faculty member must transmit the approval to the Registrar.

3. Full-Time Faculty

The courses designated as satisfying the advanced writing requirement shall ordinarily be limited to those taught by full-time faculty. In exceptional circumstances, the Associate Dean may approve the designation of a course taught by a part-time member of the faculty.

4. Duplicative Use

The principal part of any work prepared in satisfaction of any part of the writing requirement will be completed after the date that the topic is approved by the faculty supervisor. Any prior work on the topic, either research or writing, must be fully disclosed to the faculty supervisor prior to the approval of the topic.

Any paper(s) written in connection with a course or courses used to satisfy the Experiential Learning Requirement may be used to satisfy no more than three of the four papers required to satisfy the Advanced Writing Requirement.

E. Limit on Out-of-Class Credits

A law student may elect a maximum of 20 out-of-class credits toward the satisfaction of the 86 semester hours required to receive the JD degree, consisting of up to 10 field-work credits and up to 10 non-classroom credits, as follows:

1. Field-Work Credits

A law student shall be permitted to elect a maximum of ten field-work credits during the student's residency at the school. Field-work hours, as currently in the curriculum, include the following:

- a. all but four of the credit hours elected by a student taking for the first time an in-house clinic taught by a full-time faculty member (Civil Justice Clinic and Tax Clinic),
- b. all but two of the credit hours elected by a student taking Civil Justice Clinic after taking Tax Clinic or vice versa, and

- c. all but two of the credit hours elected by a student taking Appellate Clinic or other clinic that is not taught by a full-time faculty member, and
- d. all but one of the credit hours for Advanced Clinic, and
- e. all but one of the credit hours for an externship.

The rules of the various state bar examiners vary in respect to the number of field-work credits an applicant may present. Each student is responsible for making certain that his or her curriculum conforms to the requirements of the state or states to which the student may apply.

2. Non-Classroom Credits

In addition to any field-work credits under the preceding section, a law student shall be permitted to elect a maximum of ten non-classroom credit hours during the student's residency at the school. Non-classroom hours, as currently in the curriculum, include the following:

- a. all credit hours elected for Moot Court, and
- b. all credit hours elected for Health Law Journal, Law Review, or Probate Law Journal, and
- c. all credit hours elected for an Independent Research Project.

The rules of the various state bar examiners vary in respect to the number of non-classroom credits an applicant may present. Each student is responsible for making certain that his or her curriculum conforms to the requirements of the state or states to which the student may apply.

3. The following summarizes the limits on out-of-class credits:

Field-Work Credits: 10 credits maximum

- Externship (non-seminar work)
- Advanced Clinic (non-seminar work)
- All but 4 Civil Justice/Tax Clinic credits (if a student takes Civil Justice Clinic and then Tax Clinic (or vice versa), then all but 2 credits of the second clinic would be Field-Work Credits)
- Other clinics (non-seminar work)

Non-Classroom Credits: 10 credits maximum

- Moot Court (3-credit limit)
- Independent Research Project (6-credit limit)

Journal (4-credit limit)
Credits from other parts of University

F. Independent Research Project

The Independent Research Project permits a student to conduct a major research and writing project under the supervision of a full-time member of the Law School faculty. The paper must be at least twenty pages in length, exclusive of footnotes, per credit assigned.

A student who wishes to write an independent research paper must submit to the supervising faculty member a written proposal that demonstrates that he or she has a viable topic for research. The student must register for the course, with the approval of the faculty member, no later than the beginning of the student's next to last semester of school. Prior to registration, the student must present to the Registrar a contract signed by the supervising faculty member. Contracts are available in the Associate Dean's office.

An Independent Research Project may satisfy the substantial paper component of the Advanced Writing Requirement if the project is for either two or three credits.

The Advanced Writing Requirement provision on Duplicative Use applies to the Independent Research Project.

No student shall register for more than one Independent Research Project in any semester or session, nor more than two Independent Research Projects for all semesters or sessions at the School. No student may complete more than one Independent Research Project with any individual faculty member. A student may enroll in an Independent Research Project during the same semester or session in which the student is enrolled in a clinical program, subject to the rules regarding Limit on Non-Classroom Credits, and provided that the student is enrolled in at least one other School course with regular class meetings. Only full-time law school faculty members may supervise an Independent Research Project. The Associate Dean may waive any of these requirements under exceptional circumstances.

G. Visitor and Credit-Transfer Policy

1. Visitor Policy

Students may by permission of the Associate Dean visit at another law school at any time after completing their second semester, provided that they complete at least two-thirds of their credits toward their degree at the Quinnipiac University School of Law. Such visiting status may be granted when it is determined that an exceptional change in the student's personal circumstances requires the student to relocate for the period of

visiting status, or when some exceptional educational opportunity arises. Credits will be accepted for transfer only if the visiting student earns at least a C or its equivalent.

2. Transfer of Credits

This School will grant no more transfer credits for a course taken at another school than the number of credits granted for the course by that school. For students who transfer to this School, no credits are transferred in courses in which the student has earned a grade below C (2.0). The maximum number of credits a student can transfer from another law school is 30. For Quinnipiac students who visit at another law school, see paragraph 1 above. Credits accepted from other schools are transferred with the grade of “Pass.”

3. Required Courses and Core Electives

Except with express written permission of the Associate Dean for reasons of hardship, students may not receive credit for required courses or core electives taken at other law schools. Written permission must be obtained before taking the course elsewhere.

4. Summer Sessions

Except with express written permission of the Associate Dean for reasons of hardship or sound academic reasons, students may count toward graduation no more than six credits earned in summer programs of other law schools. Written permission must be obtained before taking the course elsewhere.

H. Courses Taken in Another University School or College

For good cause shown, the Associate Dean may allow a student to register and earn credit toward the JD for courses taken in another school or college of the University. Law school credit will be pass/fail only, and given only for courses in which the student earns a grade of C (2.0) or better.

II. Grades, Grading, and Examinations

A. Grades

The School records letter grades and attributes to those grades a quality point equivalent based upon a four-point system, as follows:

A	4.00	B+	3.33
A-	3.67	B	3.00

B-	2.67	D+	1.33
C+	2.33	D	1.00
C	2.00	F	0.0 and no credit
C-	1.67		

The School awards honors to graduates according to the following standards:

- 3.00 to 3.29 - cum laude
- 3.30 to 3.59 - magna cum laude
- 3.60 to 4.00 - summa cum laude

Several courses, including Civil Justice Clinic, Tax Clinic, Appellate Clinic, and Externships, may be graded (at least in part) as Honors, High Pass, Pass, Low Pass, and Fail. Except for Fail, none of these grades has a numerical equivalent; hence they do not affect the student's Cumulative Quality Point Average. A Fail, however, counts as a 0.0 in calculating the CQPA. Grades for courses taken at other institutions for which credit is given shall be recorded as Pass, subject to the Transfer of Credits policy described in section I.G.2 above.

B. Grading

1. Anonymous Examinations

Except as specified hereunder, grades are based solely on written examinations that are graded anonymously. Approximately one week before examinations each semester, students must obtain from the Registrar their examination number. That number must be used on all examinations in lieu of the student's name.

2. Extensive Written Work

Some courses involve extensive written work. Such work and such courses need not be graded anonymously. However, written final examinations in such courses are graded anonymously.

3. Clinical Courses

Clinical Courses and other courses involving extensive non-written performance need not be graded on the basis of anonymous examinations.

4. Classroom Performance

The faculty believes that student performance in the classroom is an essential part of the educational process. Faculty members have the authority to evaluate such performance and to raise or lower a student's final grade by one-third of a letter grade, based on such performance. A

faculty member who implements this policy must announce it to his or her class beforehand. Failure to adopt such a policy at the beginning of a semester shall not stop the faculty member from doing so thereafter, provided the required notice is given.

5. Attendance and Class Preparation

Excessive student absences in a required course will lead to an administrative withdrawal from the course with a grade of F. (See section VI.A, Attendance Policy, below.)

6. Grade Changes

After submitting grades in a course to the Registrar's Office, a faculty member has no authority to change a grade except upon satisfying the Associate Dean that the change is due to mathematical or other clerical error or egregious substantive error. No change requested by a student shall be approved unless the student has sought review from the instructor within three weeks after the posting of the grade, or within three weeks of the beginning of the semester immediately following, whichever is later. In no event shall a grade change be made after the last day of the semester next following the semester or session in which the examination was administered.

7. Grades of Incomplete

A student who is given a grade of Incomplete in a course, and has not completed all course requirements by the end of the semester following that in which the Incomplete was given, shall automatically have the Incomplete converted to an F. Exceptions to this rule will be made only in cases of extreme hardship (such as extended illness), on proof of same satisfactory to the Associate Dean.

8. Grading Guidelines

The recommended median grade in required courses (Contracts, Torts, Civil Procedure, Criminal Law, Constitutional Law, Property, and Legal Skills I & II) is C+ or B-. The recommended median grade in core electives (Tax, Business Organizations, Evidence, Administrative Law, Commercial Law, and Trusts and Estates) and in Lawyers' Professional Responsibility is B- or B. Faculty may deviate from these recommended medians after consulting with the Associate Dean. There are no recommended medians for other courses.

C. Examinations

1. The following honor code pledge will be attached to every examination, take-home and in-class. Students must sign the pledge prior to taking the examination.

HONOR CODE PLEDGE

“On my honor, I pledge that I will follow the Honor Code regarding this examination. Specifically, I pledge that I have not given or received, and will not give or receive, prohibited assistance on this examination, and that I will neither work on nor retain this examination after the time allotted has elapsed. I understand that it is my duty to report any conduct that I know constitutes a violation of the Honor Code.”

Signature (please use examination number, not your name):

Date: _____

Course: _____

Professor: _____

2. When Taken; Excuses
 - (a) Examinations must be taken at the time and place specified unless the student is excused by the Associate Dean on account of illness or for other sufficient reason. Where possible, the student shall secure the Associate Dean’s written permission prior to the date of the examination. **To preserve anonymity, the student must not notify the instructor.** In the event of an emergency that makes prior written approval impractical, the student shall notify the Associate Dean as soon as possible of his or her inability to take the examination at the scheduled time.
 - (b) A student who becomes ill during an examination and is unable to complete the examination may, in the discretion of the Associate Dean, be permitted to take the examination in the same course the next time it is offered, provided the student has notified the Associate Dean or his delegate before the end of the examination.

- (c) A student who has three or more examinations within a 24-hour period may, with the permission of the Associate Dean, postpone one of the exams until later in the examination period.

3. Rescheduling of Examinations

If the Associate Dean has excused a student from taking an examination at the scheduled time, the Associate Dean may, with the concurrence of the instructor, allow the student to take the same examination at a later time. In no event may a student take an examination prior to the scheduled time. Rescheduled exams **cannot be typed**.

4. Deferred Examinations

If the Associate Dean has excused a student from taking an examination, but the student has not been permitted to take the same examination at a later time under the preceding section, the student will be permitted to take a different examination at a time and place to be determined by the instructor, but in no event later than the end of the examination period in the semester in which the course is next offered.

5. Reexaminations

The School does not permit reexaminations.

D. Class Ranking Policy

1. In general

- 1L Students: Students who attempted the full-time course load of 30 credits during the academic year are ranked together as full-time students. Students who attempted fewer than 30 credits are ranked together as part-time students.
- 2L Students: Full-time and part-time are ranked together in one 2L ranking.
- 3L and 4L Students: Full-time and part-time are ranked together in one 3L/4L ranking.

2. For determining eligibility for law journals

- Selection of candidates for the Law Review, Probate, and Health Law Journals will take place twice a year, after the fall and the spring semesters. The eligible pool of students shall include those students who

at the selection point have attained at least 23 credits as of the conclusion of the immediately preceding semester.

- At each selection point:
 - Students in the top 7% of the eligible pool of students will be invited to walk on to the journal of their choice.
 - Students in the next 8% of the eligible pool of students will be invited to walk on to their choice of either the Health Law Journal or the Probate Law Journal.
 - Students in the top 50% of the eligible pool of students will be eligible to be selected to join the Law Review through the write-on competition.
 - Any student in the eligible pool of students who has attained a cumulative GPA of 2.0 or higher at the selection point will be eligible to be selected to join the Health Law Journal or the Probate Law Journal through the write-on competition. However, in order to be selected to join either of these Journals, a student who is not in the top 50% of the eligible pool of students shall be required to meet a heightened standard in the write-on competition.

III. Course Loads

A. Full-Time Distinguished from Part-Time

1. Fall and Spring Semesters

A full-time student for American Bar Association purposes is one who enrolls in at least 13 credits per semester. The normal course load for full-time students, however, is 13-15 credits. A part-time student is one who enrolls in 8-12 credits per semester. Written permission of the Associate Dean is required to deviate from these norms.

2. Summer Session

No student may register for more than eight credits in a Quinnipiac summer session. A part-time student (one who is employed for more than 20 hours per week) may not register for more than six credits in a summer session. (See sections I.G.3 and I.G.4 above regarding summer credits taken at other institutions.)

B. Transfer between Day and Evening Programs

Evening students may take day courses, and full-time day students may take evening courses only on a space available basis.

C. Outside Employment

A full-time student must devote substantially all of his or her working hours to the study of law. For purposes of this rule, a full-time student is one who is enrolled for 13 or more credits. A student may not work in excess of 20 hours per week while attending school on a full-time basis. This restriction applies during the summer in the same manner as during the normal year if the student is enrolled for a summer session.

- D. Pursuant to ABA requirements, a student may enroll for no more than 17 credits in a semester and no more than eight credits in a summer session. The law school has no authority to waive this rule.

IV. Continuance in Residence; Review for Academic Deficiency

A. Academic Deficiency; Minimum CQPA

1. Generally

Each student will be reviewed for academic deficiency at the end of every academic year. A student must maintain a minimum overall Cumulative Quality Point Average (CQPA) of 1.80 at the end of a year in which the student has attempted 17 or more credits, 1.90 at the end of a year in which the student has attempted 36 or more credits, and 2.00 at the end of a year and every year thereafter in which the student has attempted 54 or more credits.

2. Transfer Students

A student who transfers here from another law school must maintain a 1.9 CQPA in all courses taken here by the end of his or her second semester here (excluding summer school), and a 2.0 by the end of the second year and every year thereafter.

3. Discounting of Course with Most Detrimental Grade

If a student has not maintained the appropriate minimum CQPA, a second calculation will be performed. Removing from consideration the student's most detrimental grade, the student must have attained a 2.2 average in all remaining courses. The most detrimental grade is the one that most adversely affects the student's CQPA. This procedure of discounting the

most detrimental grade will be repeated each semester, if necessary, so long as the student maintains a 2.2 CQPA in all other courses from the time he or she entered law school.

B. Dismissal

Any student falling below the required minimum CQPA will be dismissed automatically.

1. If the student has completed only two part-time or full-time semesters, the dismissal is final and there is no right of petition or appeal.
2. If the student has completed three or more semesters, the dismissal is final, with no right of petition or appeal, unless the student is within .05 of the minimum CQPA required to remain in residence. A student who is within .05 of the minimum CQPA may appeal the dismissal to the Academic Status Committee. The appeal should be addressed to the Chair of the Academic Status Committee, in care of the Associate Dean, and must be postmarked no later than fourteen days after receipt of a letter from the Associate Dean notifying the student of his or her dismissal. If the student files an appeal, the dismissal will not become final until the Committee has reviewed the case and denied the appeal. A student may apply for a leave of absence during the semester in which an appeal is pending before the Committee. (See IV.C.)

A student is allowed only one such appeal during the student's entire time at the School. If the Committee grants the appeal and allows the student to remain in residence, the student will be reviewed at the end of the academic year and must have brought the CQPA up to the minimum required to remain in residence as of the later semester.

3. A student who has been academically dismissed after the second year or later may petition the Academic Status Committee for reinstatement. The Committee may reinstate a student upon an affirmative showing that the student possesses the requisite ability, that there is a high probability that the student will successfully complete the course of study, and that the prior disqualification does not indicate a lack of capacity to complete the course of study.

A student reinstated under this rule will lose all credit for the academic year in which the CQPA fell below the required level. The Committee may impose such conditions as it deems appropriate. The decisions of the Committee are final and not subject to appeal to the faculty as a whole.

4. No course, including summer courses, taken after a semester in which a student was dismissed automatically may count toward the student's

CQPA. Even if the later course were to bring the CQPA above the average required to remain in residence, the student will be dismissed from the school and withdrawn from the later course(s) with a 100% tuition refund.

C. Leaves of Absence

Leaves of absence will be granted liberally by the Associate Dean to students who believe that they have problems that might interfere with academic performance.

V. Withdrawal from a Course

A. Written Permission of Associate Dean; When Required

A student may withdraw from a course only with the prior written permission of the Associate Dean in the following circumstances:

1. Withdrawal is from a required course, or
2. Withdrawal from the course would reduce the student's course load below the minimum required (see section III, Course Loads, above), or
3. Withdrawal is from a course in which the student missed more than 20% of the class hours scheduled in the course.

B. Instructor's Permission; When Required

A student may withdraw from a course only with the permission of the instructor in the following circumstances:

1. In a course in which students are assigned substantial presentations, a student may withdraw within two weeks of his or her assigned presentation only with the written permission of both the instructor and the Associate Dean.
2. In a clinical course, after the third week of the course a student may withdraw only with the permission of the instructor.
3. Externships

C. Withdrawal as of Right

In all other circumstances a student is entitled to withdraw from a course at any time during the first week of classes by using Student Planning. After the first

week, a student must email the Registrar. A student who has not followed this procedure has not withdrawn from a course.

VI. Attendance, Preparation, and Participation Policy

A. Statement of Law School Policy

The Faculty believes that class attendance, preparation, and participation are critical elements of the educational process.

B. General Attendance Requirement

An instructor may withdraw a student who misses 20% of the class hours in any course. A student so withdrawn from a required course will also receive a grade of F in that course. For purposes of this rule, the term “required course” does not include the courses listed as Core Electives in Rule I.C. In making the decision to withdraw a student, the instructor may consider such factors as the number of absences and the legitimacy of the reasons for them. In calculating the number of absences, an instructor may not take into account absences from classes held at times other than in the published course schedule. The instructor may deem the failure to sign an attendance sheet as conclusive evidence of a student’s absence if the instructor has notified students of this policy in writing no later than the first class.

C. Additional Rules for Clinical Courses

Students who are enrolled in clinics must appear personally on the first day of the semester or as may be required by the clinic faculty. Absences from clinic courses will be permitted only for illness and pressing personal matters (bereavement, illness in the family, placement interviews, legal matters, inter-law school competitions), and such absences must be made up. The faculty member supervising the clinic shall have the discretion to decide whether the circumstances justify an absence and when the absence shall be made up.

D. Notice

An instructor who withdraws a student shall notify the Associate Dean of the withdrawal no later than one week after the last class. The Associate Dean shall notify the student.

E. Constructive Absences

An instructor may mark absent a student who is inadequately prepared for class or refuses to participate when required to do so, whether or not the instructor requires the student to leave the classroom. The instructor must immediately advise the student that he or she has been marked absent.

F. Petitions

1. A student withdrawn from a course may petition the Academic Status Committee for reinstatement. If a student files such a petition, the withdrawal will not become final until the Committee has reviewed the case and denied the petition. Attendance, preparation, and participation requirements will remain in effect during the pendency of the petition. The Committee may reinstate a student in the course if, after giving appropriate deference to the instructor's determination, the Committee finds that the instructor's decision was not reasonable. In making its determination, the Committee may consider any additional failures by the student in complying with the attendance, preparation, and participation requirements that occur after the initial withdrawal and while the appeal is pending. In the event that the Committee decides to grant the petition, it may impose such conditions upon reinstatement as it deems appropriate.

Upon request by the losing party, the Committee shall issue a written statement explaining the basis for its ruling.

2. The Committee's decision is final. Neither party may appeal the decision to the faculty. The Committee may refer any matter to the faculty for review.

G. General Preparation Requirement

For each course, a student is expected to spend an amount of time on out-of-class work that satisfies the law school's ABA Standard 310 Policy, attached as Appendix B to these regulations.

VII. **Good Standing**

To be in good standing a student must have the minimum CQPA required under section IV.A.1 above and be current in his or her financial obligations to the law school.

LAW SCHOOL REFUND POLICY

A student may withdraw from one or more courses during the add/drop period by doing so on Student Planning. After the add/drop period, a student must obtain and file a drop form at the Associate Dean and Registrar's office. A student who wishes to withdraw completely from the School of Law must submit a statement to that effect to the Associate Dean.

Refunds are based on [Quinnipiac University Policy](#) and [The Return of Unearned Title IV Funds](#) as required by the U.S. Department of Education.

For purposes of clarification and for reference, the policies described below have been categorized into two groups: (1) Quinnipiac University Policy, and (2) Return of Unearned Title IV Funds - Federal Policy.

Federal guidelines require that any unearned Title IV funds be returned to the program(s) that provided the aid. The required order of returning refunds is as follows: Title IV, HEA programs, other federal and state programs, University grants, private or institutional financial assistance and finally to the student. Examples of refund calculations are available upon request.

Quinnipiac University School of Law Refund Policy

The policy described below gives consideration to two groups (1) prior to the start of classes and (2) after the start of classes.

REFUND POLICIES, PRIOR TO THE START OF CLASSES

A new incoming student who has rendered either of the \$200 or \$600 tuition deposits and then withdraws from the University will forfeit the deposits.

In all instances noted above, any balance on the account, less financial aid, will be refunded.

REFUND POLICIES, AFTER THE START OF CLASSES

Law students who withdraw from any of their classes after the published "Last Day for Late Registration/Schedule Changes" will not be entitled to any adjustment of their charges for tuition and fees.

Students who affect a complete withdrawal or leave of absence from the University, regardless of the reason, including medical, will be granted a pro-rata refund of tuition and fees, less an administrative fee of \$100. Late fees are non-refundable either in total or pro-rata. The pro-rata refunds will be computed on the following basis:

Fall and Spring Terms:

Withdrawal first week	80%
Withdrawal second week	60%
Withdrawal third week	40%
Withdrawal fourth week	20%
Withdrawal after fourth week	0%

Summer Term:

Withdrawal first week	80%
Withdrawal second week	50%
Withdrawal third week	30%
Withdrawal fourth week	0%

The date of withdrawal for purposes of calculating the refund is the date on which the student makes written notice to the Associate Dean's Office for withdrawal. No retroactive withdrawals are permitted for refund purposes. The refund schedule listed above is applied regardless of the reason for withdrawal, including medical reasons.

Dismissals and Suspensions

A student who is either dismissed or suspended by the University for any reason during either academic semester will receive a refund based on the applicable refund percentage in effect at the time of the student's dismissal or suspension (first four weeks). After the fourth academic week, the refund policy as stated above will be applied. In addition, a student who is dismissed or suspended will be charged all administrative fees and board fees as prescribed.

Payment Plan

Students using the University's payment plan who withdraw during the refund period (first four weeks) should note that their forfeiture will be computed on the full amount charged regarding tuition and fees, and not on the amount remitted via the payment plan. In addition, the \$75 service charge for using the payment plan will also be included in the list of charges. After the fourth week, the balance due under the payment plan will be due and payable on the date of withdrawal.

Return of Title IV Funds

In addition to the University's refund policy that prorates tuition charges during the first four weeks of the semester, the University is obliged to return to the federal government that portion of federal aid that is unearned. An award of Title IV funds is based on a payment period or term.

Please note: It is important to understand that if your withdrawal date is on or before the completion of 60 percent of the semester, "unearned aid" will result. If you have received a refund as a result of aid applied to your account prior to your withdrawal date, you will have a balance due the University on your student account.

A withdrawal requires the University to calculate the unearned portion of aid awarded as of the student's official withdrawal date.

The University must determine the following:

1. The official date of withdrawal. A student must formally withdraw or request a leave of absence, in writing, to the Associate Dean of the Law School. The date of withdrawal

must be documented.

2. The payment period, term identified.
3. The aid that has been disbursed or could have been disbursed.
4. The percentage of federal aid earned by the student as of the withdrawal date.
5. The percentage of Title IV aid that has not been earned by the student.

The percentage of a payment period completed is determined by dividing the number of calendar days in the payment period into the number of calendar days completed as of the withdrawal date.

The University will notify the student if the student is eligible for a post withdrawal disbursement.

1. The offer, (if eligible) of post withdrawal disbursement, will be made in writing within 30 days of the withdrawal date.
2. The student must respond within 14 days of the notification.
3. The University will disburse funds within 90 days of the date of withdrawal.
4. If the student does not respond, no portion of the late disbursement that is not credited to the student's account will be disbursed.
5. The student will be notified electronically or in writing of the outcome of the late disbursement.

The total amount of unearned assistance to be returned is the lesser of (a) the total amount disbursed minus the total amount earned or (b) the institutional charges time the percentage of aid unearned. The student is responsible for returning the remainder of unearned aid that is calculated by taking the total of unearned aid and subtracting the amount the University is required to return.

The student retains Title IV eligibility for 45 days during which the student must:

1. Repay in full.
2. Make satisfactory arrangements to repay the University.
3. Make satisfactory arrangements to repay the U.S. Department of Education.

The University is required to report all overpayments to NSLDS and must report within 30 days after:

1. The student takes timely action on the options offered.
2. The student fails to repay the overpayment or sign an agreement with the University within a 45-day period.
3. The student fails to meet the terms of the agreement signed with the school.

Title IV funds must be returned in the following order:

1. Unsubsidized Federal Direct Loans
2. Subsidized Federal Direct Loans
3. Federal Direct Plus Loans
4. Other Title IV assistance

Appendix A

Complying with the New York State Bar’s Heightened Experiential Requirement

The law school will certify that students taking the New York Bar Exam have satisfied Pathway 1 of 22 NYCRR Part 520.18(a), if they meet the following requirements:

- **Completed and passed all required courses, including the four upper-level Core Courses; *and***
- **Completed and received at least a C in LPR; *and***
- **Received at least a C in each course in *one* of the following arrays of experiential courses:**
 - **Option A: [Total of 6 or 7 credits]**
 - **Introduction to Representing Clients; and**
 - **Either Negotiation or ADR; and**
 - **One of the following litigation-based simulation courses:**
 - **Trial Practice**
 - **Visual Persuasion and the Law; or**
 - **One of the following transactional simulation courses:**
 - **Commercial Transactions Workshop**
 - **Estate Planning and Drafting**
 - **Option B: [Total 6 credits]**
 - **Civil Justice Clinic, for at least 4 credits; and**
 - **Either Negotiation or ADR.**
 - **Option C: [Total 7 or 8 credits]**
 - **Any law clinic other than Civil Justice Clinic, or any externship for at least 3 credits; and**
 - **Introduction to Representing Clients; and**
 - **Either Negotiation or ADR.**

Appendix B

Compliance with ABA Standard 310

A. Classroom Courses

1. Notification in Syllabus

Every faculty member shall include in the syllabus, or other document distributed at the beginning of the course, for each classroom course taught the following language:

Standard 310 of the American Bar Association's Accreditation Standards requires that for each credit hour earned, a student must do an amount of work that reasonably approximates at least 50 minutes of classroom instruction per week and at least an average of 120 minutes of out-of-class work per week for fifteen weeks. Out-of-class work includes class preparation, post-class review, outlining, time spent on written and other class assignments, meeting with study groups, meeting or otherwise communicating with the professor to discuss course-related topics, and exam preparation. The fifteen-week period includes one week for examinations.

In my judgment, based on the average length and difficulty of the reading assignments and the number and average difficulty of other course exercises and assignments, at least [credit hours x 2] or more hours of out-of-class work will be required on average per week to prepare adequately for class, complete all assignments, master the course material, and perform satisfactorily on all course assessments.

At the end of the course, students will be asked to indicate approximately how much out-of-class time they have spent per week per credit hour in this course, so please be mindful of this requirement as the course progresses.

2. Course Evaluation Form

The course evaluation form for every class will include the following question:

On average, how much out-of-class time did you spend per credit hour working on this course each week? Out of-class work includes class preparation, post-class review, outlining, time spent on written and other class assignments, meeting with study groups, meeting or otherwise communicating with the professor to discuss course-related topics, and exam preparation.

The question asks how much time you spent outside of class on this course each week, on average, **per credit hour**. So, for a **3-credit** course (e.g.), you should answer "1" if you spent **less than 3 hours per week**, on average, working on the course outside of class; "2" if you spent **3-6 hours per week**; "3" if you spent **about 6 hours per week**; "4" if you spent **6-9 hours per week**; or "5" if you spent **more than 9 hours per week**.

1. Less than 60 minutes (<1 hour) per credit hour
2. 60-120 minutes (1-2 hours) per credit hour
3. About 120 minutes (2 hours) per credit hour
4. 120-180 minutes (2-3 hours) per credit hour

5. More than 180 minutes (>3 hours) per credit hour.

B. Clinical and Externship Courses

Credit for clinics and externships includes classroom and out-of-class work, with the exception of some advanced clinical courses. Hours will be computed for all classroom and out-of-class credits together, and will require an aggregate of not fewer than 45 hours per credit per semester. Classroom time for clinical courses will be determined as follows: For clinical courses with a one-credit seminar, not fewer than 12.5 hours will be scheduled as classroom seminar time for the semester, held on a periodic schedule; for clinical courses with a two-credit seminar, not less than 25 hours will be scheduled as classroom seminar time per semester, held on a weekly schedule. For any advanced clinical course without a seminar credit, students may be required to meet together with the faculty member periodically in a classroom setting, but there is no minimum classroom time.

The balance of the required hours will include the aggregate of all other obligations: case work, field work, supervision, preparation for class including reading assignments, written assignments, skill-building exercises, and administrative obligations. For all clinical courses, students will be required to perform case work and field work pursuant to a weekly schedule and to keep contemporaneous records of time spent on all tasks.

C. Journal Credits

Members of each law journal typically earn four credits for the substantive work they perform as members on the journal. The credits are earned over two years but are ordinarily awarded in the member's second year on the journal. The editors of the law journals and the law faculty have determined that the amount of time devoted to substantive journal work that is required to earn the journal credits is not less than 45 hours per credit, for a total of not less than 180 hours. Students can elect whether or not they wish to take some or all of the credits they have earned, but shall complete journal work of not less than 180 hours in order to satisfy their membership requirements.

The tasks performed by journal members include some or all of the following:

(1) **Cite-checking**; (2) **Writing a student note**, intended to produce a final paper of publishable quality. In the process of writing a note, each student must identify an original topic, conduct research, write multiple drafts, and coordinate with the Journals Committee and student note editors; (3) **Issue editing**: confirming student cite-check work, performing more substantial above-the-line edits, and working with authors to finalize papers; and (4) **Student note editing**. These duties in the aggregate require not less than 180 hours of substantive work over the course of four semesters.

With the permission of the Associate Dean, who shall consult with the relevant Editor in Chief, students who have completed at least 45 hours of work in their first year of membership may elect to earn one of their journal credits in the spring semester of their first year of journal membership. Students are eligible to earn the balance of the journal credits in the second year of membership. Certification of hours of work:

Each academic year, the Editorial Board of each journal shall prepare a detailed estimate of the number of hours they reasonably believe that members and editors will have to perform in order to complete assignments, for the purpose of assuring that all students will be required to perform at least 45 hours of substantive work per credit. The Editorial Board of each journal may require members to track their time spent in whatever way deemed appropriate, such as by time sheets or other means.

For any semester in which a journal member wishes to elect to earn journal credits, the Editor in Chief shall certify to the Registrar and to the Journals Committee that the student has performed journal work equal to at least 45 hours per credit. For the Editor in Chief of each journal, the Journals Committee shall certify to the Registrar that the Editor in Chief has performed journal work equal to at least 45 hours per credit.

D. Moot Court Credits

Students typically earn three credits for their work with the Moot Court Society. The credits may be earned over two years but are ordinarily awarded in the second year in the Society. The officers of the Moot Court Society and the law faculty have determined that the amount of time devoted to substantive work that is required to earn the Moot Court credits is not less than 45 hours per credit.

Credit 1: Intramural Credit

Students earn one credit by participating in the Quinnipiac School of Law Terrence H. Benbow Moot Court intramural competition. This requires the student to submit a 12-18 page brief and to prepare and argue both sides of the case in front of a panel of judges. At least 45 hours of work are required to earn the first Moot Court credit.

Credit 2: External Competition Credit

Students earn one credit by participating in external competitions. Each participant must submit a 25- to 40 page brief and prepare and argue both sides of the case in front of a panel of judges. At least 45 hours of work are required to earn the second Moot Court credit.

Credit 3: Coaching Credit

Students earn one credit by coaching an extramural team. This work includes the following:

(1) learning the fact pattern and legal issues and precedents; (2) preparing participants for oral argument; (3) supervising competition preparation with outside judges; and (4) attending at least two oral arguments at the competition. At least 45 hours of work are required to earn the third Moot Court credit.

Certification of hours of work:

Each academic year, the Moot Court Board shall prepare a detailed estimate of the number of hours they reasonably believe that Society members will have to perform in order to complete assignments, for the purpose of assuring that all students will be required to perform at least 45 hours of substantive work per credit earned. The Board may require members to track their time spent in whatever way deemed appropriate, such as by time sheets or other means.

For any semester in which a Society member wishes to elect to earn Moot Court credits, the President shall certify to the Registrar and to the Faculty Advisor of the Society that the student has performed substantive moot court work equal to at least 45 hours per credit. For the Moot Court Society President, the Faculty Advisor shall certify to the Registrar that the President has performed substantive Society work equal to at least 45 hours per credit.

E. Independent Research

To earn credit for Independent Research, a student must write a paper that is 20 or more pages in length, exclusive of footnotes, per credit earned. In order to produce a final work product that satisfies this requirement, a student must consult with a faculty member on the choice of topic, research the appropriateness of the topic, prepare an initial outline, complete research for the paper, write drafts of the paper, and edit the writing in consultation with the faculty supervisor. It is the judgment of the faculty that this process will require at least 45 hours per credit earned.

POLICIES, PROCEDURES, AND REGULATIONS

ALCOHOLIC BEVERAGES POLICY

The following Alcoholic Beverages Policy is in effect with respect to all law student-sponsored functions:

On-Campus Events

Except where permission has been granted by the Associate Dean of Students, alcohol may *not* be served at student organization-sponsored events *at the Law School*. Student organizations seeking to serve beer and/or wine must request permission from the Associate Dean of Students at least two weeks in advance of the event, outlining the specifics of the event. Should the Associate Dean of Students grant permission for beer and wine to be served, special conditions may be imposed that the student organization must follow (such as a two-drink ticket system). The event will also be subject to the Quinnipiac University Alcohol and Drug Policy and the Student Code of Conduct.

Set forth below are the procedures that must be followed if and when the Associate Dean of Students grants permission for alcohol to be served at student organization-sponsored events:

When alcohol is served at an on-campus School of Law event:

1. The Associate Dean of Students must approve the amount of alcohol purchased for each event.
2. Alcohol may never be consumed or served in classrooms, the library, the Student Meeting Room, student organization offices, or the Courtroom. Non-alcoholic beverages must also be available.
3. Substantial food must be available, such as sandwiches, wraps, etc. Pretzels, potato chips, and similar snack foods do not constitute a substantial food for this purpose. When the food is gone, the serving of alcohol must cease.
4. Beer and wine are the only alcoholic beverages that may be served. Mixed drinks are not permitted. If approved for use, kegs must be closed or capped at the end of the event and removed from campus as soon as possible
5. **Two (2) non-drinking representatives of the sponsoring student organization must be present where alcohol is being served.** The president of the sponsoring organization must notify the Associate Dean of Students *prior to the event* who these two representatives will be. These students are responsible for reporting violations of the alcohol policy to the Associate Dean of Students.

6. The sponsoring organization **must** hire a bartender from the University's catering department (Chartwells), who will be on duty for the entire length of time alcohol is dispensed.
7. Attendance at alcohol-related events is limited to *law school students, faculty, staff and their escorted guests*. NO undergraduates are permitted at any time.
8. The faculty advisor for the sponsoring organization or a member of the administration (dean, associate dean) must attend the event.
9. Immediately after the event has concluded, all open bottles of alcohol must be disposed of. Unopened bottles must be placed in a locked and secure location within the law school, such as the Associate Dean of Students' office.

When alcohol is served at an off-campus School of Law event:

1. Events held at off-campus establishments require the purchase of any alcohol to be made directly from the off-campus establishment. The Associate Dean of Students may still require a two-drink ticket system be used to ensure that such purchases be limited to no more than two drinks per student.
2. Attendance at alcohol-related events is limited to law school students, faculty, staff and their escorted guests. NO undergraduates are permitted at any time.
3. It is the student organization's responsibility to ensure that off-campus establishments hold the appropriate municipal and state liquor licenses, as well as the required insurance. All distribution of alcohol must comply with the restrictions indicated in CT law.

The sale of alcoholic beverages: No alcohol shall be sold at on-campus law school events.

Legal drinking age: Beer and wine may be dispensed only to individuals who are 21 and older. In accordance with CT state law, alcoholic beverages shall not be dispensed to any intoxicated person.

Damages: Any damage to property incurred at events at which alcohol is served is the responsibility of the sponsoring organization.

Transportation of alcohol: The event-sponsoring organization is responsible for preventing attendees from bringing personal alcoholic beverages into the event and for preventing attendees from taking alcohol out of the event. The only exception is where alcohol is being transported by a representative of the sponsoring organization from a retail outlet to the event.

Policy violations: Violation of any of the aforementioned alcoholic beverage policies may result in the loss of privileges to the sponsoring group or organization and the disciplinary sanctions set forth in the University Alcohol and Drug Policy and Student Code of Conduct.

COMPLAINT PROCEDURE

1. In general. There are two types of complaints: those that implicate the ABA Standards for Approval of Law Schools and those that do not. To determine if the substance of a complaint implicates the Standards, a student can read the Standards here:

http://www.americanbar.org/groups/legal_education/resources/standards.html

2. Submitting a formal complaint that implicates the Standards. Any student at the law school who wishes to bring a formal complaint to the administration of the law school concerning a significant problem that directly implicates the school's program of legal education and its compliance with the ABA Standards should do the following:

A. If the complaint concerns an academic matter, submit it in writing, via Quinnipiac University e-mail, to the Associate Dean for Academic Affairs. If the complaint concerns a non-academic matter, submit it in writing, via Quinnipiac University e-mail to the Associate Dean of Students.

B. The writing should describe in detail the behavior, program, process, or other matter that is the subject of the complaint. It should explain how the matter implicates the law school's program of legal education and its compliance with one or more specific, identified ABA Standard(s).

C. The writing must provide the name, official law school e-mail address, and a street address of the complaining student, for further communication about the complaint.

D. The administrator to whom the complaint is submitted will acknowledge the complaint within three business days of receipt of it. Acknowledgment will be made by e-mail.

E. Within 10 business days of acknowledgment of the complaint, the administrator, or the administrator's designee, shall either meet with the complaining student, or respond to the substance of the complaint in writing. In this meeting or in this writing, the student will either receive a substantive response to the complaint or information about what steps are being taken by the law school to address the complaint or to further investigate the complaint. If further investigation is needed, when the investigation is completed, the student shall be provided either a substantive response to the complaint or information about what steps are being taken by the law school to address the complaint. The response shall be provided to the student via e-mail within 10 business days after completion of the investigation.

F. Appeals regarding decisions on complaints may be taken to the Dean of the law school. The student may further appeal to the University's Senior Vice President for Academic Affairs. Any decision on appeal to the Academic Vice President shall be final.

G. A copy of the complaint and a summary of the process and resolution of the complaint shall be kept in the office of the Dean where it was originally filed.

3. Submitting a complaint that does not implicate the Standards.

A. If the complaint concerns an academic matter, the student should make an appointment to meet with the Associate Dean for Academic Affairs or submit the complaint via QU e-mail.

B. If the complaint concerns a non-academic matter, the student should make an appointment to meet with the Associate Dean of Students or submit the complaint via QU e-mail.

C. If the complaint is submitted at a meeting, the student may present the complaint either orally or in writing.

D. The Dean to whom the complaint has been submitted shall respond to the complaint in writing to the student's Quinnipiac University e-mail address within 10 business days.

E. Appeals regarding decisions on complaints may be taken to the Dean of the law school. The student may further appeal to the University's Senior Vice President for Academic Affairs. Any decision on appeal to the Academic Vice President shall be final.

BIAS, HARASSMENT AND DISCRIMINATION POLICY

Quinnipiac University values diversity, multiculturalism and respect for others in an environment free from bias. The University is committed to providing a safe and respectful educational and work environment that prohibits discrimination and harassment on the basis of race, color, religion, national origin, sex, gender, (including identity and expression), sexual orientation, age or disability. Such behaviors or attitudes undermine the environment of equity and mutual respect that is essential to fulfill the University's mission.

Discriminatory or bias-related acts by students, faculty or staff will be addressed through the appropriate disciplinary processes. Any act of reprisal, interference, restraint, penalty discrimination, coercion or harassment against the University community for using these policies responsibly interferes with free expression and openness and violates this policy. Accordingly, members of the University community are prohibited from acts of reprisal against those who report incidents to the University, are involved as witnesses or otherwise try to responsibly use this policy. This policy will help to create an atmosphere in which allegations of discrimination or harassment are dealt with in a timely, private, fair and effective manner.

TITLE IX POLICY AGAINST GENDER-BASED DISCRIMINATION AND SEXUAL MISCONDUCT

Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in educational programs and activities that receive federal financial assistance. Quinnipiac University is committed to complying with Title IX and providing an educational, working and living environment free from gender or sex discrimination and sexual misconduct. Quinnipiac seeks to ensure that no student, faculty or staff member is excluded from participation in or denied the benefits of any University program or activity on the basis of sex.

Quinnipiac University School of Law affirms its commitment to an environment that is fair, humane and respectful for all members of the law school community. Behaviors at the School of Law that inappropriately assert sexuality are unacceptable and will not be condoned. Behaviors that constitute sexual harassment include unsolicited verbal, nonverbal and/or physical conduct of a sexual nature that creates an intimidating, hostile or offensive environment.

The School of Law has identified Associate Dean for Academic Affairs, Robert Farrell, and Associate Dean of Students, Kathy Kuhar, as administrators to whom law students who believe themselves to have been subjected to harassment or discrimination as defined above may report their complaints. Where appropriate, the School of Law will first try to resolve problems without formal hearings. When such efforts are not successful, individuals have available to them a formal process, outlined further in the University's Student Handbook, available on the University website under "Student Resources," and in the University's Title IX Policy which can be found at www.qu.edu/student-resources/university-policies.html. In all cases, the School of Law will protect the confidentiality of both the complainant and respondent so far as the described process permits.

POLICIES AND PROCEDURES FOR STUDENTS WITH DISABILITIES

Quinnipiac University is committed to providing equal educational opportunities and full participation for students with disabilities. Consistent with its responsibilities to comply with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973, Quinnipiac University provides reasonable accommodations to promote equal educational opportunity. Documentation from a licensed evaluator is required to substantiate the presence of a disability, defined by the ADA as "a physical or mental impairment that substantially limits one or more major life activities," and to establish the need for reasonable accommodations at Quinnipiac University.

Responsibilities of the student:

1. Contact the Associate Dean of Students at the time of enrollment so that appropriate accommodations can be made in a timely manner. The student is also responsible for reviewing the need for accommodation on a semester-by-semester basis with the associate dean of students.

2. Provide to the Associate Dean of Students appropriate medical, psychological, psychoeducational or neuropsychological documentation indicating the student's disability and suggested reasonable accommodations.
3. Provide signed consent authorizing the Associate Dean of Students or designee to discuss the student's need for reasonable accommodations, academic adjustments, and/or auxiliary aids with the professional(s) providing the documentation.
4. Meet the timelines and procedural requirements established by the School of Law for scheduling exams and requesting assistance. If the student with a disability fails to provide adequate notice of the need for space and/or assistance, the Associate Dean of Students will attempt to provide the accommodation to the extent possible under the circumstances.

STUDENT CONDUCT CODE

QUINNIPIAC UNIVERSITY SCHOOL OF LAW

STUDENT DISCIPLINE COMMITTEE

STUDENT CONDUCT CODE

Revised to June 2001.

Quinnipiac University's Basic Policy and Student Code of Conduct are hereinafter incorporated by reference.

1. Student Discipline Committee

A standing committee shall be appointed by the dean at the beginning of each academic year. The membership of this committee shall be at least six faculty members and four students, the latter to be chosen by the Student Bar Association in any manner it deems suitable.

The committee chairperson shall appoint one or more members of the faculty, from the committee if possible, to serve as law school advocates and one or more faculty members to serve as defense counsel. For each complaint of a possible violation of this Student Conduct Code, the committee chairperson shall assign one faculty law school advocate and one student to serve as an advocate team. All student committee members are eligible to serve as members of an advocate team. The advocate team shall be responsible for investigating alleged offenses, for preparing and presenting the case against the accused at disciplinary hearings, and for conducting negotiations with the accused or accused's counsel, and shall have sole discretion to decide whether or not to bring charges and whether or not to enter into negotiations. In the event that the faculty and student members of the advocate team cannot agree on a course of conduct, the faculty member's decision shall govern.

Hearing panels consisting of one student and two faculty members selected by the chairperson shall hear and determine all cases. The committee chairperson shall select faculty members to serve on the hearing panel from the faculty in rotation, and shall select student members from the committee.

Any faculty member may serve as defense counsel, at the request of the accused student. Alternatively, the accused student may elect to be represented by a faculty member who serves as appointed defense counsel. Any faculty member representing an accused student, whether appointed or selected by the accused student, shall represent the accused student without fee and shall cooperate with retained outside defense counsel if the latter so requests.

2. Student Conduct Code: General Statement of Purpose

This Code shall be construed liberally in accordance with its purpose, which is to promote the highest ethical standards.

Acts of a non-academic nature, whether undertaken within the law school, on University property or elsewhere may be subject to all applicable law school and University rules and sanctions. Thus, the institution of proceedings under this code shall not preclude the institution of proceedings by the University, and the institution of proceedings by the University shall not preclude the institution of proceedings under this code. When proceedings are instituted by both the law school and the University, neither shall be ousted from jurisdiction by either the institution of proceedings or by the result reached by the other.

Nothing in these rules or procedures shall limit the authority of the Law School or University to act administratively to protect public safety and the educational mission of the Law School or University.

3. Violations

The following acts are prohibited. Any student found guilty of one or more such acts shall be subject to the sanctions authorized by this code.

A. Cheating on any examination or other law school assignment, as illustrated by, but not limited to:

- 1) The unauthorized giving or receiving of aid or assistance;
- 2) The unauthorized use of information;
- 3) The unauthorized submission of work which has already been submitted in satisfaction of other course work;
- 4) The giving or obtaining of any unfair advantage.

- B. Plagiarism on papers or other law school assignments, as illustrated by, but not limited to:
 - 1. The knowing or reckless copying or paraphrasing without proper attribution of any material written by another;
 - 2. The knowing or reckless submission as one's own of research assignment or papers, class work, or other projects which have been prepared in any part by another;
 - 3. The knowing or reckless use of the exact language of another without identification as a direct quotation, by quotation marks or otherwise, even though the source is cited in the student's work;
 - 4. Knowledge or recklessness may be inferred from the circumstances.
- C. Any act which reflects adversely upon fitness to practice law. Relationship to fitness shall be construed in accordance with the American Bar Association Rules of Professional Conduct, and relevant case law.
- D. Any attempt to commit any act prohibited by this Code.

4. Procedures

- A. When an alleged offense is brought to the attention of the committee, or any member thereof, neither the committee nor any of its members shall conduct any inquiry, but shall instead refer the matter to the advocate team for investigation, as soon as is feasible. The team members may investigate in any reasonable manner. When the investigation discloses insufficient evidence of a violation, the case shall be dismissed at this stage with no notation in the student's record.
- B. As soon as is practical after receiving notice that the advocate team has chosen to charge the accused student, the chairperson of the committee shall advise the student in writing of the name of the accuser or accusers, and of the nature of the charges with sufficient particularity to enable the student to answer them. The chairperson shall give notice in the manner most likely to provide the student with prompt notice.

The notice shall require the student to file a written answer to the charges with the committee chairperson, admitting, denying, or admitting in part and denying in part the charges. An answer should contain specific admissions or denials for each allegation of fact in the charge, and shall not contain only general denials. The chairperson shall specify in the notice a date on which the answer shall be due. An accused student shall have at least seven days from the issuance of the notice of charge in which to file an answer. The chairperson, upon request, may extend the time for filing an answer.

- C. After the filing of the answer, the accused must prepare a written statement responding to every allegation which he or she has denied in the answer, and about which the accused has any information. The advocate team may enter this statement into evidence at a hearing. As soon as is practical after the filing of the statement, the advocate team and the accused shall each prepare and provide to each other a summary of the testimony of each witness, and copies or descriptions of any physical evidence. The accused and the advocate team shall correct or supplement any disclosure that either side learns to be false or incomplete. There shall be no process prior to the hearing for ruling on disputes relating to this disclosure process. The Hearing Panel may, however, treat a failure to disclose or to cooperate as a basis for excluding testimony or evidence, or for drawing adverse inferences.
- D. As soon as is practical following the giving of notice of a pending charge, but no earlier than ten days thereafter, the committee chairperson shall schedule a hearing date. The chairperson shall provide the accused with notice of the date, place and time of the hearing. The hearing shall be completed no later than the end of the semester after the one in which the committee chairperson first receives the complaint, unless the accused student, or his or her representative, requests a continuance. The hearing shall be open or closed at the election of the accused student, subject to the need to maintain order. A student wishing a continuance, an open hearing, or both shall notify the committee in writing at least two days prior to the hearing date.
- E. At the hearing the student shall have the following rights:
- 1) To be advised and represented by the appointed defense counsel, any other faculty member, or by any attorney or representative retained by the accused, including another student;
 - 2) To confront and cross-examine, in person or through his or her representative, the accuser and all other witnesses;
 - 3) To testify;
 - 4) To summon and present witnesses and other evidence in his or her behalf;
 - 5) The student whose case is to be heard by the hearing panel may bring to its attention any facts or circumstances that would or would appear to compromise the impartiality of a member of the panel. Any member of the panel who knows of such circumstances, whether or not presented by the student, shall recuse himself or herself. If a panel member declines to recuse himself or herself upon request by the accused or another panel member, the Dean of the law school shall make the final decision. Any

recused member shall be replaced in the same manner as the member was originally appointed.

- 6) The accused student has no right to refuse to testify or give a statement pursuant to Section 4. C. unless the testimony or statement would incriminate him or her under state or federal law. If the accused refuses to testify or give a statement under this provision, the Hearing Panel may draw a negative inference from the refusal.
- F. Any oral or documentary evidence may be received, but irrelevant, immaterial or unduly repetitious evidence may be excluded. The Hearing Panel will rule on evidentiary matters at the hearing. The panel shall give effect to privileges recognized by Connecticut law that do not conflict with the express provisions of this Code. When a hearing will be expedited and the interests of the law school or of the student will not be prejudiced substantially, evidence may be received in written form of copies and excerpts if the original is not readily available. The panel may take notice of the records and written policies of the law school and of the University. The parties shall be informed of the matter the panel notices, and shall have an opportunity to contest the material so noticed.
- G. Any negotiated settlement between the advocate team and the accused or accused's counsel shall be subject to approval by the Hearing Panel. The panel may not impose sanctions pursuant to an agreement of the parties in the absence of an admission of guilt by the accused.
- H. After a contested hearing, the panel shall reach a decision regarding guilt or innocence, and sanction. The decision shall be upon a majority vote, based upon clear and convincing evidence, and communicated in writing to the student within ten days after the decision is made.
- I. If the decision is adverse to the student, the panel shall, within 20 days of mailing the decision, prepare a written summary of the evidence and its findings. A copy of the summary shall be mailed to the student.
- J. The student may, within 10 days after receipt of the written summary, appeal to the Dean who may affirm, reverse or remand the decision, or reduce the sanctions. The student must specify the basis of the appeal. No new evidence shall be presented on appeal. The Dean shall specify in writing the reason for any reversal or reduction.
- K. Any student who refuses to attend and testify at any hearing upon summons by either the panel or the student accused, shall be guilty of a violation of this code. No witness has a right to refuse to testify or give a statement unless the testimony or statement would incriminate him or her under state or federal law.

- L. Prior to a finding or admission of guilt by a panel, all proceedings and accompanying information shall be confidential, except insofar as the student may elect a public hearing. Any breach of confidentiality shall be a violation of the code, and if by the accused, shall also operate as a waiver of any obligation of confidentiality on the part of others. After a finding or admission of guilt and the expiration of the appeal period, or of the affirmance of the decision by the Dean, the disciplinary matter may become public information. In the event the panel finds that the student is not guilty, the panel and/or the committee chairperson may inform the complainant and any witnesses who testified at the hearing of the outcome of the matter.
- M. If the case is dismissed at any stage prior to the imposition of a sanction, or the accused is found innocent, no record of the matter shall be placed in the student's file.
- N. The committee may post a public notice of its disposition of any matter, so long as the information does not violate the confidentiality provision of Section 4.L.

5. Sanctions and Their Imposition

Sanctions which may be imposed by the Hearing Panel include, but are not limited to, one or more of the following which are set forth in descending order of severity:

- A. Expulsion from the law school;
- B. Suspension from the law school, or any course or courses, for one or more semesters, or for the balance of any semester.
- C. A grade of "F" in any course to which the offense pertains;
- D. Withdrawal of credit in a course;
- E. Lowering of grade in any course to which the offense pertains;
- F. A retake of an examination in a course, or the doing or repetition of any work less than the entire course in such a manner and subject to such conditions as the panel shall recommend;
- G. Academic Probation;
- H. A written reprimand;
- I. An oral admonition.

- J. The committee may direct restitution in addition to or as an alternative to any of the foregoing.
- K. In any matter when there is a conviction or an admission of guilt and the panel has imposed a sanction, such action shall be noted in the student's permanent file. After the imposition of a sanction, the notation thereof shall not be erased from the file as a result of the student's later successful completion of certain conditions.
- L. In any matter where the Dean reverses a conviction, the Dean shall state whether or not the reversal has the effect of a dismissal and results in the erasure of the matter from the student's permanent file.

6. Exclusions

Nothing in this Code shall preclude:

- A. The establishment and enforcement by the Law faculty, administration, librarian or individual instructor, of rules pertaining to the administration of exams, papers, or assignments, or the maintenance of classroom or library decorum;
- B. The use of authority on the part of the instructor to do those things believed necessary to fulfill responsibilities in the classroom, including devices to promote effective class participation, to prevent disturbance of the classroom situation, and ensure punctual and regular class attendance.

STUDENT DISCIPLINE COMMITTEE

Under the Student Conduct Code, alleged violations are investigated by a team consisting of one faculty member and one student. If the team decides to bring charges, the matter is heard by a panel of two faculty members and one student, who are appointed in a rotation.

Each year, the Dean appoints a Committee of several faculty members, and the SBA designates at least four students to serve on the Committee. Anyone having reason to believe that a student has violated the Student Conduct Code may bring the matter to the attention of the Committee Chair, who will assign the team to investigate the matter.

Revised Honor Code -- February 14, 2018

QUINNIPIAC UNIVERSITY SCHOOL OF LAW HONOR CODE

(Initial version adopted by the Faculty on May 2, 2012, with an effective date of September 1, 2012) (Revised version adopted by the Faculty and effective February 14, 2018)

I. Statement of Purpose

Quinnipiac University School of Law operates under an Honor Code. The legal profession is responsible for enforcing its own standards of conduct, and the School of Law operates accordingly. Law students are preparing for entry into a profession that requires ethical conduct and integrity of its members. In order for graduates to enter the profession, the school must certify that they are of good moral character. Accordingly, students at the School of Law are expected to abide by the standards of conduct contained in this Honor Code in their dealings with members of the School of Law community and in their personal affairs.

Each law student shall be responsible for the Honor Code's implementation. Students are therefore obligated not only to follow these standards of conduct, but also to take an active role in encouraging other students to respect them. As with the American Bar Association's *Model Rules of Professional Conduct*, the keystone of our Honor Code is self-regulation.

The Honor Code Committee will be responsible for administration of the Code. If in doubt as to whether past conduct triggers a duty to report under this Code, students are encouraged to make appropriate inquiries of either the Committee or a faculty member designated as a "Confidential Advisor" for purposes of this Code and obligated to keep all information pertaining to an alleged violation confidential, except as otherwise provided in subsection IV.E(3). If in doubt as to whether future conduct would constitute a violation of this Code, students are encouraged to make appropriate inquiries of their professors or, if necessary, the Committee. This responsibility to inquire is analogous to the one that students will have in the future, as members of the bar, to make inquiries of the appropriate bar officials if in doubt as to whether particular conduct violates applicable rules of professional conduct.

The Honor Code is based on a common law approach rather than a statutory one. That is, behavior that is impermissible is not defined in exhaustive detail. Instead, broad categories are stated, followed by examples. The broad categories of acceptable behavior refer to standards of the academic world as well as to rules and regulations of the profession and of everyday life.

II. Jurisdiction

A. Persons Subject to this Code. This Honor Code applies to every student enrolled or matriculated in the School of Law, except as provided in subsection IV.AA of this Code (“Administration of Code After Graduation or Other Separation”).

B. Matters Subject to this Code.

(1) This Honor Code applies to *all academic matters*, including, but not limited to:

(a) Any work performed for a course, writing program, or seminar, such as an examination, research, or other assignment;

(b) Any work performed in connection with participation in an activity for which credit may be given, such as law review, moot court, or clinics and externships;

(c) Any work performed in connection with participation in law-related competitions; and

(d) Any written or oral representation made with respect to academic achievement, such as a transcript, resume, educational record, or statement about grade point average or academic honors.

(2) This Honor Code applies to *non-academic matters* to the extent that they fall within the scope of Rule 8.4 of the ABA Model Rules of Professional Conduct.

C. Broad Construction; Overlapping Jurisdiction. This Honor Code shall be construed broadly in accordance with its Statement of Purpose. Any acts, whether undertaken within the School of Law, on University property, or elsewhere, are subject to all other applicable policies, procedures, rules, sanctions, and conditions of the School of Law and University. Thus, the institution of proceedings and results reached under this Honor Code shall not limit the authority of the School of Law or University, or its faculty or administrators, from enforcing all other applicable policies, procedures, rules, sanctions, and conditions. For example, nothing in this Honor Code shall limit the authority of: (a) the School of Law or University from acting administratively to protect public safety and the educational mission of the School of Law or University; (b) the School of Law from enforcing the Student Conduct Code; (c) the School of Law Admissions Committee from acting on any misrepresentation made in a student’s application for admission; (d) School of Law faculty from lowering a student’s grade or requiring the student to retake an examination; or (e) School of Law and University administrators from enforcing the law school’s Sexual Harassment Policy. Likewise, enforcement of applicable policies, procedures, rules, sanctions, and conditions by the School of Law or University, or its faculty or administrators, shall not preclude the institution of proceedings or limit the results reached under this Honor Code.

D. Relationship to Rules of Bar Examining Committees and Similar Organizations. The disclosures and reporting obligations required by this Code (for example, the “Duty to Disclose” and the “Duty to Report” under subsections III.C and IV.E(1) of this Code, respectively) are

independent of the disclosures required of students, staff, and faculty by any bar examining committee or similar organization. Nothing in this Code shall expand, limit, or otherwise control the disclosures and reporting obligations required by any bar examining committee or similar organization. For example, a student's disclosure of a criminal conviction to the Dean of the School of Law ("Dean") pursuant to this Code does not obviate the need for the student to disclose that conviction to a bar examining committee requesting such information. Similarly, nothing in this Code shall prevent the Dean from making any disclosures that may be required by a bar examining committee or similar organization.

III. Standards of Conduct

A. Honesty in Use of Ideas and Information.

(1) *Inappropriate use of others' work.* In contexts in which citation is expected, a student may not use the words, thoughts, or ideas of another without attribution consistent with standard legal citation manuals (e.g., *ALWD Citation Manual* or *Bluebook*), so that they seem as if they are the student's own. This type of misconduct can take many forms. The most flagrant forms include a student's copying someone else's work word-for-word or turning in a paper written by another with the student's name as the author. Other examples include, but are not limited to, rewriting someone else's work with only minor changes, summarizing another's work, or taking another person's ideas without acknowledging the source through proper attribution and citation.

Evidence that a student has inappropriately used the work of others includes, but is not limited to:

- (a) when significant sections of the paper match other sources and no attribution is given to those sources;
- (b) when any portion of the paper borrows heavily from a particular source, including the Internet — whether verbatim or paraphrased — and the source is not acknowledged; and
- (c) when a student fails to follow conventions for indicating direct quotations (e.g., when a paraphrase is too close to the original or when an actual direct quotation is not indicated). Failure to identify direct quotations is evidence of inappropriate usage regardless of whether the source is actually cited.

Students sometimes make minor mistakes in completing academic assignments. While one missing citation in a paper will, in most instances, be considered a careless mistake rather than inappropriate use of another's work, multiple instances of failing to provide proper attribution through quotation marks or citations are evidence that a student has inappropriately used the work of others. If in doubt as to whether citation is expected or what constitutes inappropriate use of others' work, a student should consult with the professor.

(2) *Cheating.* A student may not use or attempt to use prohibited materials or sources in connection with any academic matter. If in doubt as to what materials or sources are prohibited, a student should consult with the professor.

(3) *Prohibited assistance or collaboration.* A student may not give or receive prohibited aid on any academic matter. If in doubt as to what aid is prohibited, a student should consult with the professor.

(4) *Multiple submissions.* Except as provided below, a student may not submit work that the student has done in connection with any previous academic matter as if it were new and original work, nor may a student submit the same work in contemporaneous academic matters. Although professors occasionally may be willing to let students use previous work as the basis for new work, professors expect students to do new work for each class. A student seeking to submit a piece of work for more than one class must have the express prior approval of both professors. If in doubt as to what may constitute a multiple submission, a student should consult with both professors.

B. Honesty with Respect to Academic Achievement. A student may not lie about or misrepresent the student's work, academic records, credentials, or other academic matters or information. Examples of deception and misrepresentation include, but are not limited to, forging signatures, forging letters of recommendation, forging a transcript, falsifying internship or clinic documentation, falsifying pro bono records, and falsifying information in an application or on a resume.

C. Duty to Disclose.

(1) *Failing to make timely disclosure of factual irregularities, discrepancies, and material omissions in admissions application.* A student has a continuing responsibility to insure the completeness and correctness of the student's admissions application to the School of Law by disclosing to the Associate Dean for Academic Affairs any factual irregularities, discrepancies, or material omissions in the student's application from the time the student submits the application to the School of Law until the time the student graduates. Disclosure must be made within thirty (30) business days of when the student actually or constructively knows of the irregularity, discrepancy, or omission.

(2) *Failure to make timely disclosure of charges, arrests, convictions, and formal accusations.* A student has an obligation to disclose any conviction on the student's admissions application to the School of Law. Furthermore, from the time the student submits an admissions application to the School of Law until the time the student graduates, a student has a continuing obligation to disclose to the Associate Dean for Academic Affairs any charge, arrest, or conviction, and any formal accusation that the student engaged in conduct involving dishonesty, fraud, deceit, harassment, or misrepresentation. When events requiring disclosure occur after submission of an admissions application, disclosure must be made within thirty (30) business days of such charge, arrest, conviction, or formal accusation.

D. Respect for Standards of Conduct.

(1) *Failure to cooperate with administration of Code.* Failure to cooperate with the administration of this Code as set forth in Section IV ("Administration of Honor Code") is, itself,

a violation of this Code. Failure to cooperate with the administration of this Code includes, but is not limited to, failing to report conduct that a student knows is a violation of this Code or making an accusation with no reasonable grounds for believing that the accused student has violated this Code.

(2) *Attempting to violate or facilitating a violation of Code.* A student may not attempt to violate, or knowingly help someone else violate or attempt to violate, this Honor Code. Facilitating a violation includes, but is not limited to, giving someone work product to submit as his or her own or allowing someone to cheat from one's examination, research, or assignment.

E. Fair and Equal Access to the Education Process.

(1) *Misappropriation of and damage to academic materials.* A student may not damage, misappropriate, or disable academic resources so that others cannot use them. This includes, but is not limited to, removing pages from books, stealing books or articles, and deleting or damaging computer files intended for others' use.

(2) *Inappropriate use of technology.* A student may not use network or computer access inappropriately. Examples include, but are not limited to: tampering with another student's account so that the student cannot complete or submit an assignment; stealing a student's work through electronic means; knowingly spreading a computer virus; or misusing a Westlaw or Lexis account.

(3) *Compromising examination security.* A student may not invade the security maintained for the preparation or storage of examinations, tamper with exam-making or exam-taking software, identify oneself on an exam without the express prior approval of the professor, or discuss any part of an examination with a student who has not yet taken that examination but is scheduled to do so.

(4) *Unfair Advantage.* A student may not commit any act that the student knows may give the student or another student an unfair advantage or may interfere with the education process. Examples of violations of this subsection include, but are not limited to: (a) falsification of hours on a project where the number of hours is a requisite for credit; (b) use of materials in a research project which are prohibited by the written assignment instructions; (c) use of unauthorized materials in the course of preparing for or taking an exam; (d) intentional dishonesty in oral arguments for Moot Court, Trial Practice courses, or other scholastic competitions; (e) obtaining an unauthorized copy of or unauthorized information about an examination or other assignment prior to its distribution or facilitating another's attempt to do so; (f) continuing to write, edit, or otherwise work on an examination or other assignment when the time allotted has elapsed; and (g) misappropriating examinations or other assignments for any purpose after they are completed. If in doubt as to what may constitute an unfair advantage, a student should consult with the professor.

F. Compliance with Model Rules of Professional Conduct. As a prospective lawyer, a student must comply with Rule 8.4 of the ABA Model Rules of Professional Conduct. Any conduct that would bring sanctions under Rule 8.4 of the Model Rules violates the Honor Code. This

includes, but is not limited to, engaging in conduct involving dishonesty, fraud, deceit, harassment, or misrepresentation; or committing a criminal act that reflects adversely on the lawyer's honesty, trustworthiness, or fitness as a lawyer in other respects. Relationship to fitness shall be construed in accordance with the Model Rules and relevant caselaw. Generally speaking, offenses involving violence, dishonesty, breach of trust, or serious interference with the administration of justice reflect adversely on one's fitness as a lawyer. A pattern of repeated offenses, even ones of minor significance when considered separately, can also reflect adversely on one's fitness as a lawyer.

IV. Administration of Honor Code

A. Notice of Honor Code; Honor Code Affirmation. Notice of this Honor Code shall be provided to each student upon his or her acceptance to the School of Law. Each student who enrolls at the School of Law must affirm as follows, both verbally and in a signed writing, and before beginning classes:

"I [state name], as a student entering Quinnipiac University School of Law, understand that I am joining an academic community and am embarking on a professional career. The School of Law and the legal profession share important values that are reflected in the School of Law's Honor Code. I have read this Code and will conduct my academic, professional, and personal life to honor the values reflected therein."

B. The Honor Code Pledge. Although the Honor Code applies generally to all students' actions, the submission of examinations presents a unique opportunity to reinforce its importance. Therefore, all students shall sign the following Honor Code Pledge, using their examination number:

"On my honor, I pledge that I will follow the Honor Code regarding this examination. Specifically, I pledge that I have not given or received, and will not give or receive, prohibited assistance on this examination, and that I will neither work on nor retain this examination after the time allotted has elapsed. I understand that it is my duty to report any conduct that I know constitutes a violation of the Honor Code."

C. Honor Code Committee. The Honor Code Committee shall consist of four (4) faculty members appointed by the Dean at the beginning of each academic year, and eight (8) students chosen by the Student Bar Association ("SBA"), in any manner the SBA deems suitable, at the beginning of each academic year. The Dean shall designate one faculty member as Committee Chair.

At the beginning of the semester, the Dean shall designate one (1) additional faculty member as an Alternate Faculty Member. The Alternate Faculty Member will serve on the Committee if a faculty member on the Committee becomes unable to serve for any reason. The SBA shall likewise designate one (1) Alternate Student to serve on the Committee if a student on the Committee becomes unable to serve for any reason.

D. Questions Regarding Future Conduct. If in doubt as to whether future conduct would constitute a violation of this Code (e.g., whether a proposed act would constitute an unfair advantage), a student is encouraged to make appropriate inquiries of their professors or, if necessary, the Committee.

E. Reporting Violations.

(1) *Duty to Report*. A person who knows that a student has violated the Honor Code must report the alleged violation within a reasonable time to the Associate Dean for Academic Affairs or to any member of the Honor Code Committee. Any person who does not know – but has reasonable grounds for believing – that a student has violated the Honor Code may report the possible violation within a reasonable time to the Associate Dean for Academic Affairs or to any member of the Honor Code Committee. The Associate Dean or Committee member (other than the Honor Code Committee Chair) shall not conduct an inquiry into the alleged violation but shall instead notify the Honor Code Committee Chair.

(2) *Inquiries of Suspected Violator Encouraged*. A student who observes or learns of an apparent violation is encouraged to make inquiries of the suspected violator. If an explanation is given that clears up the matter, i.e., the witnessing student believes there was no violation, this should end the matter.

(3) *Inquiries of “Confidential Advisor” or Honor Code Committee Members Encouraged*. A student who is uncertain whether past conduct triggers a duty to report under this Code is encouraged to make appropriate inquiries of a faculty member who is designated as a “Confidential Advisor” for purposes of this Code. A Confidential Advisor is obligated to keep all information pertaining to an alleged violation confidential, except that confidentiality is waived if: (a) an accused student invokes the Confidential Advisor’s advice as a defense to an alleged violation; or (b) the alleged violation constitutes criminal conduct or a threat to public safety. At the beginning of each academic year, the Dean shall designate two (2) faculty members who are not Honor Code Committee Members as “Confidential Advisors.”

A student who is uncertain whether past conduct triggers a duty to report under this Code may also make appropriate inquiries of the Committee. Members of the Committee are not Confidential Advisors; they have a duty under this Code to report conduct they know constitutes a violation of the Code.

F. Preliminary Inquiry/Reasonable Grounds Determination. Upon receipt pursuant to Section IV.E(1) of a report of an alleged Honor Code violation, the Honor Code Committee Chair shall conduct a preliminary inquiry to determine whether reasonable grounds exist to support the conclusion that the alleged or possible violation occurred. If the Committee Chair so concludes, the Committee Chair shall refer the matter as soon as possible to an Advocate Team, pursuant to Section IV.G. If the Committee Chair concludes that there are not reasonable grounds for concluding that the alleged violation occurred, the Committee Chair shall deem the matter concluded.

In conducting the preliminary inquiry required by this subsection IV.F, the Honor Code Committee Chair shall consult with the Associate Dean of Academic Affairs.

On a periodic basis, the Honor Code Committee Chair shall report to the Honor Code Committee on any recent matters that the Chair deemed concluded after the Chair's preliminary inquiry revealed no reasonable grounds for concluding that an alleged Honor Code violation had occurred.

G. Advocate Team and Faculty Advisor. The Advocate Team shall consist of two (2) students from the Honor Code Committee, both appointed by the Committee Chair in rotation. The Team shall be responsible for investigating alleged violations of the Honor Code; deciding whether to bring charges against the accused student; preparing and presenting the case against the accused student before a Hearing Panel; and structuring and conducting negotiations with the accused student, or with the student, private attorney, or other person assisting the accused student, after charges have been brought.

The Committee Chair shall also appoint a faculty member on the Committee to serve as a Faculty Advisor to the Advocate Team. Under no circumstances shall the Faculty Advisor present the case against the accused student – that responsibility belongs to the Advocate Team alone.

H. Investigation and Charging Decision. The Advocate Team may investigate in any reasonable manner, including meeting with the accused student.

(1) *Request for Meeting and Advisement of Rights*. Before meeting with the accused student, the Advocate Team shall give him or her the following Request for Meeting and Advisement of Rights, in writing:

QUINNIPIAC UNIVERSITY SCHOOL OF LAW
HONOR CODE ADVOCATE TEAM
REQUEST FOR MEETING AND ADVISEMENT OF RIGHTS

As members of the Quinnipiac School of Law Honor Code Advocate Team, we are conducting an investigation into allegations that you violated the Honor Code. This is an investigation only, and no charges have been brought against you. As part of our investigation, we would like to speak with you about the alleged violations of the Honor Code.

You have the right to choose not to meet with us. If you choose not to meet with us, or if you choose to meet with us but refuse to answer questions, a Hearing Panel may treat your failure to cooperate as a basis for drawing adverse inferences.

You also have the right to have someone present at the meeting to assist you. In accordance with the Honor Code, you may secure assistance from any student, private attorney, or other individual you choose, provided that the person has familiarized himself or herself with the Honor Code. A law school faculty member, however, may not represent a student in an Honor Code matter.

If we decide to bring charges against you, anything you say at such a meeting may be used against you at an Honor Code Hearing. For the sake of convenience, we will record our meeting (if you agree to such a meeting), on a laptop.

Please complete the following and return to us no later than *[date]*. The failure to respond to this Request for Meeting in the time allotted constitutes a failure to cooperate with administration of the Honor Code and is therefore, itself, a violation of the Code. If you have any questions about this Request, please contact us immediately.

* * * *

I, *[name]*, have read and understand the QUSL Honor Code Advocate Team Request for Meeting and Advisement of Rights.

Check the appropriate box(es):

- I do not wish to meet with the Honor Code Advocate Team.
- I wish to meet with the Honor Code Advocate Team, and
- I do not wish to be represented at the meeting; or
- I wish to have the following person represent me at the meeting: *[name and contact information]*.

[sign name]

[date]

(2) *Consultation with Faculty Advisor.* Before bringing or declining to bring charges against the accused student, the Advocate Team shall consult with the Faculty Advisor. In the event that the Faculty Advisor and Advocate Team cannot agree on a course of conduct, the Advocate Team shall consult with the Honor Code Committee Chair, whose decision shall govern. If the Chair determines that charges should be brought, the Chair shall not serve on the Hearing Panel.

(3) *Decision to Bring Charges.* When the investigation discloses insufficient evidence of a violation, the Advocate Team shall promptly inform the Honor Code Committee Chair, in which case no charges shall be brought.

The Advocate Team may, in some circumstances and for good cause consistent with the interest of the School of Law community, decline to bring charges notwithstanding sufficient evidence of a violation. In such circumstances, the student's record shall reflect that disposition, including the Advocate Team's reasons for exercising its discretion to decline to bring charges. Factors that the Advocate Team may consider in exercising its discretion include, but are not limited to:

- (a) the severity of the violation and extent of the harm caused by the violation;
- (b) possible improper motives of the person who reported the alleged violation;
- (c) reluctance of the person who reported the alleged violation to testify;
- (d) self-reporting by the accused student;
- (e) remedial action taken by or negotiated with the accused student;
- (f) availability and likelihood of: (1) the institution of criminal proceedings against the accused student under state or federal law; or (2) the enforcement of other applicable policies, procedures, rules, sanctions, and conditions against the accused student by the School of Law or University, or its faculty or administrators; and
- (g) the likelihood that the Hearing Panel will not find that the accused student violated the Honor Code.

(4) *Advocate Team's Disclosure Materials.* As soon as possible after deciding to bring charges, the Advocate Team shall prepare and give to the Chair of the Honor Code Committee its disclosure materials. These materials shall consist of: a list of the witnesses who will be called to testify against the accused student; brief (one- or two-sentence) summaries of the substance of their expected testimony; and copies of any documents to be offered in evidence against the accused student. The Advocate Team's disclosure materials shall also include a memo listing and offering to make available for examination by the accused student at a time and location to be agreed on by the parties any tangible objects to be offered in evidence, as well as any evidence known to the Advocate Team that tends to exonerate the accused student or mitigate the degree of culpability.

I. Honor Code Hearing Panel. If the Advocate Team decides to bring charges, the Team shall promptly inform the Honor Code Committee Chair, who shall appoint an Honor Code Hearing Panel to hear and determine the matter. A Hearing Panel shall consist of one (1) faculty member from the Committee and four (4) students from the Committee, each appointed by the Committee Chair in rotation.

J. Assistance with Defense. Any student, private attorney, or other individual may -- at the request of the accused student -- assist the student in defense of the charges, provided that the person has familiarized himself or herself with the Honor Code. A law school faculty member, however, may not represent a student in an Honor Code matter. Moreover, any student who is not yet licensed to practice law cannot serve as the accused student's "attorney" in connection with an Honor Code matter. Any assisting student provides such assistance as part of the educational mission of the law school and not as the practice of law. All conversations between the accused student and the person assisting the accused are confidential.

K. Information Furnished to Accused Student. As soon as possible after receiving the Advocate Team's disclosure materials and notice that the Advocate Team has chosen to charge the accused student, the Honor Code Committee Chair shall give the accused student:

- (1) a Written Notice of Charges, setting forth the name of the accused student, the name of the accuser or accusers, the Honor Code provision(s) allegedly violated, and the nature of the charges with sufficient particularity to enable the accused student to answer them;
- (2) the Advocate Team's disclosure materials; and
- (3) a copy of the Honor Code.

The Committee Chair shall give these materials to the accused student in the manner most likely to provide the student with prompt notice.

L. Information Furnished to Advocate Team. The Written Notice of Charges shall require the accused student to file with the Committee Chair:

- (1) a written Answer admitting, denying, or admitting in part and denying in part the charges. An Answer should contain specific admissions or denials for each allegation of fact in the charge, and shall not contain only general denials;
- (2) disclosure materials similar to that given to the accused student – i.e., a list of the witnesses who will be called to testify on behalf of the accused student; brief (one- or two-sentence) summaries of the substance of their expected testimony; copies of any documents to be offered in evidence in support of the accused student; and a memo listing and offering to make available for examination by the Advocate Team at a time and location to be agreed on by the parties any tangible objects to be offered in evidence; and
- (3) a Written Statement of Accused responding to every allegation of fact in the charge that the accused student has denied in the Answer, and about which he or she has any information.

The Advocate Team may enter the Answer, the accused student's disclosure materials, and, if applicable, the Written Statement of Accused into evidence at an Honor Code Hearing. The Chair shall specify in the Written Notice of Charges a date on which these documents shall be due, but in no event shall the due date be less than ten (10) business days from the issuance of the Written Notice of Charges. The Chair, upon request of the accused student and for good cause shown, may extend the time for filing these documents.

M. Continuing Duty to Disclose.

If either the Advocate Team or the accused student intends to call a witness not already disclosed or offer into evidence documents or tangible objects not already disclosed, the Advocate Team or accused student will promptly make such disclosure to the other party consistent with subsections IV.H(4) ("Advocate Team's Disclosure Materials") and IV.L(2) ("Information Furnished to Advocate Team") of this Code. Likewise, the accused student and the Advocate

Team shall correct or supplement any disclosure that either side learns to be false or incomplete.

There shall be no process prior to the hearing for ruling on disputes relating to this disclosure process. The Hearing Panel may, however, treat a failure to disclose or cooperate as a basis for excluding testimony or evidence, or for drawing adverse inferences.

N. Hearing. As soon as possible following the issuance of the Written Notice of Charges, but no earlier than ten (10) business days thereafter, the Honor Code Committee Chair shall schedule a hearing date. The Chair shall provide the accused with notice of the date, place, and time of the Hearing. A record of the Hearing shall be made by audio or videotape recording, or stenographic means, as determined by the Chair. The Hearing shall be completed no later than the end of the semester after the one in which the violation was reported, unless the Chair, upon request of the accused student or Advocate Team and for good cause shown, grants a continuance. The hearing shall be open or closed at the election of the accused student, subject to the School of Law's need to maintain order. An accused student wishing a continuance, an open hearing, or both shall notify the Committee in writing at least two (2) business days prior to the Hearing date.

O. Rights of Accused Student. At the Hearing, the accused student shall have the following rights:

- (1) To be assisted by a student, a private attorney retained by the accused, or other individual; provided, however, that a law school faculty member may not represent an accused student in an Honor Code matter.
- (2) In person or through his or her representative, to summon and present witnesses and other evidence on his or her behalf;
- (3) In person or through his or her representative, to confront and cross-examine the accuser and all other witnesses;
- (4) To refuse to testify on his or her own behalf. If an accused student refuses to testify, or chooses to testify but refuses to answer questions, the Hearing Panel may draw a negative inference from the refusal.
- (5) To bring to the attention of the Hearing Panel any facts or circumstances that would or would appear to compromise the impartiality of a member of the Panel. Any member of the Panel who knows of such circumstances, whether or not presented by the student, shall recuse himself or herself. If a Panel member declines to recuse himself or herself upon request by the accused or another Panel member, the Dean shall make the final decision. Any recused member shall be replaced in the same manner as the member was originally appointed.

P. Evidence. Formal rules of evidence shall not apply to the Honor Code Hearing. Any oral or documentary evidence may be received, but irrelevant, immaterial, or unduly repetitious evidence may be excluded. The Hearing Panel will designate one member of the Panel to rule

on evidentiary matters at the Hearing. When a hearing will be expedited and the interests of the School of Law or the student will not be prejudiced substantially, evidence may be received in the form of copies and excerpts if the original is not readily available. The Hearing Panel may take notice of the records and written policies of the School of Law and of the University. The parties shall be informed of the materials the Panel notices, and shall have an opportunity to contest those materials.

Q. Negotiated Settlement. After bringing charges, the Advocate Team may enter into a settlement with the accused student. Any negotiated settlement between the Advocate Team and the accused shall be subject to approval by the Hearing Panel. In the absence of an admission of an Honor Code violation by the accused, the Panel may impose *conditions* pursuant to a negotiated settlement, but not *sanctions*.

R. Burden of Proof; Panel Decision. After a contested hearing, the Hearing Panel shall reach a decision regarding the existence of an Honor Code violation and the appropriate sanction or condition for any violation. The decision shall be upon a majority vote of the Panel, based upon clear and convincing evidence, and communicated in writing to the student within ten (10) business days after the decision is made.

S. Summary of Adverse Decision. If the decision is adverse to the student, the Panel shall, within twenty (20) business days of mailing the decision, prepare a written summary of the evidence and its findings. A copy of the summary and a record of the Hearing shall be mailed to the student and given to the Dean. If no appeal is taken by the student within the time limit prescribed below, the Dean shall implement the sanction or condition imposed by the Hearing Panel.

T. Appeal.

(1) *Timing and Content of Appeal*. The student may, within ten (10) business days after receipt of the written Summary of Adverse Decision, appeal to the Dean who may affirm, reverse or remand the decision, or reduce the sanction or condition. The student must specify in writing the basis of the appeal. The Dean may request a response in writing from the Hearing Panel. No new evidence shall be presented by either the student or the Hearing Panel.

(2) *Standard of Review on Appeal*. Appeals alleging factual errors shall be governed by a clearly-erroneous standard. Appeals alleging procedural errors or erroneous interpretation of the Code shall be reviewed for prejudicial error.

(3) *Final Disposition*. The Dean shall specify in writing the reason for any reversal, remand, or reduction. The Dean's disposition of the appeal shall be final and no further appeal of the Hearing Panel's decision may be taken. This subsection represents the extent of appeal rights under this Code – there are no additional School of Law or University appeal rights under this Code.

U. Petition for Rehearing. A student who has received a sanction or condition may petition the Honor Code Committee for a rehearing on the grounds of newly discovered evidence. Upon

receipt of the petition, the Honor Code Committee Chair shall appoint an Advocate Team to consider whether the petition has merit and whether justice requires a rehearing. If the petition has merit and justice so requires, the Advocate Team shall promptly inform the Honor Code Committee Chair, who shall appoint an Honor Code Hearing Panel. The Panel shall convene a hearing to consider the new evidence and reconsider the findings in light of the new evidence. Following such a hearing, the Hearing Panel shall enter an order affirming, modifying, or reversing its original decision and shall notify the petitioner and Dean of its decision.

V. Student Witnesses. A student's refusal to give a statement or attend and testify truthfully at any Hearing upon summons by either the Advocate Team or the accused student shall constitute a violation of this Code.

W. Confidentiality.

(1) *General Rule*. Except as provided below, all Honor Code proceedings and accompanying information, including Advocate Team investigations, shall remain confidential to the maximum extent possible.

(2) *Exceptions to General Rule*.

(a) Confidentiality is waived if the accused student elects a public hearing or breaches this Code's Confidentiality provision.

(b) The Honor Code Committee shall issue Public Reports as described in subsection IV.X of this Code ("Public Reports"). Under no circumstances shall the names of any students appear in the Public Reports mandated by this Code, except that the accused student may elect to have his or her own name appear in such Reports.

(3) *Breach of Confidentiality*. Any breach of this Confidentiality provision by any student shall be a violation of this Code.

X. Public Reports The Honor Code Committee shall issue periodic Public Reports, to be posted in the School of Law, summarizing the matters resolved by the Committee in the reported period. Such Public Reports shall omit the names of all students except as provided in subsection IV.W(2)(b) ("Exceptions to General Rule" of Confidentiality). The Public Reports shall also – to the greatest extent possible – omit details about the reported matters that would risk revealing the identity of the student(s) involved.

Copies of all Public Reports shall be kept on file with the Associate Dean for Academic Affairs.

Y. Sanctions and Conditions. Sanctions and conditions that may be imposed by the Hearing Panel or Dean include, but are not limited to, one or more of the following:

(1) Expulsion from the School of Law or revocation of School of Law diploma, as the case may be;

- (2) Suspension from the School of Law, or any course or other School of Law-related activity, for one or more semesters, or for the balance of any semester;
- (3) Withdrawal of credit in a course;
- (4) Academic probation;
- (5) A written reprimand;
- (6) An oral admonition;
- (7) Restitution;
- (8) Conditions, such as mediation, referral of the accused student to the University Counseling Center, or a letter of apology or explanation of conduct.

Z. Record-Keeping.

The following dispositions shall be noted in an accused student's permanent file:

- (1) The Advocate Team's decision not to bring charges despite the presence of sufficient evidence of a violation and the reason for that decision, as set forth in subsection IV.H(3) ("Decision to Bring Charges");
- (2) An approval of settlement by the Hearing Panel as set forth in subsection IV.Q ("Negotiated Settlement"), including any admission of an Honor Code violation by the accused student and any sanction or condition imposed;
- (3) The Hearing Panel's dismissal of charges against an accused student;
- (4) After the expiration of the appeal period, the Hearing Panel's determination of an Honor Code violation, and the sanction or condition imposed; and
- (5) The Dean's affirmance, reversal, or remand of the Hearing Panel's determination of an Honor Code violation on appeal, and any sanction or condition imposed.

AA. Administration of Code After Graduation or Other Separation. Proceedings may be initiated or continued after the student has graduated or otherwise separated from the School of Law, provided that the alleged violation occurred while the student was enrolled or matriculated in the School of Law. If an Honor Code matter is pending when a student is scheduled to graduate from the School of Law, the student's degree may be withheld at least until the matter is resolved.

V. Periodic Review; Effective Date; No Retroactivity.

The Honor Code Committee shall review this Code periodically and recommend any amendments it deems necessary to ensure that this Code remains consistent with the Statement of Purpose set forth in Section I of this Code.

This Code shall become effective on the date specified by the faculty at the time of adoption. This Code, and any amendment to this Code from time to time, shall be deemed to apply only to conduct occurring on or after the effective date of this Code or such amendment, as the case may be.