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Reservation of University Rights

Information presented here is subject to change, and the University reserves the right to depart without notice from any policy or procedure referred to in this handbook. This handbook is not intended to and should not be regarded as a contract between the University and any student or other person. Students are encouraged to consult the offices and websites described for the most current and up-to-date information.
Welcome from the Dean of Students

Welcome to Columbia Law School! To study law at Columbia is to be a member of an exceptional community—one that has shaped both the world and local communities for more than 150 years.

This handbook provides an overview of the myriad resources available to assist you in all facets of your life as a law student, including an overview of student organizations and journals, mentoring, academic counseling, health and wellness programs, and some of the policies of the Law School and the University. Inside, you’ll also find information to help you get to know our neighborhood and to take advantage of our location in New York City.

During your time here, you will be enriched by learning from our eminent faculty and by collaborating with your classmates—colleagues with uncommon talents from a remarkable diversity of backgrounds and perspectives. We know you will find it an invigorating place to live and learn. We also hope you take the time over the next three years to explore all that New York offers. We are here to support you in any way possible as you grow in knowledge and shape a brilliant future. We look forward to your contribution to the Columbia Law School family.

With warmest wishes for a most successful year,

Michelle Greenberg-Kobrin  
Dean of Students

P.S. You can always contact me at michelle.greenberg-kobrin@law.columbia.edu or 212-854-7420, and you can reach Student Services at studentservices@law.columbia.edu or 212-854-2395. I look forward to hearing from you!
Academic Calendar 2015–2016

Fall Term 2015

August

17 and 18  First-year J.D. Registration and Orientation
18  LL.M. Registration and Orientation
19–Sept. 4  First-year J.D. classes in Legal Methods (LM) and in Legal Practice Workshop (LPW). LPW continues throughout the fall term; Legal Methods final exam on September 25
19–Sept. 4  Classes in LL.M. Introduction to American Law (IAL) and in Legal Research and Writing (LRW). LL.M. LRW continues throughout the fall term; IAL final exam on September 25
31  Start of Change of Program Period (Add/Drop); only voluntary changes until September 8

September

1  October 2015 Degree Candidates: Deadline to submit outstanding 2014–2015 written work granted an extension
4  End of classes in 1L Legal Methods and LL.M. Introduction to American Law (IAL)
7  Labor Day; No classes.
8 (Tuesday)  First day of classes in term-long Law courses. First day of classes at other divisions of the University
8–18  Law School Change of Program Period (Add/Drop) continues; action required on wait-list notifications
18  End of Law School Change of Program Period; after this date changes only with permission of the Rules Committee, upon petition
18  3L’s Deadline to register for Major Writing Credit
24  Legal Methods Study Day; No 1L classes
25  Final exams for 1L Legal Methods and LL.M. Introduction to American Law

October

1  October 2015 LL.M. Degree Candidates: Last day to file final copy of LL.M. Essay with Graduate Legal Studies
15  Final date to drop a Fall 2015 Law course (the notation of "W" will be recorded for these late drops)
15  LL.M. Writing Project registration deadline for fall term writing projects
15  Final date to submit outstanding 2014–2015 written work that was granted an extension (grades due by November 15)
21  Conferral of October degrees

November

26–27  Thanksgiving Holiday; No Classes

December

1  May 2016 Degree Candidates: Degree applications due
4 (Friday)  Last day of 1L classes
5–10  1L study period (1L exams December 11–22)
11–22  1L exams
11 (Friday)  Last day of upper-year Law classes
12–13  Upper-year study days (upper-year exams Dec. 14–22)
14  Last day of classes at other divisions of the University
14–22  Upper-year exams
22  Fall 2015 term ends; due date for submission of Fall 2015 written work
31  February 2016 Degree Candidates: Deadline to submit outstanding written work; last day to file final copy of LL.M. Essay with Graduate Legal Studies
### Spring Term 2016

#### January

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Start of Change of Program Period (Add/Drop); only voluntary changes until January 19</td>
</tr>
<tr>
<td>18</td>
<td>Martin Luther King, Jr. Birthday Observed. No Classes</td>
</tr>
<tr>
<td>19 (Tuesday)</td>
<td>First day of all Law School classes. First day of classes at other divisions of the University</td>
</tr>
<tr>
<td>19–26</td>
<td>Law School Change of Program Period (Add/Drop) continues; action required on wait-list notification</td>
</tr>
<tr>
<td>26</td>
<td>End of Law School Change of Program Period; after this date, changes only with permission of the Rules Committee, upon petition</td>
</tr>
<tr>
<td>26</td>
<td>3L’s: Deadline to register for Minor Writing Credit</td>
</tr>
</tbody>
</table>

#### February

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3L’s: Deadline to submit first draft of Major Writing Credit paper</td>
</tr>
<tr>
<td>1</td>
<td>LL.M. Writing Project registration deadline for spring term writing projects</td>
</tr>
<tr>
<td>10</td>
<td>Conferral of February 2016 degrees</td>
</tr>
<tr>
<td>15</td>
<td>Final date to drop a Spring 2016 Law course (the notation of “W” will be recorded for these late drops)</td>
</tr>
</tbody>
</table>

#### March

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>14–18</td>
<td>Spring Recess, No Classes</td>
</tr>
</tbody>
</table>

#### April

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3L’s: Deadline to submit final draft of Major Writing Credit paper</td>
</tr>
<tr>
<td>1</td>
<td>All students: Deadline to submit all outstanding Fall 2015 written work that was granted an extension</td>
</tr>
<tr>
<td>27 (Wednesday)</td>
<td>Last day of Law School classes</td>
</tr>
<tr>
<td>27</td>
<td>May 2016 Degree Candidates (J.D. and LL.M.): Deadline to submit all outstanding Spring 2016 written work</td>
</tr>
<tr>
<td>27</td>
<td>May 2016 LL.M. Degree Candidates: Last day to file final copy of LL.M. Essay with Graduate Legal Studies</td>
</tr>
<tr>
<td>28–May 1</td>
<td>Upper-year study period (exams May 2–13)</td>
</tr>
<tr>
<td>28–May 3</td>
<td>1L study period (exams May 4–13)</td>
</tr>
</tbody>
</table>

#### May

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Last day of classes at other divisions of the University</td>
</tr>
<tr>
<td>2–13</td>
<td>Upper-year exams</td>
</tr>
<tr>
<td>4–13</td>
<td>1L exams</td>
</tr>
<tr>
<td>13</td>
<td>Last day of exams for all Law courses</td>
</tr>
<tr>
<td>13</td>
<td>Continuing students: Due date for submission of Spring 2016 written work</td>
</tr>
<tr>
<td>13</td>
<td>Spring 2016 term ends</td>
</tr>
<tr>
<td>18 (Wednesday)</td>
<td>University Commencement and Degree Conferral</td>
</tr>
<tr>
<td>19 (Thursday)</td>
<td>Law School Graduation Ceremony—Date Tentative. To Be Confirmed</td>
</tr>
</tbody>
</table>

Visit the Registration Services website for updates to the Columbia Law School Academic Calendar: www.law.columbia.edu/academics/registrar
Student Organizations

The diversity of the student body at Columbia brings an astonishing breadth of interests and experiences, manifested in the number of student organizations and activities at the Law School. Ranging from professional interest to social groups, student organizations are an integral and significant piece of the student experience at Columbia Law School.

American Civil Liberties Union

The American Civil Liberties Union (ACLU) was founded in 1920 by citizens concerned about mass arrests of suspected radicals by the Department of Justice. Since then, the ACLU has continued to fight to protect and secure the rights guaranteed by our Constitution, which occasionally requires it to defend the rights of unpopular groups and unsympathetic characters.

The Columbia Law School chapter, established in April 1991, serves to focus attention on constitutional law and civil liberties issues of national, regional, and campus interest, as well as to encourage hands-on involvement in protecting civil liberties. Past events have included debates, speaker panels, and training sessions. We also engage in activist activities such as petitioning state and federal officials, or distributing information to groups of citizens to inform them of their rights.

Chapter members can get involved in other activities as well, including assisting ACLU lawyers with legal research, helping out with the Stop & Frisk project at the NYCLU, drafting position papers about civil liberties issues, and speaking about civil rights issues. From year to year, the ACLU continues to refine its mission to meet the needs and interests of our members and the Law School and University communities. Students, faculty, and staff are all welcome to join and participate.

Contact: aclu@law.columbia.edu

Amnesty International

Thousands of people are in prison because of their beliefs. Many are held without charge or trial. Torture and the death penalty are widespread. In many countries, men, women, and children have “disappeared” after being taken into official custody. Still others have been killed without any pretense of legality. These human rights abuses occur in countries of widely differing ideologies. Amnesty International is an independent, worldwide movement of people dedicated to the protection and promotion of internationally recognized human rights.

The Columbia chapter shares this vision and works towards its fulfillment through campaigns touching on all areas of human rights. In addition to conducting monthly meetings and sponsoring letter-writing events, we work with other student groups and outside organizations to educate the Law School community about pressing human rights issues through speakers, panel discussions, and film screenings. We invite you to get involved, and we welcome your questions and ideas.

Contact: studentservices@law.columbia.edu

Asian Pacific American Law Students Association

The Asian Pacific American Law Students Association (APALSA) facilitates academic and professional development and hosts numerous social events throughout the school year. Our marquee programs include our annual conference focusing on issues affecting the Asian Pacific American community, our Mentorship Program pairing 1Ls with 2Ls, 3Ls, and with practicing attorneys to guide students through their law school experience, and our very well-received Academic/Professional Series including study tips panels, résumé review workshops with practicing attorneys, and fireside chats with firms in the spring semester. APALSA has also been active on
the Social Justice Initiatives (SJI) front, participating in the talks regarding democracy in Hong Kong, Columbia Law School for the Millions March, and the Candlelight Vigil for Charleston, among other events. We also work with APALSA chapters at other New York area law schools to build a network within our wider community. Through our numerous and very well-attended social events, members build incredibly strong friendships that carry them through law school and last well beyond graduation. Overall, APALSA is an organization that equips its members to succeed in law school and in their future careers.

Contact: apalsa@law.columbia.edu

Black Law Students Association

The Columbia Black Law Students Association (BLSA) is an inclusive organization where students can learn and develop the tools necessary to achieve academic and professional success. BLSA provides academic support, alumni resources, and career opportunities to its membership. BLSA also raises awareness within the Law School community about issues that disproportionately impact poor and minority communities. BLSA actively facilitates the relationship between the student body and alumni, professors, practitioners, and university administrators. We organize numerous events throughout the year to create opportunities for students to explore their interests. These events include career panels, speaker series, and alumni mixers. Students are empowered to succeed through programming like the Résumé Workshop, mentoring program, and Charting Your Course Academic Series. Additionally, events like Profiling Practice Areas and the Diversity Fireside Chats give our membership insight to facilitate firm selection during the recruiting season.

Building our community is equally critical to the student experience and overall success. During the fall semester we organize an off-campus retreat for all members of the organization, and host an annual reception to honor distinguished alumni. In the spring semester our marquee events are the Paul Robeson Conference and the Paul Robeson Gala. These events celebrate academic scholarship and excellence in practice across all legal disciplines. We also celebrate the sponsors who support us all year and the strength of the Columbia BLSA community. In addition, we support the National Frederick Douglass Moot Court Competition (at Columbia Law School, a program made possible by the generous support of Paul, Weiss, Rifkind, Wharton & Garrison LLP) and, in particular, those first-year students who participate.

BLSA is strongly committed to community service and addressing the difficulties faced by the black community. BLSA also reaches out to impoverished communities through voter registration campaigns, legal advocacy, and food and clothing drives. We have sponsored student caravans to New Orleans to provide a myriad of legal services for low-income and indigent communities.

BLSA is a chapter of the National Black Law Students Association (NBLSA). NBLSA is the largest law student-run organization in the United States, with more than 200 chapters at law schools throughout the country. These chapters represent more than 6,000 black law students. The organization’s purpose is two-fold: to facilitate the academic and professional development of African-American students in law schools across the country and to instill a greater commitment to the needs of the black community.

Contact: blsa@law.columbia.edu

California Society

The California Society of Columbia Law School is dedicated to representing and developing the ties of the many Law School students and alumni with an interest in California. In fact, at any given time, hundreds of Columbia Law School students are from California, and thousands of alumni live in the state. We are committed to developing a social, intellectual, and professional environment for students and alumni through events, job resources, panels, speakers, and mentoring programs. Through collaboration with other organizations and the administration, we aim to become the central resource for students and alumni in connecting California and Columbia Law School.

Contact: CaliforniaSociety@law.columbia.edu

Canadian Club

If you say sorry and it doesn’t sound like “saw-ry”, then you’re probably Canadian (even if you’re not, you’re saying it right). You’re not alone! Canadian Club was founded two years ago by some enterprising young (and old) Canadians who wanted a bit more of the Queen in their lives at Columbia Law School, and this year is going to be as big as the better side of Niagara Falls.

If you’re interested in spending time with Canadians and the people who love us, regardless of your national origin (we’re far too nice to hold it against you), then we’re the club for you.* Come out for social events (we have Thanksgiving at the proper time, cheer for real hockey teams, and don’t balk at putting both cheese AND gravy on our fries) and academic sessions (Canadian-to-Canadian advice has a
proven track record of saving one of our members hundreds of dollars and many headaches).

*If you’re from Saskatchewan and think a hoodie is called a “bunny hug” then we’re still deciding what to do with you. It’s super adorable, though.
Contact: canadianclub@law.columbia.edu

Christian Legal Society
The Christian Legal Society (CLS) is a non-denominational Christian fellowship that conducts weekly meetings and social events open to all faiths and non-faiths. The focus of the gatherings is discussing and learning how the Christian faith can play a vital role in one’s study and practice of law. CLS weekly meetings generally involve student-led Bible studies, although outside speakers often are invited to speak. CLS also sponsors various outreach events, retreats, and meetings with other Christians at Columbia and in New York.
Contact: christian_legal_society@law.columbia.edu

Civil Rights Law Society
The Civil Rights Law Society is an organization dedicated to initiating discourse on civil rights issues, both domestic and international. The Society provides a forum for scholars, practitioners, and law students to share their ideas and experiences through guest lectures, panel discussions, conferences, and community service/pro bono events. Past events have included a panel on careers in civil rights with practitioners from government, academia, private practice, and non-profits; a dinner and panel discussion on criminal law and civil rights; and a panel on voter rights 50 years after Brown v. Board of Education. The Society also aims to help prepare Columbia Law School graduates to enter both the public and private sectors armed with a stronger consciousness of civil rights issues.
Contact: crls@law.columbia.edu

Columbia Antitrust Law and Economics Association
The Columbia Antitrust Law and Economics Association (formerly the Columbia International Antitrust Law Association) was established in March 2010 as the first antitrust association in an Ivy League Law School. The purpose of the Association is to bring together Columbia Law School students, professors, and alumni interested in legal issues in connection with the study, practice, and development of antitrust law both in the U.S. and in other jurisdictions. Our goals include promoting integration among our members; fostering and promoting the study, practice, and development of antitrust law around the globe; organizing academic events; promoting contact with law firms, business organizations, governmental, and non-governmental agencies and organizations; organizing social events; and assisting incoming new students.
Contact: calea@law.columbia.edu

Columbia Business and Law Association
The Columbia Business and Law Association (CBLA) is the Law School’s principal student group dedicated to the interaction between law and business. We recognize that lawyers with business training and business leaders with a legal background can gain a critical competitive edge in the current economy. CBLA therefore aims to provide a forum for students to pursue scholarship and professional opportunities in business, both within and outside of law. The organization routinely sponsors lectures, workshops, and networking events from traditional areas of interest such as investment banking, management consulting, venture capital, private equity, hedge funds, and entrepreneurship. CBLA also serves as a center for members of the Columbia Law School community interested in many aspects of business law, including corporate governance and securities regulation.
Contact: cbla@law.columbia.edu
Website: www.clscbla.com

Columbia Card Club
The Card Club is dedicated to bringing members of the Law School together for card games and tournaments, in addition to creating opportunities to meet fellow players. There is a special focus on weekly games of Texas Hold ’Em, a fun and challenging game called “the Cadillac of poker.” You might even earn your place in the legendary Tournament of Champions at the end of the semester. Players of all abilities are welcome, and we would love to hear about your game of choice. The Card Club is also committed to creating dialogue within the Law School and the legal community surrounding the legal and regulatory issues of card playing. Or so we tell the administration, but hey, if you really want to talk about that stuff . . .
Contact: cardclub@law.columbia.edu
Website: web.law.columbia.edu/card-club
Columbia European Law Association
The Columbia European Law Association is a Eurocentric student group for all those interested in European law, policy, jurisprudence, institutions, firms, and NGOs. We monitor developments of interest to the transatlantic relationship in its broadest sense but also Europe’s relationship with Africa and Asia. Our perspective is all of Europe and not limited to the European Union with its member states, much less to the Eurozone. Students from all law degree programs, cultures and nationalities are cordially welcome to participate in our activities.
Contact: cela@law.columbia.edu

Columbia Gastronomy Society
The Columbia Gastronomy Society is the student group dedicated to the art and science of food and cooking. Through a variety of tastings, formal dinners, casual outings, talks by chefs and other food connoisseurs, cooking competitions, and trips to farmers’ markets, members of this group come together over their love of good food.
Contact: clsfoodies@gmail.com

Columbia Health Law Association
The Columbia Health Law Association is Columbia Law School’s student organization dedicated to the field of health-related law and policy. Guided by a vision of professionals working together to solve some of today’s most important issues, we are building a community at Columbia Law School where students can engage and learn from physicians, law professionals, academics, and one another. Members have the opportunity to attend an annual series of lunches with health law attorneys hosted at different firms, to join the American Health Law Association as a student member, and to attend various lectures and colloquia on health care law trends and reform. Our goal is to create interest and awareness, through social and professional events, while providing a launching point for those already interested to get involved.
Contact: chla@law.columbia.edu

Columbia International Arbitration Association
The purpose of the Columbia International Arbitration Association (CIAA) is to bring together Columbia Law School students, professors, alumni, and arbitration practitioners interested in the study, practice, and development of International Arbitration as an individual discipline for many purposes, including: (i) to promote integration among its members; (ii) to exchange information and experiences about legal issues involving international arbitration; (iii) to organize academic events; (iv) to establish contacts with law firms, business organizations, and governmental and nongovernmental agencies and organizations; (v) to organize social events; and (vi) to assist incoming new students.
Contact: CIAA@law.columbia.edu

Columbia Latin American Business Law Association
The Columbia Latin American Business Law Association (CLABLA) was founded by a group of LL.M. students at Columbia Law School. Our purpose is to bring together students, faculty, and alumni interested in the relationship between the law of Latin American countries and the United States legal system. We promote integration among our members; develop contacts with law firms, business organizations, and governmental and non-governmental agencies and organizations; and assist incoming Latin American students. CLABLA members will be happy to answer any questions that you may have.
Contact: studentservices@law.columbia.edu

Columbia Law Chess Club
The Columbia Law Chess Club meets weekly to play games, learn tactics and strategy, and study chess. Occasionally we will play chess variants such as bughouse. All ability levels are welcome, beginners are encouraged to come and learn new tactics.
Contact: chess@law.columbia.edu

Columbia Law and Entrepreneurship Society
The Columbia Law and Entrepreneurship Society (CLES) is for law students who are interested in business and entrepreneurship. We bring together industry leaders from tech, venture capitalist, and start-up law to discuss emerging legal and business trends in the industry. CLES also encourages entrepreneurial spirit on campus by serving as a breeding ground for new ideas. We are a supportive community that connects ambitious students and assists those seeking to launch the next big company.
Contact: CLES@law.columbia.edu

Columbia Law Feminist Society
The Columbia Law Feminist Society (CLFS) aims to promote feminist voices on campus and inspire Columbia Law School students to incorporate feminist viewpoints into their approach to the study of law and the legal profession,
through social justice activities and engagement with contemporary issues. CLFS provides an intersectional space for students interested in all aspects of gender issues to come together across student groups and pro bono projects, and engage in dialogue with each other and the greater Columbia community. To this end, CLFS hosts events such as bringing in speakers, facilitating a book club, and providing opportunities for discussions of contemporary issues related to gender and/or law, and coordinates opportunities for feminist activism on every level, from the law school to the national stage.

Contact: clfs@law.columbia.edu

Columbia Law First Generation Professionals
Columbia Law First Generation Professionals (FGP) is an inclusive community that works to provide support to the working class at Columbia Law School and cultivate a conscientious disposition towards class issues amongst the Law School community at large. The community is organized around principles of economic justice rather than identity. FGP is open to anyone who seeks to talk about and/or organize around matters of class-consciousness and firmly prioritizes the needs of working-class students, regardless of whether or not they fit into the “first generation” category. FGP seeks to address student needs by (1) establishing a support network that offers perspectives about life during and after law school, (2) providing practical guidance to students faced with personal challenges, and (3) planning activities tailored to members’ interests in fun and in social justice. FGP’s ancillary mission is to serve as a vehicle for (1) dialogue on working class experiences and class consciousness and (2) advocacy and action for issues affecting Columbia Law School’s working class professionals, including University employees and neighbors in Harlem.

Contact: fgp@law.columbia.edu

Columbia Law Improvisation Club
The Columbia Law Improvisation Club (CLIC) is a brand-spanking new club in its first full year of operation. It’s even got that new club smell! CLIC is a group of improv-oriented comedy persons that like to make jokes off of the top of their heads instead of writing them down beforehand. The organization exists to bring these kooky folks into one room each week for an hour to just go nuts and have a lot of fun. There is no requirement to attend weekly, so come when you feel like it, and if you don’t feel like coming, well we never thought you were that cool anyway.* We hope to put together some kind of showcase in the spring where CLIC members will get to show their stuff in front of the rest of the Law School community.

*We totally thought you were cool. Still do, honestly.

Contact: studentservices@law.columbia.edu

Columbia Law Israel Organization (previously known as Koleinu)
Columbia Law Israel Organization (CLIO) is a community where students with an interest in Israel, the Middle East, and the practice of law in Israel come together and share ideas, exchange information, and learn from each other’s experiences. CLIO aims to promote education about Israeli law and society, and an open and respectful dialogue amongst the Columbia Law School student body about issues affecting Israel and the Middle East. To that end, CLIO hosts educational, professional, and social and cultural events at the Law School, including speakers and guests of all ideologies within the enormous Israeli spectrum. CLIO also plans and executes several long-term initiatives to encourage our students to work in or with Israel, support our Israeli student population at the Law School, and otherwise counter any negative influences. Alongside the Center for Israeli Legal Studies at Columbia Law School, CLIO helps to bring major Israeli speakers to the Law School, where there is a respectful environment to hear, question, and discuss a wide range of topics with movers and shakers from Israel. CLIO is an inclusive group and we are eager to build a diverse membership and add new perspectives, experiences, and voices to our group. We look forward to your involvement!

Contact: koleinu@law.columbia.edu

Columbia Law Revue
Columbia Law Revue is the Law School’s very own law student-written/directed/produced/performed musical comedy show. Each year, the Law Revue puts on two shows, one for each semester. The music is generally a parody of music from all genres, including classic rock, pop, hip-hop, and show tunes. We welcome performers, writers, and techies with all levels of talent and experience, and allow our members to determine their own level of involvement in each show.

Contact: law_revue@law.columbia.edu
Columbia Law School
Competitive Table Sports Society
The Columbia Law School Competitive Table Sports Society is a student group focused on promoting small-scale student interactions and building personal relationships through competitive table sports. These include time-honored American pastimes like pool, table tennis, snooker, billiards, mahjong, table twister, and everyone’s favorite, manual ping-pong. Our mission is to make the Columbia Law School community feel smaller by creating opportunities for students to interact with each other in a more fun and intimate environment than the typical law school setting. We host various table sport events throughout the school year—tournament and bracket-style madness isn’t just for March.
Contact: ctss@law.columbia.edu

Columbia Law School Craft Beer Club
The Columbia Craft Beer Club is a student-founded organization devoted to the brewing and appreciation of craft beer, both local and international. As the craft beer community evolves and grows, it is increasingly recognized as an essential element of American culture and society. Our club’s mission is to expose the Columbia Law School community to the many facets of craft beer through tastings, outings, home-brewing sessions and tutorials, and other events open to all students.
Contact: CLSbeerclub@law.columbia.edu

Columbia Law School Disc
Columbia Law School Disc promotes ultimate Frisbee and other disc-related sports at Columbia Law School. It hosts weekly co-ed games that are friendly, competitive, and open to all skill levels. Sign up at: http://groups.google.com/group/clsDISC.
Contact: disc@law.columbia.edu

Columbia Law School Military Association
The Columbia Law School Military Association (CLSMA) is a non-political, non-partisan social group whose purpose is to promote camaraderie and networking among Columbia Law School military veterans and civilian students; to explore and develop local veteran-related volunteer and pro bono opportunities; and to stimulate thoughtful discussion about the military and its role in modern society. Military service is not a prerequisite for membership. In fact, many (if not most) of our members come from outside the armed services. Whether you’re interested in becoming a military lawyer, want to help out some local vets, or just want to learn something about the military and debate important issues with interesting, open-minded people, the CLSMA has something to offer.
Contact: CLSMA@law.columbia.edu
Website: web.law.columbia.edu/military-association

Columbia Law School Murder Mystery Society
The Columbia Law School Murder Mystery Society is a group dedicated to writing and producing live action murder mystery parties. We regularly host three to four murder mysteries every semester. Participants at the mysteries are able to pick a role and then lie, backstab, cheat, and ally to achieve their character’s goals. Each mystery is centered around some theme; we’ve done Game of Thrones, 1920s, and Supreme Court, among others. Roles tend to fill up quickly, so when you see our emails advertising spots—be sure to sign up as fast as you can!
Contact: murdermysterysociety@law.columbia.edu

Columbia Law School Republicans
Columbia Law School Republicans is the hub for a progressively more visible community of Republicans at Columbia Law School. The organization welcomes Republicans of every stripe, color, affiliation, and denomination. We serve to provide forums for balanced political discussion, act as a place to meet and mingle with your co-politicos, and serve as a launching pad for networking and political involvement.
Contact: studentservices@law.columbia.edu

Columbia Law School Soccer Club
The Columbia Law School Soccer Club organizes weekly co-ed soccer games. Games are open to all skill levels. Sign up at: http://groups.google.com/group/clssoccerclub.
Contact: soccer@law.columbia.edu

Columbia Law School Softball Club
The Columbia Law School Softball Club gives students a chance to get out of the library and spend Friday afternoons on the diamond. The Club hosts weekly games just a few blocks from campus. These friendly scrimmages are open to everyone—the more the merrier. Join us for a few innings of slow-pitch, and then follow us to a local watering hole for some drinks after the game. It’s Friday afternoon the way Nature intended it!
In addition to the weekly scrimmages, the Columbia Softball Club fields teams against the other New York City law schools, defending its crown in local tournaments. In the spring we travel down to Charlottesville to compete in
UVA’s annual law school softball championship. The UVA tournament attracts over 1,000 law students from schools all over the country. It’s the best weekend in law school. So what are you waiting for? Put down the casebook and play ball!  
Contact: clsc@law.columbia.edu

**Columbia Law School Young Democrats**  
The Columbia Law School Young Democrats provide a link between students and the Democratic Party. The group serves as a forum for information and discussion about political issues and provides a resource for political activism for Democratic causes. We campaign at both the national and local level and we work with various groups affiliated with the Democratic Party—including the New York Law Democrats and the New York Democratic Council—to promote fair and informed elections.  
Contact: cld@law.columbia.edu

**Columbia Law Texas Society**  
The Texas Society (TxSoc) is a group of students interested in the practice of law and/or culture of the State of Texas, or anywhere in the South. TxSoc is geared towards helping students interested in working in Southern states network with each other and with practitioners, as well as appreciating and celebrating the world of BBQ, Tex-Mex, and college football (among other things). We are not limited to students from Texas—anyone with an interest in Southern culture is welcome to attend our networking events and career panels. Once every semester, we hold a “Working in Texas” career panel, which covers both private and public sector employment. Each year, a number of Texas-based or Texas-affiliated firms also invite our members to dinner with their attorneys to get to know us and discuss their own career paths.  
Contact: tx-soc@law.columbia.edu

**Columbia Law Women’s Association**  
The Columbia Law School Women’s Association (CLWA) works to advance the position of women in the Law School, legal profession, and society at large. CLWA works to foster an inclusive community for women within the Law School and to provide career and academic resources. Each year, CLWA’s mentoring program matches first-year students with second- and third-year peer mentors. CLWA also hosts academic panels, journal panels, and a Women-in-Firms Panel to give our members insights from a female perspective. CLWA invites speakers to Columbia Law School for discussions and forums on important issues such as women in public interest, women on the bench, international women’s rights, feminist jurisprudence, and the balance between professional and family obligations. Every spring, CLWA sponsors the Myra Bradwell Dinner, an event to celebrate women in the legal profession and Columbia alumnae and women in the legal profession. Past honorees have included Hillary Clinton, Gloria Steinem, and Geraldine Ferraro. CLWA serves as a liaison to alumnae and to the administration about issues of concern to women. The group also coordinates an outreach program to admitted women students and networks with women’s groups at the University.  
Contact: clwa@law.columbia.edu  
Website: web.law.columbia.edu/clwa

**Columbia Muslim Law Students Association**  
The Columbia Muslim Law Students Association (MLSA) serves as a social and educational group at Columbia Law School for Muslim students and non-Muslim students interested in legal issues impacting Muslims at large and Islamic countries. The group welcomes Muslim and non-Muslim law students at Columbia Law School to form a community and explore legal issues facing the Muslim community and Islamic world, address misconceptions about Islamic law and the legal ramifications of non-Islamic laws for the Muslim community, and explore the law from a religious and cultural view. MLSA seeks to bring together a diverse community at the Law School and to share a new perspective with the Law School’s legal and social community.  
Contact: mlsa@law.columbia.edu

**Columbia Real Estate Law Society**  
The Columbia Real Estate Law Society (CRELS) aims to spark dialogue on nationwide urban issues, and to cover real estate law and development in metropolitan areas. Through presentations, tours, and networking events, CRELS intends to examine how urban land is used and how law intersects with the built environment. We focus on major projects, corporate real estate law and finance, zoning, housing, infrastructure, planning, and more. CRELS also provides students with connections to the public and private sectors, and to careers practicing real estate and municipal law. In the past year, we have hosted panels on large developments in New York City, walking tours of the new Manhattanville campus, and more. New and current students should reach out to bring their unique perspectives to CRELS and help make this year another memorable one.  
Contact: crel@law.columbia.edu
Columbia Society of International Law
The Columbia Society of International Law (CSIL) is Columbia Law School’s principal student group dedicated to issues involving international law. The Society informs its members about opportunities to practice international law and current issues in international law; provides members in-person access to many of the top international firms; allows members the opportunity to meet leading scholars in the field; offers guidance and advice on career paths in the fields of public and private international law; and provides opportunities for American and international law students and alumni to form connections with each other that span the globe after graduation from Columbia Law School.

Contact: csil@law.columbia.edu
Website: http://blogs.law.columbia.edu/csil

Columbia Southeastern and Eastern European Law Society
The Columbia Southeastern and Eastern European Law Society (CSEELS) is both a social and a professional development organization. CSEELS’ dual purpose is (a) to inform the law student body of the legal issues surrounding international developments in and affecting the region, and (b) to provide opportunities for the appreciation and understanding of Southeastern and Eastern European cultures. In the last year, our first year of existence, we hosted a speaker series and conducted off-campus events relating to food, art, and popular culture. We look forward to continuing to do so, both on our own and in partnership with other Columbia Law School affinity groups.

Contact: cseels@law.columbia.edu

Columbia Strategic Simulation Society
The Columbia Strategic Simulation Society (CSSS) is a group of Law School students, faculty, and staff dedicated to the enjoyment of strategic simulations such as Settlers of Catan, Game of Thrones, and Agricola. (That’s right, we get together and play games!) CSSS aims to benefit the Columbia Law School community by providing group-oriented social outlet through promoting strategic board and card games. CSSS provides an extracurricular opportunity open to all members of the Law School community and actively seeks new members to teach the hobby of strategic gaming.

Contact: csss@law.columbia.edu

Commuter Club
The Commuter Club is a network of Columbia Law School commuters and their friends. It aims to connect commuters with upperclassmen mentors who can provide tips on how to succeed at the Law School while also remaining (or becoming) members of their local neighborhoods and communities. Our membership is comprised of parents, pet-owners, recent college graduates, and older, “non-traditional” law students. We also welcome non-commuters who want to explore neighborhoods outside of Morningside Heights.

Contact: commuter@law.columbia.edu

Criminal Justice Action Network
The Criminal Justice Action Network (CJAN) is an organization of Columbia Law students dedicated to increasing actual justice in the criminal justice system. Our mission is to increase awareness of pressing criminal justice issues in the Law School community, assist attorneys and organizations working on criminal justice issues, and encourage interaction among students interested in improving the criminal justice system. In an effort to effectuate positive change in the system, CJAN advocates for issues such as the abolition of the death penalty, improved indigent defense, and prisoners’ rights. Each year, we organize spring break caravans, which in the past have given students the opportunity to travel across the country to places such as New Orleans, D.C., and San Francisco to work with organizations doing defense work. CJAN also organizes several pro bono projects throughout the school year in addition to sponsoring speakers, film screenings, and opportunities for students to visit prisons in the area. Whether you hope to become a defense attorney, prosecutor, or advocate, CJAN strives to provide support and guidance to students interested in pursuing a career in criminal justice, as well as those advocating for change!

Contact: cjan@law.columbia.edu

Deans’ Cup
The Deans’ Cup—one of the largest student-run events in the United States—is an annual basketball competition between teams from Columbia Law School and NYU School of Law. Started in the spring of 2002, the Deans’ Cup raises funds for public interest organizations at both schools while unifying them in school spirit that rivals the best in sports. The Deans’ Cup fosters camaraderie between two of the foremost law schools in the city with firm sponsorship and widespread student dedication. It is one of the most exciting events of the year.

Contact: deanscup@law.columbia.edu
De Vinimus
We are De Vinimus, Columbia Law School’s Wine Tasting Society. We are a group of young wine enthusiasts, who, while doubling as law students, organize multiple tastings throughout the year for Columbia Law School students, alumni, faculty, and guests. The aim and focus of De Vinimus is to educate up-and-coming professionals about the vast world of wine in a fun and relaxing way. We are lucky enough to have wine from all around the world poured at our events and always have a great time at our tastings. So please shoot us an email if you are interested.
Contact: devinimus@law.columbia.edu

Domestic Violence Project
The Domestic Violence Project (DVP) raises awareness about domestic violence and provides legal services to battered women. Our activities include the Courtroom Advocates Project, Uncontested Divorce Workshop, Battered Immigrant Women’s Project, and Domestic Violence Awareness Week.

The Courtroom Advocates Project (CAP) is a joint program with five other New York City law schools. CAP participants help women obtain orders of protection against abusive partners by drafting petitions and advocating for them in family court. Several full-time attorneys and six different New York agencies that specialize in legal problems associated with domestic violence support the project. Through the Uncontested Divorce Workshop, students work with attorneys to assist low-income women who are victims of domestic violence to obtain divorces from their batterers. Students complete and file all the necessary papers in New York Supreme Court. Participants in the Battered Immigrant Women’s Project assist abused immigrant women in obtaining residency status under the Violence Against Women Act (VAWA) self-petition process. Students are assigned a client and complete the petition from beginning to end, learning skills such as client interviewing and affidavit drafting.

During Domestic Violence Awareness Week, DVP organizes speakers, panels, fundraising, and other activities aimed at raising awareness and educating the Law School community.
Contact: dvp@law.columbia.edu

Education Law and Policy Society
The Education Law and Policy Society (EdLaw) provides students who are interested in the interaction between the law and education with opportunities to hear from practitioners, develop their career networks, and gain hands-on experience in the field. EdLaw hosts informal and larger panel discussions with professionals who work on legal and policy issues related to education. In addition, the group organizes pro bono opportunities, visits to local schools, and networking events with other education-related groups. Please join us for fruitful discussions and opportunities to get involved with a broader community committed to education reform.
Contact: education_law_and_policy_society@law.columbia.edu

Empowering Women of Color
Empowering Women of Color (EWOC) is the only organization at Columbia Law School committed to championing the successes and addressing the concerns of women of color. As an inclusive organization, EWOC is devoted to providing a safe space for collaboration and dialogue regarding issues relevant to this segment of the Law School population. Our internal mantra is: “You don’t have to be a woman of color to empower them.” EWOC members represent multiple identities and intersect various ethnicities, genders, nationalities, orientations, and beliefs.

Understanding that serving this community is a complex endeavor, we meet this unique challenge through ongoing programming and events. Past events have included career panels, faculty lunches, practitioner mixers, potlucks, and study skills sessions. Highlights from 2014-2015 included the first annual Women of Color Conference; High Tea and Women in the Law; the Early Interview Program Preparation Workshop Series; Inside Orange is the New Black; and the Serial Podcast Roundtable. In addition to empowering our members through programming, EWOC members benefit from our mentorship program and community-building activities, as well as access to our resources, including the EWOC Outline Bank, Hornbook Library, Cover Letter Database, and extended alumni network.

EWOC serves to facilitate the needs of our members at the Law School and throughout the larger Columbia community. We are committed to communicating the ideas of our members regarding the Law School and broader societal issues. Everyone is welcome to join us!
Contact: ewoc@law.columbia.edu

Entertainment, Arts, and Sports Law Society
The Entertainment, Arts, and Sports Law Society (EASLS) is one of the largest and most active student organizations at the Law School, with more than 70 members interested in legal careers in the professional entertainment, arts, or sports industries. EASLS explores legal issues and trends affecting
these industries and educates students about career opportunities through panel discussions, roundtables, and lectures. EASLS members are afforded the chance to meet top entertainment and sports law practitioners, including many Columbia alumni. EASLS also tries to enrich the cultural life of the Law School community through many cultural offerings in New York City. In addition, EASLS members have access to job lists and job panels and to special deals and free tickets to sports, arts, and social events throughout the city.

Contact: easls@law.columbia.edu

Environmental Law Society
The Environmental Law Society (ELS) includes students who are concerned about environmental issues and/or interested in environmental careers. We host events with top environmental practitioners from the government, public interest groups, and private law firms. In addition to panel discussions and informal lunches, we also organize larger conferences, and hold outdoor events such as hiking trips, park cleanups, and tree planting. ELS offers ample opportunities for students to get involved, and 1Ls play an integral role in planning ELS activities.

Contact: els@law.columbia.edu
Website: web.law.columbia.edu/environmental-law-society

The Fidelio Society at Columbia Law School
The Fidelio Society at Columbia Law School is a group dedicated to investigating morality in the law and in society at large. In the past, the year has begun by analyzing the different sources of morality and different philosophies of morality (natural law, utilitarianism, Divine morality, communitarian morality, etc.). As the year progressed, important moral issues facing contemporary society were addressed, such as distributive equality, abortion, family structures, tolerance, and religion in the public square. There have been more entertaining meetings as well that involved taking tours of the city and visiting important museums, all with an eye toward morality in the public square.

Contact: studentservices@law.columbia.edu

Federalist Society
The Federalist Society for Law and Public Policy Studies is a group of conservatives and libertarians interested in the current state of the legal order. It is founded on the principles that the state exists to preserve freedom, that the separation of governmental powers is central to our Constitution, and that it is emphatically the province and duty of the judiciary to say what the law is, not what it should be. At Columbia Law School, we sponsor debates and events to help promote an awareness of these principles. We encourage everyone to join and participate.

Contact: federalist_society@law.columbia.edu
Website: web.law.columbia.edu/federalist-society

Golf Club
The Golf Club, in promoting golf at Columbia Law School, provides a recreational and social outlet. It gives law students the chance to develop and improve a new life skill and to play at some of the many golf courses in New York City and the surrounding area.

Contact: studentservices@law.columbia.edu

Harlem Tutorial Project
The Harlem Tutorial Project is a joint effort between Columbia Law School and Columbia Business School. We provide tutoring to students at a secondary school in Harlem. Each tutor selects one day each week to meet with his or her student for tutoring and mentoring, making an enormous difference in that student’s life. Participation is a great way to escape the rigors of law school life and to give back to the local community.

Contact: htp@law.columbia.edu

High School Law Institute
The High School Law Institute (HSLI) provides Columbia Law School students with the chance to teach students from New York City high schools. Our student teachers help their students build oral advocacy and writing skills through classes in criminal law, constitutional law, moot court, and mock trial. HSLI also focuses on sparking student participation and conversation; exploring the relevance of legal topics to students’ lives; and developing students’ ability to effectively articulate their opinions. We hold classes Saturday mornings on Columbia’s campus. Special events include College Day, a Mock Trial Competition, and a Graduation Ceremony.

Contact: hsli@law.columbia.edu

Impact
Impact is a nonpartisan group of law students at Columbia organized to help protect the integrity of the voting process and to inform the Columbia Law School community of important issues in election law. Impact works to fulfill its mission by, among other things, organizing voter registra-
tion drives; providing students with opportunities for poll monitoring activities; and coordinating with groups active in the Morningside Heights area to provide local residents with information concerning the right to vote. To create a broad coalition of students, Impact uses existing national student networks, including the National Black Law Students Association, the Latino/a Law Students Association, and the National Lawyers Guild. Impact is a member of Election Protection, a coalition of more than 60 nonprofit organizations dedicated to ensuring that every citizen has the opportunity to cast a vote that will be counted.

**Contact:** studentservices@columbia.edu

**InSITE**

InSITE is an entrepreneurial mentorship program that brings together the best and brightest students from Columbia and NYU business and law schools to support New York entrepreneurs in the development of their businesses and their pursuit of venture capital and angel investments. InSITE’s mission is to accelerate technology start-ups through their early-stage development, transitioning them from their seed stage into being venture-funded companies. Each semester, InSITE fellows get the opportunity to work closely with a different New York start-up in the process of securing its first round of venture or angel funding.

**Contact:** studentservices@law.columbia.edu

**J. Reuben Clark Law Society**

The J. Reuben Clark Law Society has been an organized association at Columbia for more than 20 years. Named for J. Reuben Clark Jr. (Columbia Law School Class of 1906), it serves members of the Church of Jesus Christ of Latter-day Saints (the “Mormons”) and all others interested in participating in the group’s discussions and activities. We meet weekly to discuss topics of interest. In the past, we have invited scholars, attorneys, religious leaders, and students to lead these discussions. The group also sponsors social activities and an occasional forum. The Columbia chapter is part of the international J. Reuben Clark Law Society (www.jrcls.org), and is often included in events sponsored by the New York professional JRCLS chapter. Anyone is welcome to join us, no matter his or her degree of affiliation with the Mormon community.

**Contact:** jrcls@law.columbia.edu

**Jewish Law Students Association**

The Jewish Law Students Association (JLSA) is an organization where Jewish law students of all backgrounds at Columbia Law School can come together for social, religious, and educational activities. JLSA offers a wide range of programming to satisfy the diverse social, cultural, religious, and intellectual needs of Jewish students, and to introduce the Law School community to issues of importance to world Jewry. We also serve as a resource for the unique needs of all Jewish law students, helping students find places for meals and services on holidays, working with faculty for students who miss class due to religious observances, and providing insight into academic success, summer jobs, and EIP.

We welcome any level of commitment and participation. We hope you will join us at events throughout the year and look forward to meeting you.

**Contact:** JLSA@law.columbia.edu

**Korean Law Students Association**

The Korean Law Students Association (KLSA) provides a forum for people to learn more about Korean culture and to interact with other similarly interested students. We are dedicated to exploring the intersection between Korea and the United States and providing relevant social, cultural, and professional opportunities to the Columbia Law School community. We organize activities from social outings to Koreatown and cultural celebrations to professional panels and academic resources. We are continually expanding our horizons and exploring ways to work together with other Columbia Law School groups, as well as to establish and maintain ties with the greater Korean community in New York City. Everyone with an interest in Korean culture is invited to participate! We highly encourage those with only minimal previous exposure to Korean film, history, or food to come and learn more about our vibrant community.

**Contact:** studentservices@law.columbia.edu

**Latino/a Law Students Association**

The Latino/a Law Students Association (LaLSA) sponsors academic, social, and community service activities to promote understanding of the Latino community. LaLSA serves as a liaison between its members and the administration, alumni, and other professionals in the legal field. LaLSA also works to increase the number of Latino/a students and faculty at Columbia Law School, to create awareness of issues
affecting the Latino community, and to ensure that students receive the necessary support to achieve academic and professional success. LaLSA offers various programs to ease the transition to law school and the legal profession, including a mentorship program in which upperclass students are paired with first-year students to provide advice and support. Several tutorials and review sessions take place throughout the year about topics ranging from exam preparation to finding summer employment. LaLSA welcomes everyone to join and participate. For more information, visit our website at blogs.law.columbia.edu/lalsa.

Contact: lalsa@law.columbia.edu

Law/Culture
Law/Culture produces institutional space within Columbia Law School to question the meaning of law from diverse perspectives in the humanities and social sciences. Legal concepts and practices have long fascinated anthropologists, political theorists, artists, and other thinkers, yet students in a traditional legal setting are rarely exposed to the law but from the perspective of a legal scholar or practitioner. While this focus is effective for producing lawyers, we believe law students benefit from opportunities for informal yet serious engagement with law through other discourses. Through lectures, reading groups, symposiums, film screenings, and other fora, Law/Culture probes the way in which law shapes and is shaped by basic cultural concepts and categories, such as identity, the body, community, and space. By viewing the law as a cultural phenomenon and culture as suffused with legality, Law/Culture expands and deepens the discussion within the Law School community of the meaning and practice of law.

Contact: studentservices@law.columbia.edu

Law in Africa Students Society
The purpose of the Law in Africa Students Society is to promote, and provide a forum for students, professors, and professionals to meet and pursue their interest in African cultures, societies, legal jurisprudence, and job opportunities. It also aims to bring together students who identify with the continent to create community on campus. Our goal is to sponsor and support formal and informal events that provide insight into African law and culture, and into current issues concerning the relationship between Africa, the United States, and the rest of the world. We also organize events together with other African student societies at Columbia’s other schools and seek to build a network between current members and alumni.

Contact: lass@law.columbia.edu

Law Students for Life
Law Students for Life is an organization dedicated to promoting the dignity of human life at every stage. We aim to raise awareness and provide a forum for discussion around pro-life issues and provide community around pro-life perspectives.

Contact: studentservices@law.columbia.edu

Law Students for Reproductive Justice
Law Students for Reproductive Justice (LSRJ) is a national network of law students and lawyers committed to the promotion of reproductive rights and social justice. Our organization educates, organizes, and supports law students to prepare a new generation of advocates to protect and expand reproductive rights as fundamental civil and human rights. The Columbia chapter of Law Students for Reproductive Justice works to further these goals, to increase awareness of sexual and reproductive health issues in the law and in both global and local communities, and to stimulate dialogue on these topics within the Law School. To this end, Columbia LSRJ hosts on-campus events—such as panels, debates, and social and fundraising events—and participates in citywide events with a reproductive rights focus.

Contact: lsrj@law.columbia.edu

Law Students for Social Enterprise
Law Students for Social Enterprise (LSSE) is dedicated to exploring the field of social enterprise and to informing law students about unique opportunities for promoting social value. Members of this group reject the notion that we must choose between “selling your souls” and making money, on the one hand, and “saving the world” and making peanuts on the other. Instead, LSSE recognizes that lawyers can have a positive social impact through a variety of legal and nonlegal careers. Through speaker series, volunteer and networking opportunities, and collaboration with other student groups, LSSE members connect with both students and professionals interested in social enterprise and learn about the range of possibilities in this field.

Contact: lsse@law.columbia.edu

Maximus Gravitas
Maximus Gravitas Weight Lifting Club seeks to unify members of the Columbia Law School community interested in weightlifting, powerlifting, bodybuilding, and general health and fitness. Fitness is a timeless and universal activity, and resistance training can be a fun stress-reliever and hobby. We encourage people of all levels of “buff” to join us.

Contact: maxgrav@law.columbia.edu
Mentoring Youth Through Legal Education

Mentoring Youth through Legal Education (MYLE) is the law student-run portion of the Legal Outreach program at Columbia Law School. Legal Outreach prepares urban youth from underserved communities in New York City to compete at high academic levels by using intensive legal and educational programs as tools for fostering vision, developing skills, enhancing confidence, and facilitating the pursuit of higher education. Legal Outreach uses law to attract junior high school students to academic programs that inspire and motivate them to strive for academic success. From the 8th through 12th grades, students work after school, on weekends, and during summers to build the skills and confidence they need to achieve their goals. An important part of the program is the debate program, which is facilitated through the invaluable assistance of Columbia Law School student debate coaches. Participating in Legal Outreach satisfies Columbia Law students’ 40-hour pro bono requirement.

MYLE also helps to facilitate social events between the debate coaches, students, and mentors, and assists in recruiting new debate coaches each year.

Contact: myle@law.columbia.edu

Middle Eastern Law Students Association

With the Middle East becoming one of the most active regions in the world, the need for understanding its continuous development, cultural wealth, interesting history, unique challenges, and legal landscape is felt more than ever before. The Middle Eastern Law Students Association (MELSA) works hard to expand the understanding of our fellow law students, and promote the discourse regarding these important issues. We actively seek to raise awareness with an unbiased approach, and hope to be a positive and constructive force in this regard.

But MELSA does not stop there. Our social events such as Mediterranean Nights and Passport to Egypt have for years attracted many students. With Shisheh (hookah) smoke in the air, Arabic music in the background, and delicious Middle Eastern cuisine, we give you the chance to experience Cairo, Istanbul, and Tehran right here in New York City.

In addition, our coordination with student organizations of other law schools in particular NYU, and many practicing attorneys, public interest organizations, bar associations, and law firms from around the country allows you to expand your network beyond Morningside Heights and Columbia University, and tap into a great resource that took many years to build.

These are just a few of the benefits MELSA provides to the students at Columbia Law School. We encourage you to sign up on our mailing list so we can inform you of our great activities throughout the year. But if you want more, MELSA’s fresh energetic board is looking to go beyond previous years, and is providing a unique opportunity for 1L members to join its board.

To learn more about MELSA and its activities, contact us at:

Contact: melsa@law.columbia.edu

Midwest Society

The Midwest Society of Columbia Law School is committed to creating a cozy community of unabashed lovers of the Midwest. United by friendliness, we are dedicated to fostering the social, intellectual, and professional development of the many Columbia Law School students and alumni with an interest in the Midwest. Our panels, speakers, and events will give the Law School community a chance to connect substantively with Midwestern happenings, dispelling forever the misconception that we are just a bunch of flyover states. Our mentoring programs and job resources will bring a much-needed taste of Midwestern goodness and pragmatism to New York City. And our social events will, of course, lead to the inevitable conclusion that Midwesterners are just the nicest people around.

Contact: midwest@law.columbia.edu

National Lawyers Guild

The National Lawyers Guild (NLG) is a radical coalition dedicated to the need for basic change in the structure of our political and economic system. We seek to unite United States lawyers, law students, legal workers, and jailhouse lawyers to function as a political and social force championing civil rights and liberties in the face of oppression.

Contact: studentservices@law.columbia.edu

National Security Law Society

The National Security Law Society (NSLS) was founded in 2010 to promote discussion around vital issues of national security, privacy, the laws of war, and more. By organizing forums and panels on current events and broader long-term issues, connecting students with Columbia Law School’s preeminent national security law faculty, and hosting meetings for students with practitioners in the field, NSLS works to both promote greater understanding of the legal issues at the heart of current national security issues and advance careers in national security law.

Contact: nsp2123@columbia.edu
Native American Law Students Association
The Native American Law Students Association (NALSA) was founded in 1989 to foster academic support for Native American students and others interested in American Indian legal issues. NALSA provides a network for students interested in indigenous legal and cultural issues. NALSA seeks to increase awareness of Indian issues, viewpoints, culture, and societies. In addition to providing support and help to Native American law students, NALSA has focused on increasing Indian recruitment in response to the historically low Native American enrollment at law schools.

NALSA sponsors several educational and social events annually. These include cultural events, speaker presentations, potluck dinners, and the Annual Columbia Powwow. NALSA played a central role in the 1993 presentation of the Pueblo Jemez Repatriation Project, the largest repatriation in United States history of sacred Indian objects. Members of NALSA attend the Annual Federal Indian Bar Conference conducted each spring in Santa Fe, New Mexico, and attend the mid-year D.C. Indian Conference. Some NALSA members participate in the Human Rights Program and receive grants to work in their respective native communities or other indigenous communities during the summer.

Contact: nalsa@law.columbia.edu

Negotiation Association
The Negotiation Association is dedicated to empowering Columbia Law School students to become better negotiators and problem-solvers. To that end, we invite top negotiators from a range of fields to come and speak about their negotiating experiences. We also hold an internal negotiation tournament in the fall to prepare teams for the ABA sponsored Negotiation Competition. Please feel free to contact us with any questions you may have.

Contact: clsna@law.columbia.edu

New England Law Students Association
The New England Law Students Association (NELSA) is an organization for students who hail from New England, plan to practice there after law school, or are otherwise interested in the region’s unique legal community. We sponsor a variety of professional and social events with the goal of building a strong network of current students and alums. Membership is open to everyone in the Columbia Law School community, regardless of your home state or MLB-team allegiance.

Contact: nelsa@law.columbia.edu

NHK: Japanese Legal Studies Association
As a proud contributor to Columbia University’s unrivaled commitment to Japanese studies, Nihon Houritsu Kenkyuu-kai (NHK), or the Japanese Legal Studies Association, serves the legal community by organizing social, cultural, and educational events related to Japan, as well as providing information on the many opportunities available at Columbia and in New York for people with Japanese interests.

We have organized a fundraiser for the Tohoku earthquake in the past, and hope to continue that tradition. In addition, we strive to facilitate interaction between Japanese members of the Law School community and those interested in Japanese or Japanese law. Many of our members come to Columbia as accomplished business, government, or legal professionals in Japan and provide an opportunity to exchange ideas about Japanese and/or international law and practice. Many of our J.D.s have also had summer internship experiences in Japan.

We welcome anyone with an interest in Japan, regardless of level of familiarity with Japan, its culture, or language. Please feel free to contact us with any questions that you may have.

Contact: nhk@law.columbia.edu

OutLaws
OutLaws is Columbia Law School’s LGBTQA student organization. Our primary goal is to create a safe space for lesbian, gay, bisexual, transgender, queer, and allied students. We offer professional, social, and academic programming throughout the year. OutLaws is friendly and inclusive, and we welcome the participation of all students, including those who do not identify as queer.

Contact: outlaws@law.columbia.edu

Older and Wiser Law Students Association (OWLS)
OWLS is Columbia Law School’s premier organization for older and non-traditional students.

Do you remember when life used to be simple—when streets connected neighbors and people still stopped to say hello? When kids splashed in old-fashioned swimmin’ holes and lemonade was sipped under the porch lights on Indian summer nights? Imagine if you could return to those days—if life could once again be unhurried, uncluttered, uncomplicated.

Welcome home to OWLS—a charming, active community where gracious law school living meets small-town values. Nestled between the emerald waters of the East River...
and the backdoor of historic West Harlem, OWLS is just moments away from everything, yet miles away from the stresses of modern life.

With year-round sunshine and pleasant temperatures, the law school lifestyle is best enjoyed outdoors. That’s why OWLS pays as much attention to our community amenities as we do to our classes. We understand that for an academic experience to be more than just a bunch of students, it needs to provide places for people to meet, interact, and enjoy life together.

So whether it’s fishing for large-mouth bass or teeing off on a championship golf course, serving up fun on the courts or simply going for an evening stroll—it’s all here, at OWLS. All are welcome.

Contact: owls@law.columbia.edu

**Point of Law**

We are group of dedicated fencers who enjoy the precision and sport of foil, épée, and sabre. Weekly bouts provide the opportunity to sharpen our fencing skills and leave the study chair for some fast-paced exercise, followed by some slow-paced happy hours.

Contact: pol@law.columbia.edu

**Public Interest Law Foundation**

The Public Interest Law Foundation (PILF) is an independent, not-for-profit corporation founded in 1980 by members of the Law School community. PILF is a privately funded organization of law students, faculty, alumni, and friends that raises money through membership dues, donations, and renowned events to support public interest pursuits at Columbia Law School and organizations across the country.

PILF donates approximately $100,000 annually to the Law School community and beyond. Each year, PILF finances the public interest caravan program, which allows groups of Columbia Law School students to work on pro bono projects across the world over spring break. Additionally, PILF provides annual grants to nonprofit organizations around the country. For the 2014–2015 academic year, PILF awarded $45,000 in community grants.

Each fall, three 1L representatives are elected to the board of directors, though the majority of law students participate in PILF in some form. Students, alongside PILF members, plan and attend the annual fall PILF dinner honoring a distinguished public interest lawyer, staff the much-anticipated PILF live auction, and play in the Deans’ Cup Columbia–NYU Basketball Game. In addition to hosting a variety of public interest informational and social events, PILF operates a used bookstore where students can buy textbooks and study guides (including those for Legal Methods!) for $10–$40. All of the money PILF raises enriches our community.

We look forward to welcoming you to Columbia and to the PILF network of supporters!

Contact: pilf@law.columbia.edu

**Queer People of Color**

Queer People of Color (QPOC) at Columbia Law School is a group for individuals from diverse backgrounds who are gender and/or sexual minorities and also people of color. We recognize that identity is intersectional and that there is a need for a space where we can embrace and celebrate our gender identity as well as our sexual orientation as well as our racial/ethnic background without having to prioritize one over the other or suppress one on behalf of the other. Our members are LGBTQIA people of color, they are recent immigrants, they are gender benders and non-conformists, they are black women, they are trans, they are Latinas, they are allies, and everyone in between. We seek to empower our members professionally, facilitate healthy and inclusive social interactions and, most importantly, foster debate within the Columbia Law School community around the issues that uniquely affect our communities.

Contact: studentservices@law.columbia.edu

**Rightslink**

Rightslink is a student-run human rights law outreach and research organization based at Columbia Law School. Working closely with the Human Rights Institute and other Columbia University entities, Rightslink organizes a variety of academic, social, and professional networking events throughout the year to foster a human rights community at the Law School and to connect students with scholars and practitioners around New York. Leveraging the vast research resources available to Columbia students, Rightslink also provides free legal research services to human rights groups that lack the capacity or political freedom to conduct their own research. Students interested in human rights have an opportunity to contribute to innovative projects covering a broad range of domestic and international issues such as human trafficking, transitional justice, ethnic discrimination, and political freedom.

Contact: rightslink@law.columbia.edu
Running from the Law
Running from the Law seeks to bring members of the Law School community together and provide an escape from everyday student life through exercise and the enjoyment of running. Whether you are just starting to run or are an experienced runner, we welcome all to join us to explore the best routes in the City.
Contact: rfl@law.columbia.edu

Saint-Ex Literary Dinner Club
The Saint-Ex Literary Dinner Club (SELDC) is a literary organization at Columbia Law School. We are dedicated to bringing a taste of literature to students overburdened with casebook reading. The club is very low-stress, as we meet to discuss novels, poetry, etc. related to a particular theme. You’ll get to enjoy great food and great company, and the best part is that there is no extra reading required.
Contact: studentservices@law.columbia.edu

Society for Chinese Law
The Society for Chinese Law is for students interested in any and all things related to China, law, and politics. Our events and activities fall into three main categories: career, academic, and social. They provide a great way for students to meet scholars and practitioners in the field of Chinese law, as well to meet one another.
Recent career events have included a discussion panel with corporate lawyers who are members of the board of the New York-based China Business Law Association about private practice opportunities in China, and a similar panel focusing on public interest opportunities with speakers from the Open Society Foundations and Legal Aid. Throughout the year, heads of American law firms’ offices in China as well as partners from leading Chinese firms come to discuss their work.
Our lunchtime academic panels have touched on a variety of subjects, including Taiwan’s legal development and employment discrimination in mainland China. The range of speakers has been equally broad and has included American legal scholars, as well as Chinese NGO activists. Speakers often stay after the discussion to chat with students, answer questions, and sometimes go out for a meal, providing a great networking opportunity for students.
On the social front, we have been known to undertake epic hotpot and karaoke outings, and to throw parties with plenty of Chinese food and drink. The social events are a great way to get to know our members and friends who hail from China, the U.S., and beyond and have a great diversity of experiences working in or with China. We take seriously our mission of educating ourselves and the larger Law School community about legal developments in China, and we also know how to have a good time!
Contact: scl@law.columbia.edu

Society for Immigrant and Refugee Rights
The Society for Immigrant and Refugee Rights (SIRR) is dedicated to promoting a dialogue about the legal rights of refugees and immigrants in the United States and globally. SIRR is also committed to building relationships between student organizations with similar interests, so as to get as much participation from the student body as possible. SIRR sponsors a competitive moot court team that allows interested students to delve into immigration law through a fun, yet intense, two-semester program. The program culminates in a weekend competition against other teams from across the country. For those looking for the law-school equivalent of alternative spring break, SIRR co-sponsors several week-long caravans enabling groups of students to volunteer at organizations involved with immigration and refugee law, both in the U.S. and abroad.
SIRR provides meaningful opportunities to do pro-bono legal work during the year. The group coordinates the Immigration Advocacy Project. Additionally, SIRR directs the Iraqi Refugee Assistance Project and the African Services Committee Project. The Iraqi Refugee Assistance Project (IRAP) organizes attorneys and law students to help refugees from Iraq and other areas escape persecution and navigate the rules and processes of resettlement in the U.S.
Contact: sirr@columbia.edu

Society for Korean Legal Studies
The Society for Korean Legal Studies (SKLS) is an organization for those in the community interested in Korea, organizing career, social, and academic events related to Korea and Korean interests. SKLS also aims to promote the study of Korean law and legal institutions and bring together students, scholars, and practitioners who share a common academic and professional interest in Korean law, society, and its relationship with the international legal system.
Recent events have included a discussion panel with corporate lawyers practicing in Korea in either an in-house counsel role or at a law firm and a review and mock interview session with the Korean American Lawyers Association of Greater New York (KALAGNY). We hope to expand our offerings of events to include a professional panel on public interest opportunities as well as panels covering compelling
issues such as North Korea and comfort women.

With regard to social events we have organized informal outings to Koreatown and Flushing, providing those interested an introduction to Korean cuisine and culture and plan on participating with the Korean Graduate Students Association (KGSA) and other organizations in the annual Korean Day festival hosted on the Columbia campus. We welcome anyone with an interest in Korea and look forward to meeting you.

Contact: skls@law.columbia.edu

**Society for Law, Science and Technology**

The Society for Law, Science and Technology (SLST) is a student group that promotes the discussion of law as it relates to science and technology. SLST brings professors and practitioners to campus to lead these discussions through lectures, speaker panels, and reading groups. SLST organizes networking opportunities with law firms as well to allow students to explore professional opportunities in technology and intellectual property law. SLST also hosts a variety of social and mentoring events so that students interested in science and technology law have the opportunity to meet and learn from one another. Members of SLST have a variety of different backgrounds, including those that are unrelated to science or technology.

Contact: slst@law.columbia.edu

**South Asian Law Students Association**

The South Asian Law Students Association (SALSA) promotes discussion and awareness of issues affecting South Asians and South Asian Americans, particularly in law, and also focuses on providing networking opportunities between students in the Law School as well as with practicing South Asian lawyers. This past year, SALSA has maintained its peer mentorship program and built a database of SALSA alumni. We are looking forward to planning more events with these alumni and instituting a mentorship program with them as well. Additionally, SALSA held multiple workshops about career advice, study tips, and course selection throughout the year. SALSA has an active social presence, annually hosting Mela, one of the Law School’s largest social events (held in Low Library), and smaller happy hours and dinners, to foster a sense of community within the Law School.

Contact: salsa@law.columbia.edu

**Squash Club**

The Squash Club is Columbia Law School’s prime spot to enjoy the great game of squash. We arrange several tournaments and subsequent happy hours, which are great places to meet new squash players and find someone to compete with. Other events include squash instruction, which allow members to increase their proficiency, and trips to professional squash tournaments in the area. We normally play at Dodge Fitness Center. Check out our website for more information.

Contact: squash@law.columbia.edu

Website: http://blogs.law.columbia.edu/squash/

**St. Thomas More Society**

The St. Thomas More Society of Columbia Law School invites Catholics and the curious to explore how legal practice can be a channel for, but also a challenge to, our personal and professional values. Our speakers, panels, and parties provide a social and spiritual atmosphere for us to discuss and deepen our perspectives.

Contact: studentservices@law.columbia.edu

**Student Animal Legal Defense Fund**

The Columbia Student Animal Legal Defense Fund (SALDF) is a student chapter of the national group Animal Legal Defense Fund. SALDF seeks to advance the interests of animals through the legal system. With film screenings, lunches, and other events, we bring together students with a shared interest in animal welfare and/or animal rights. We also help connect students to pro bono and career opportunities in the field of animal law.

Contact: saldf@law.columbia.edu

**Student Public Interest Network**

The Student Public Interest Network (SPIN) strives to build a community for students interested in pursuing public interest law, either directly after law school or at a later time, and to provide a network for public interest collaboration at Columbia Law School. We define “public interest law” broadly, including working for a nonprofit, the government, an international organization, or a for-profit institution that does public interest work. SPIN is deliberately a cross-issue student group, one that welcomes students who are interested in all issues within public interest law.
SPIN works to build community for public interest students through social events and a mentoring program. We provide public interest career support through events, panels, and trips to public interest law conferences. We also work with other groups to facilitate communication and collaboration on public interest issues among different parts of the Law School community.

For more information, including how to sign up as a member, please email us.

Contact: spin@law.columbia.edu

Student Senate
The Student Senate is the official representative body for all Columbia Law School students. It is comprised of approximately 40 students: 12 students are elected from each J.D. class, four students are elected from the LL.M. and/or J.S.D. classes and one student is elected to serve as a representative to the University Senate. The Senate’s primary responsibility is to address student concerns, either through direct action or by acting as a liaison to the administration and faculty.

All senators are required to be members of at least one student-faculty committee. Other functions include: the organization of school-wide social events; the allocation of funding to all recognized student groups; the coordination of orientation and graduation activities; and the general oversight of student-run extracurricular affairs. Overall, the Senate’s job is to serve the student body and to make life at Columbia as interesting, rewarding, and enjoyable as possible.

Contact: senate@law.columbia.edu
Website: web.law.columbia.edu/student-senate

Suspension Representation Project
The Suspension Representation Project (SRP) is an advocacy group whose mission is to safeguard the right to public education by training law students across New York City to represent NYC public school students in suspension hearings. Working in teams, law students develop valuable legal skills by interviewing clients, gathering evidence, conducting direct and cross examinations, and delivering closing arguments. It is also a great way to work with law students from other local law schools.

Contact: srp@law.columbia.edu

Tenants’ Rights Project
The Tenants’ Rights Project (TRP) is operated in partnership with the Goddard Riverside SRO (Single Room Occupancy) Law Project. The SRO Law Project is staffed by attorneys and tenant organizers who work with SRO residents to preserve their buildings and improve conditions. The Law Project was founded in 1981 in response to the alarming decline in SRO housing as a result of emptying tactics used by many owners who wanted to convert their buildings to luxury housing.

TRP works closely with the SRO Law Project and Manhattan Legal Services to provide effective legal representation to low-income individuals and tenant groups in housing court. Participants in the project will meet with tenants, investigate and document the conditions of their building, draft and file papers required to initiate litigation, and accompany the tenants to housing court. Once in court, students will observe the proceedings and may have the opportunity to participate directly in arguing motions, negotiating settlements with landlords, and sometimes advancing a case all the way to trial under the supervision of a Law Project staff attorney. Participants in the project may also take an active role in the enforcement process once an order has been given in their case.

TRP aims to give all participants the opportunity to work on a case from its inception to its official entry and, depending on the size and complexity of the case, exit from the court system.

Contact: trp@law.columbia.edu

Transfer and Visiting Student Organization
The Transfer and Visiting Student Organization (TVSO) is open to all students. The organization is designed to ease the integration of transfer and visiting students into the Columbia Law School community. TVSO aims to achieve this goal by (1) establishing a support network through which students may gain insight and information about the law school from experienced students and faculty, and (2) providing opportunities for transfer and visiting students to gather and discuss important issues particular to their status.

Contact: president.tvso@gmail.com

Unemployment Action Center
Each year in New York City, more than 25,000 claimants appear before administrative judges to seek unemployment insurance. Many cannot afford a lawyer. The Unemployment Action Center (UAC) gives law students a chance to represent some of these claimants at their hearings. Beginning their first semester of law school, advocates handle all stages of the case, by themselves or with a partner: interviewing the claimant, researching the law, developing a theory of the case, and arguing the case before an administrative law judge.

UAC offers students a unique opportunity to take complete
responsibility for a case, gaining practical litigation experience while making a meaningful difference for a real client. Contact: studentservices@law.columbia.edu

Virtual Entertainment Society
The Virtual Entertainment Society (VES) is dedicated to promoting student camaraderie among members of the Law School class by hosting weekly meetings to discuss and play video games. Members are well aware of the cutting edge legal and business issues in one of the largest and most important entertainment industries globally. As the virtual entertainment community evolves and grows along with the technology sector, VES will be sure to produce informed lawyers prepared to tackle the novel legal issues that will inevitably arise.

Contact: ves@law.columbia.edu

Whiskey and Spirits Club
The Whiskey and Spirits Club is a student-founded organization dedicated to bringing members of the Law School together for a well-crafted glass of whiskey or cocktail. The Club’s membership is inclusive and all preferences—from Speyside single malts to Dominican rums—are welcome! Whiskey and various spirits have become an integral part of American professional and social culture, and members are offered an opportunity to explore types from all over the world—Canadian, Scottish, Australian, American, Japanese and more. The Club’s mission is to catalyze this process of exploration through tastings and outings at well-established New York cocktail lounges.

Contact: thewhiskeyclub@law.columbia.edu

Workers’ Rights Student Coalition
The Workers’ Rights Student Coalition (WRSC) is comprised of students who care about justice in the workplace, and who have an interest in labor and employment law. Issues of poverty, racism, gender, globalization, immigration, sexual orientation, and disability are at the core of the group’s aims of empowering workers. WRSC is committed to a non-hierarchical system of governance; all members have equal input and we do not have a president. We, and many people in this world, will all spend a significant portion of our lives working (especially lawyers!). Workers’ Rights determines how fair the conditions of this world of work will be. WRSC educates the Law School community about these issues to improve these conditions and create a more just and equitable world.

Contact: workersrights@law.columbia.edu

Y’allSA
The goal of Y’allSA is to bring the best parts of Southern culture to Columbia Law School, including—but not limited to—barbecue, sweet tea, SEC football, a love of people, and basic courtesy. Y’allSA hosts a variety of events featuring these elements, such as bourbon tastings, game days at local bars, and any other excuse to combine food with friends. Y’allSA also helps students interested in working in Southern states network with students who have done the same and with their employers. Though a Southern accent is certainly a bonus, Y’allSA welcomes students from all over the world interested in experiencing Southern culture.

Contact: studentservices@law.columbia.edu

Yoga Club
Build strength, stretch out, and de-stress with yoga! The Yoga Club provides weekly open-level yoga classes to the Columbia Law School community. Classes are in the flowing vinyasa style and will be taught by Om-certified yoga instructors. Classes are 75 minutes long and held in Jerome Greene Annex. Space is limited, so arrive early to get a spot. Please bring your own yoga mat and wear comfortable clothes suitable for yoga. $5 suggested donation. Dates and times to be announced.

Contact: yoga@law.columbia.edu

Youth Justice Association
The Youth Justice Association (YJA) was founded to focus students’ attention on juvenile justice, child welfare, and education. We are dedicated to getting involved in community projects and promoting awareness of youth justice and advocacy issues. We bring leading practitioners to Columbia to discuss their work and experience in youth advocacy as well as sponsor panel discussions about current issues and problems.

Contact: studentservices@law.columbia.edu
Columbia Law School is the home of 14 student law journals, including many of the leading scholarly publications in their fields. Working on a law journal affords students the opportunity to participate actively in the scholarship and commentary central to the American legal culture and tradition. Joining a journal can provide you with the opportunity to develop a micro-community within the Law School, hone your writing and editing skills, and keep up to date with the cutting-edge legal scholarship of the day.

**Columbia Business Law Review**
*Columbia Business Law Review* is the first legal periodical at a national law school to be devoted solely to the publication of articles focusing on the interaction of the legal profession and the business community. The *Review* publishes three issues yearly, which involve students in the editing of leading articles in business law, as well as the production of student-written notes.

*Contact: cblr@law.columbia.edu*

**Columbia Human Rights Law Review**
Founded in 1967, the *Columbia Human Rights Law Review* is one of the nation’s oldest and most recognized human rights periodicals, and is currently the top-ranked human rights legal journal in the world. The *Review* publishes professional articles and student notes on contemporary topics related to human rights and civil liberties both at home and abroad. The *Columbia Human Rights Law Review* team also publishes the *Jailhouse Lawyer’s Manual*, a practical legal resource that helps prisoners to negotiate the U.S. penal system, as well as a Spanish edition of the *Manual*, an immigration supplement, and state-specific supplements.

*Contact: jrnhum@law.columbia.edu*

**Columbia Journal of Asian Law**
Published semi-annually under the auspices of the Centers for Chinese, Japanese and Korean Legal Studies, the *Columbia Journal of Asian Law*, formerly the *Journal of Chinese Law*, is a forum for examining the fundamental underpinnings and the rapid development of bodies of law in Asia.

*Contact: jrnasian@law.columbia.edu*

**Columbia Journal of Environmental Law**
The student-edited *Columbia Journal of Environmental Law* is designed to be a valuable aid to the legal community committed to the preservation and improvement of the environment.

*Contact: jrnenv@law.columbia.edu*

**Columbia Journal of European Law**
The *Columbia Journal of European Law* (CJEL), the most cited European law journal in the world, is committed to publishing and promoting the highest caliber European legal scholarship. Its critical contributions to the field, spanning a diverse array of legal disciplines, render it one of the most dynamic journals at Columbia Law School.

*Contact: jrneur@law.columbia.edu*

**Columbia Journal of Gender and Law**
The *Columbia Journal of Gender and Law* (CJGL) publishes interdisciplinary works exploring the intersections of gender and law. The *Journal* prints two issues a year that showcase both student and professional articles, as well as one symposium issue that is published in conjunction with the Center for Gender and Sexuality Law.

*Contact: jrngen@law.columbia.edu*

**Columbia Journal of Law & Social Problems**
The *Columbia Journal of Law & Social Problems*, published four times a year, contains student-written articles that analyze a specific legal question in light of related economic, political, or sociological considerations.

*Contact: JSLP@law.columbia.edu*

**Columbia Journal of Law & the Arts**
The *Columbia Journal of Law & the Arts* is a quarterly publication covering all aspects of law and the arts, entertainment, media, and intellectual property, both domestic and international.

*Contact: jrnlart@law.columbia.edu*

**Columbia Journal of Race & Law**
The student-edited *Columbia Journal of Race and Law* is the newest addition to Columbia Law School’s rich tradition of scholarly publications and began publishing in the 2010–11 academic year. The *Journal’s* mission is to establish a dialogue on historic and contemporary notions of socio-political and legal challenges facing racial and ethnic minorities sur-
rounding issues such as affirmative action, immigration, employment law, community development, criminal law, environmental justice, voting rights, and education.

**Contact:** cjrl@law.columbia.edu

**Columbia Journal of Tax Law**

The *Columbia Journal of Tax Law* provides scholars, practitioners, and policy makers with a forum for pioneering ideas in tax law and policy. Founded in 2009, the Journal fortifies Columbia’s distinction in a field of law that is both uniquely dynamic and significant to the pressing social and economic issues of our time. The Journal is a web-based, solely online journal that publishes two issues yearly. It features scholarly articles, shorter works on current policy topics, and student notes.

**Contact:** taxjournal@law.columbia.edu

**Columbia Journal of Transnational Law**

The *Columbia Journal of Transnational Law* is the second oldest student-run law journal in the nation focusing on public and private transnational, international, and comparative issues. The Journal was founded in 1961 by the late Wolfgang Friedmann, one of Columbia’s most renowned international law professors. Writings that appear in the Journal are regularly cited by academics, practitioners, and courts, including the United States Supreme Court.

**Contact:** transnational@law.columbia.edu

**Columbia Law Review**

Founded by Columbia Law School students in 1901, the *Columbia Law Review* is one of the most cited legal journals in the country. The Review publish eight print issues a year, containing articles, essays, and book reviews written by professors and practitioners, as well as Notes written by staff members. Sidebar, the Review’s online component, publishes academic and practitioner responses to print-edition pieces, independent pieces on a range of subjects, as well as student Comments on recent legal developments.

**Contact:** eic@columbialawreview.org

**Columbia Science and Technology Law Review**

*Columbia Science and Technology Law Review* is an online law journal devoted to issues at the intersection of science, technology, law, and public policy. The Review is published twice a year. In addition to editing articles, staff members also write pieces on contemporary technology law issues for a popular weblog.

**Contact:** stlr@stlr.org

**The American Review of International Arbitration**

*The American Review of International Arbitration*, a quarterly law review published by the Parker School of Foreign and Comparative Law at Columbia University, publishes scholarly articles, commentaries on recent developments, case notes, and bibliographical information.

**Contact Elizabeth Cooper, Managing Editor:** ecooper@law.columbia.edu
Communications—Staying Connected

There are a number of ways that students receive important information from Columbia Law School. In addition to news and events posted on the TV monitors in the lobbies of Jerome Greene Hall and Warren and June Warren Hall, you can visit the Law School’s homepage (www.law.columbia.edu), and also take advantage of the following resources:

**LawCal**
LawCal is a daily email about calendar events from the Law School Calendar. The email is an automated process designed to keep the entire Law School informed about upcoming events, and you will automatically receive this information. Note that LawCal is supplemental information. For the full calendar of events and the most current information, please visit: www.law.columbia.edu/calendar.

**Twitter**
Follow us on Twitter for short, timely messages from Student Services and Columbia Law School. Our Twitter feeds are a rich source of information on happenings and news from around the Law School. Join today and follow @student_news and @ColumbiaLaw.
Academic Counseling

Academic Counseling
The Office of Student Services will support you as you navigate your academic life and think about how to maximize your law school experience. As your time at Columbia goes on, you will be choosing courses, thinking about joint degrees, managing your classes and workload, and generally trying to find your niche at the Law School.

The Office of Student Services provides support in thinking through all of these questions. We run programs all year long on various topics and are available for individual counseling.

Some of the topics that we address in our programming in the upcoming year include:
• Taking control of your first-year classes and being engaged in the classroom
• How to study in law school: outlining, study groups, and note taking
• Preparing for exams
• Moot Court opportunities
• Lessons learned from the first semester: how to most effectively move forward into the spring semester
• Finding your niche at law school: journals, student organizations, and pro bono
• Selecting and registering for classes
• Moving on to the second year
• Journal opportunities

To Set up an Appointment
As you move through your time in law school, you can always call or visit Student Services to talk through these issues and ask any questions you may have. Anne Green, Director of Academic Counseling and Judicial Programming (anne.green@law.columbia.edu or 212-854-7269); Joel Kosman, Director of Academic Counseling and Student Organizations (joel.kosman@law.columbia.edu or 212-854-8020); and Yadira Ramos-Herbert, Director of Academic Counseling and Student Outreach (yramos-herbert@law.columbia.edu or 212-854-0137) are available for individual meetings. Please also feel free to contact the main Student Services number at 212-854-2395 to speak with someone who can assist you in setting up an appointment.
Thoughts on Course Selection

During your 1L year, most of your courses will be assigned to you. But after that, you will have almost complete freedom of choice in picking your courses. As you begin law school, we want to give you a sense of what you should try to get out of your academic experience not only in the first year, but also during all three years of your time in law school. There will be many exciting avenues to explore, so here are a few thoughts about making smart academic choices.

Think about balancing breadth and depth.
There are many wonderful courses to explore, many interesting subject areas, and a lot you will want to learn. You’ll get all sorts of advice about the many things that would be useful to you if you are interested in a particular subject area, or want to practice in a particular area. You will want to take a broad sampling of classes in different areas, but you may find it useful to drill down a bit in an area of particular interest. So, think of taking two or three courses in a particular subject matter—perhaps a large doctrinal course, followed by a smaller seminar. This should give you a sense of what it means to delve more deeply into an area. Remember, though, not to concentrate too much in one particular area. You may have some idea of what you would like to study or a particular career path, but these things can change, and you want to retain some breadth in your studies.

What about those big doctrinal courses?
Even after your 1L year, you may hear people talk about courses you “must” take before you leave law school—and then give you widely divergent ideas about what those may be. Although you are not “required” to take the following courses, a number of them come up again and again as prerequisites to other courses or as important introductions to broad areas of the law. Some of the courses most commonly suggested include Corporations, Federal Income Taxation, Evidence, Administrative Law, Family Law, and something in the area of Intellectual Property. If you are interested in applying for judicial clerkships, then you should considering taking Federal Courts. Many would suggest taking at least one course that involves a particular governmental agency, since many areas of law involve agency regulation in one way or another. In addition to Tax, you might consider courses, for example, in the areas of Labor and Employment Law, Environmental Law, or Securities Law. Finally, you might want to consider taking a course that examines the social or political impact of the law on a particular group or aspect of society.

Do Some Writing!
Take several courses during your upper years that involve significant pieces of writing. Legal writing is a most important skill, and the more practice you have at this, the better you will be. Doing a serious piece of writing serves many different purposes. It gives you a chance to really think through a particular legal issue in depth, which is a good way to sharpen your legal analytical skills. It is often a good way to get to know and interact with a faculty member (more on that later). It can serve as a writing sample if you need one in later years (for example, if you apply for a judicial clerkship). It can help you fulfill requirements such as Major Writing and Minor Writing, and you might even be able to use it as the starting point for a piece that could be submitted to an academic journal for publication. It is also excellent practice for a wide and diverse range of legal (and other) careers. So write!

But... balance exams with writing.
All of your courses will have some sort of evaluative exercise, with the two most common being a large exam and a paper of significant length. You probably do not want to have to take five large exams, and you probably do not want to write five long papers. After 1L year, you may have a better sense of whether you prefer papers or exams. You can then play to your strengths—although you should not let the final evaluative exercises be determinative when you pick courses, you should think about them ahead of time when planning your schedule.

Do something experiential.
There is a lot to learn, and lot of fun to be had, in actually doing what lawyers do. After 1L year, you will have the chance to take experiential courses, which range from clinics and externships, where you’ll be doing legal work, to skills-based courses. You can negotiate, try a case, do a deal, and act like a lawyer in many other real and simulated settings, where you’ll get to practice legal skills and think about the law in a different way. These courses will enrich your educational experience and help prepare you for life in practice.
Build relationships!
One of the most important things to focus on during your time at Columbia Law School is building relationships with faculty members. It will help you get the most out of your time here, allow you to deeply delve into a particular interest and build relationships with someone who can serve as a recommender during law school or in the future (e.g., if you are considering applying for clerkships), and provide advice and a useful perspective on the world beyond law school. You can start to build relationships by participating in class and attending office hours during your 1L year. After that, one of the most straightforward ways to build relationships is to take small classes, such as seminars or colloquia, in a faculty member’s area of interest. In particular, focus on building relationships with full-time faculty, who often teach multiple classes in related areas, and are often doing research and writing in interesting areas. Try to follow up on a class with visits to office hours, offers to do research or writing in their area, and perhaps, multiple classes with a particular professor.

Don’t be afraid to take something just because it sounds interesting.
There may be particular classes that sound enticing because they are with great teachers, or because they cover a subject area that sounds interesting. Although it is not a focus of yours nor an area that you think you will use in some practical way, take it anyway! The intellectual exploration piece of law school cannot be underestimated. In addition, many people have found that taking a class with a wonderful teacher, regardless of subject matter, was one of the wisest decisions they made in choosing courses. Consider taking a new course or a course with a visiting professor. One of the things that make Columbia Law School great is that we attract distinguished visiting faculty from around the world.

Remember the perspective that adjunct faculty bring.
Many faculty members at Columbia Law School also work outside of the academic in fascinating legal careers, and teach as adjuncts. Practitioners bring a unique perspective to their areas of expertise, and it can be especially useful to take a course with an adjunct professor in an area in which you may practice. They are also useful to turn to for advice as you navigate your career choices.
Areas of Study

To help you plan your upper-level years, the Law School maintains a Curriculum Guide, which divides course offerings into various categories or areas of study. Over the following pages, each of these areas of study is described. In each area of study, you will find lecture-style classes, smaller-sized seminars, and a variety of experiential or skills-based opportunities.

Please Note: Not every course is offered in every year and new courses are added all the time, so use this only as a general guide to the various areas. For the most current course information and a detailed description of every course offered by Columbia Law School, consult the online Curriculum Guide at www.law.columbia.edu/courses.

Administrative Law and Public Policy
For many lawyers, whether in public or private practice, dealing with legislatures and government regulatory bodies is an important element of their work. Administrative law courses cover various aspects of the functioning of the executive and legislative branches of both federal and state government. Offerings in this area range from lectures to seminars to experiential classes that give you the opportunity to do regulatory work.

Foundational lecture courses focus on institutional and process issues generally and are a good introduction to this area of study. These courses include Administrative Law, Legislation, and Rebuilding Government.

Additional lecture courses address specific areas of public policy, or of regulatory concern, and may be of particular use if you have an interest in the given area. These offerings explore a variety of legal mechanisms, including legislation, regulation, and litigation. They address a variety of topics, both practical and theoretical, ranging from core issues of economic and social policy to questions on constructing regulatory institutions to analysis of different regulatory approaches and enforcement strategies, and more. These classes include Antitrust and Trade Regulation; Immigration Law; Land Use; Public Health Law; and Securities Regulation. Any such course will engage students in the rich secondary literature of the subject, which extends to economics, political science, technological change, and increasing internationalization of regulatory activities.

In addition to lectures, there are also seminars that provide you with the opportunity to look even more closely at an aspect of the regulatory state. Seminars include Architecture of Financial Regulation; False Advertising Law; Law Enforcement, Regulation, and Compliance; Mental Health Law; Role of the State Attorney General; and U.S. Insurance Regulation.

Finally, for those looking for hands-on opportunities to explore the regulatory state, several clinics and externships offer experiences from the perspectives of state government, federal government, and the private sector—including opportunities to represent immigrants and adolescents, and to work on behalf of nongovernmental organizations. Students can also take advantage of a semester-long externship with the federal government in Washington, D.C., and an externship with the New York City Law Department, as well as unique seminar/fieldwork combinations such as Native Peacekeeping and Public Education Policy Seminar and Practicum.

Civil Procedure and Dispute Resolution
The offerings in civil procedure and dispute resolution address the web of formal, informal, public, and private processes and systems by which law addresses civil conflicts. This course of study will introduce you to the language, principles, and processes that are the currency of conflict resolution. Through it, you will also confront ethical issues and begin the process of professional self-definition. You will simultaneously explore the most basic jurisprudential questions involving the rule of law together with the most practical lawyering skills, such as how to conduct a trial or raise an evidentiary objection.

Moreover, the study of procedure increasingly involves negotiating the relationships among different tribunals—public and private, federal and state, domestic and international—as procedural issues frame whether and how substantive claims will be heard. Increasingly, procedural disputes are being processed outside formal judicial arenas, through mediation, internal conflict resolution within organizations, and in transnational contexts. Lawyers must be equipped to use a wide range of conflict resolution processes, to develop strong communication and organizational skills, and to adjust the form of conflict resolution to the demands of their clients and the situation. In addition, through this area of study, you will also explore fundamental ideas about the meaning of the rule of law, access to justice, and the circumstances under which power can be legitimately exercised over particular parties and types of disputes.
The basis of the curriculum is the foundation course
Civil Procedure, which surveys elements of a fair procedural
system, jurisdiction over parties, phases of a lawsuit, subject
matter jurisdiction, choice of law, the effects of prior adjudica-
tion, complex litigation, and alternatives to formal adjudication. Upper-level courses provide an opportunity to build
on this foundation in a variety of different ways.

First, you will hone your knowledge of trial practice and
advocacy skills through courses in evidence and trial prac-
tice—such as the lecture courses Electronic Discovery or
Evidence, and the seminars Complex Litigation and Trial
Practice. Other courses examine the theory and skills associ-
ated with informal conflict resolution, like the lecture course
Vision, Action, and Social Change or the seminar Negotia-
tion Workshop. Another set of lecture courses and seminars
examines the issues involved in complex litigation, including
choice of law, class actions, and remedies. Lecture courses
of this type include Conflict of Laws and Mass Torts, and
seminars include Class Actions and Science and the Courts.
Further, you may choose to deepen your exposure to inter-
national procedural issues through lecture courses such as
Transnational Litigation and Arbitration and seminars like
Advanced International Commercial Arbitration and Inter-
national Investment Arbitration.

In addition, there are various advanced seminars that
allow you to study areas of civil procedure in greater depth.
These include Advanced Civil Procedure, Advanced Tort
Practice, and Advanced Trial Practice. Or you may choose to
examine procedural issues in particular substantive domains
through seminars like Construction Industry Law; Interplay
of Civil and Criminal Law; and Patent Litigation.

Finally, clinical offerings and judicial externships pro-
vide students with in-depth opportunities to examine the
relationship between procedure and substance, to navigate
particular procedural systems, and to develop the advocacy,
problem-solving, and communication skills that are essential
to effective lawyering.

Clinics, Externships, and Experiential Learning
Experiential learning is the study of law and lawyering in
context. Working with real clients who have real problems
allows law students to begin the lifelong process of becom-
ing thoughtful, responsible, and reflective lawyers. Columbia
Law School clinics and externships provide you with a wide
array of choices in regard to issues, lawyering techniques,
and practice settings. Clinics and externships are different
in some fundamental ways, but they both combine a deep
study of doctrine with hands-on practical experience that
will serve you well after graduation, whether you work in
private practice, government, or public interest.

Clinical legal education allows you to work under the
close supervision of full-time Columbia Law School clinical
professors. You will test your strengths as you take on
increasing responsibility for your clients’ cases, knowing
that you have the watchful supervision of your experienced
teachers as you carry the profound weight of representa-
ing clients in important and often personal matters. In a
clinic, you can serve as a counselor, mediator, litigator, and
educator, while learning to apply the legal knowledge you
have gained in law school to your clients’ diverse concerns.
You will gain critical skills in communication, information
gathering, persuasion, and legal and factual analysis that
will prepare you to address the multifaceted needs of cli-
ents, while also learning how an ethical and professionally
responsible lawyer represents a client. You will learn how
to find the right combination of zealous and compassion-
ate advocacy as you strive to solve your clients’ pressing
dilemmas, and you will develop confidence that will help
you shoulder the responsibilities that will come with your
chosen path after graduation.

Columbia Law School’s clinic offerings cover a wide vari-
ety of fields. Through the Immigrants’ Rights Clinic, you
can represent immigrants detained at metro-area detention
facilities. You can advocate for prisoners in the Prisoners and
Families Clinic or Mass Incarceration Clinic, act as a mediat-
or in the Mediation Clinic, or develop technological legal
skills in the Lawyering in the Digital Age Clinic. Or pursue
one of Columbia Law School’s many other clinical offerings,
such as the Human Rights Clinic, the Environmental Law
Clinic, or the Adolescent Representation Project.

Externships offer another avenue for experiential learning.
Externships combine fieldwork with an intensive seminar
exploration of both substantive and practice topics. Adjunct
professors, who are leading practitioners, teach the weekly
seminars, and the field placements are at NGOs or govern-
mental agencies that are closely related to the seminar. In
most instances, the seminar leaders also supervise your work.
In other cases, they place you with other supervisors in their
offices. In a few externships, students work at a variety of
governmental agencies or nonprofit organizations.

For the most current course information, visit www.law.columbia.edu/courses
Externships introduce you to areas of practice and applied legal policy, enhance understanding of substantive law, and develop skills that prepare you for law practice. You are expected to devote more than 15 hours per week to the externship, including seminars and meetings, time at the field placement office, and other project assignments. You must pay careful attention to the scheduling arrangements required by the different projects to be sure that you have the requisite hours available for the placement. For example, most externships require that you spend at least one day at the office. Social Justice Initiatives has the primary responsibility for the creation and oversight of externships.

Like our clinical offerings, Columbia Law School's externships cover a wide range of employment contexts. You can study the role of city government and assist with city litigation in the Representing NYC: NYC Law Department Externship, pursue your interest in prosecution in the U.S. Attorney's Office for the Southern District of New York Externship, assist with indigent criminal defense in the Community Defense Externship, or work in a judge's chambers in the Federal Appellate, Judicial, and Federal Court Clerk Externships. There are many other externships to pursue, including Arts Law, Copyright Dispute Resolution, Domestic Violence Prosecution, Immigration Law, and our externship at the United Nations. The combination of in-class work and work in the real world makes externships an ideal avenue for learning.

Commercial Law and Transactions
Columbia Law School offers a wide selection of courses and seminars in the area of commercial law and advanced contracts, as befits its location in the commercial capital of the United States and its long history of training lawyers to take on leading roles in the business and transactional worlds.

The Law School's curriculum in this area can be divided into several major categories, which are detailed below.

First, you can select from a number of offerings that highlight the regulation and design of particular types of commercial transactions or entities. These include such lecture courses as Bankruptcy Law, Deals, Payment Systems, Private Investment Funds, and Real Estate Finance. This category also includes lecture courses that focus on international commercial arrangements, such as International Business Transactions and International Financial Transactions.

Second, other courses (some seminars, some lectures) offer you the opportunity to focus on broader concepts and skills—such as transactional planning, contract design, and negotiation—that are implicated across a range of business environments. These offerings include the various Deals Workshops (which are taught by leading practitioners in cooperation with Columbia Law School faculty and are offered in small sections); Environmental Issues in Business Transactions; Financial Statement Analysis and Interpretation; and Strategic International Commercial Transactions.

Third, the curriculum includes a large variety of seminars that focus on specialized areas of commercial practice, many of which, due to their cutting-edge subject matter, are also taught by leading transactional practitioners. Examples of these offerings include Construction Industry Law: Transactional Practice, Dispute Avoidance, and Resolution; Deals Litigation; International Bankruptcy; International Investment Arbitration; Law and Sports; Law and the Film Industry; Law and the Music Industry; and Technology and Venture Capital.

Finally, the Community Enterprise Clinic offers an experiential introduction to transactional practice on behalf of nonprofit corporations.

Constitutional Law
Constitutional law is central to your legal education, and, as a practicing lawyer, you will face issues related to it throughout your career. The study of constitutional law is often divided into courses that focus on “structure” and those that focus on “rights.”

The American Constitutional Law course introduces students to both: structure, in the context of enumerated powers, and rights inherent to the 14th Amendment’s guarantees of equal protection and due process. From that point on, however, you have many options from which to choose, depending on your interests.

There are courses that focus more generally on institutions or topics that cut across the various rights and laws embodied in the Constitution. For example, for an American focus, lecture courses include Civil Rights; Constitution and Foreign Affairs; and Federal Courts. Examples of lecture courses with an international focus are Comparative Constitutional Law and Indian Constitutional Law.

You may also approach the study of constitutional law through the lens of a particular group, to learn more about that group’s treatment under the Constitution and related laws, or through the lens of a specific public policy issue. Examples of lecture courses of this type include Educational Equality: The Role of Law; Immigration Law; and Terror and Consent. Seminars of this type include Law, Rights, and Religion; Native American Law; Religious Minorities in Supreme Court Litigation; and September 11 and the Rights of Non-Citizens.
Still other offerings focus on particular rights or sections of the Constitution. There are constitutional law lectures and seminars that focus on the First Amendment, the political process, equal protection, religious liberty, free speech, and the Takings Clause.

In addition, Columbia Law School offers a number of alternative takes on the study of the Constitution. These include seminars such as Constitutional Ideas of the Founding Era, Legal Interpretation, and Reading the Constitution.

Finally, there are experiential avenues for learning more about constitutional law. Clinics such as the Human Rights Clinic and externships like Constitutional Rights Enforcement in Capital, Habeas, and Prison Cases offer you the opportunity to experience the Constitution as a living document.

Corporate and Securities Law and Transactions
Columbia Law School’s array of courses in the area of corporate, securities, and transactional law reflects the Law School’s position as a preeminent legal institution located in one of the world’s major financial and commercial centers. The offerings in this area allow you to consider legal and organizational issues from both theoretical and practical perspectives, in domestic and international settings, and in contexts ranging from multibillion-dollar enterprises to small businesses and nonprofit organizations. They also cover concepts of financial economics and accounting, which provide a foundation in how the corporate world works.

The corporate and securities law offerings include introductory courses, international and comparative offerings, courses that expose you to relevant non-legal subjects, classes aimed primarily at developing practical skills, and a variety of advanced courses and seminars focused on specific issues and approaches. Corporations and Securities Regulation are the two core courses taken by many students and they are required as prerequisites for several advanced classes. Corporate Reorganization and Bankruptcy, as well as Antitrust and Trade Regulation, offer introductions to two regulatory areas that hold particular importance for modern business organizations. Advanced classes are designed to provide you with more sophisticated work in both theory and practice. These include Advanced Corporate Law: Mergers and Acquisitions; Advanced Corporate Law/Finance; and Derivatives Law and Regulation. Advanced offerings vary from year to year.

Seminars allow you to study the complex topics in this area in a smaller setting with maximum student-professor interaction. These include Black Letter Law/White Collar Crime; Capital Markets: Development, Structure, and Policies; Energy Industry Restructuring; Entrepreneurship; Nonprofit Institutions; and many others.

Reflecting the globalization of economic activity, the curriculum has a significant international focus. This is evident in the pervasive attention given to global issues in the core courses, as well as in courses and seminars focused directly on the international elements of current commercial practice. These include Comparative Corporate Capitalism; International Bankruptcy; International Financial Transactions; and International Securities Regulation.

The Community Enterprise Clinic enables students to gain hands-on experience providing legal assistance to nonprofit organizations and small businesses. Students may also be interested in joining the Columbia Business Law Review, a student-run journal that covers a vast array of business issues.

Finally, law students are encouraged to take courses relevant to corporate and securities issues that are offered at other schools within the University, such as the Department of Economics, Columbia Business School, and the School of International and Public Affairs.

Criminal Law and Procedure
Criminal law involves the fundamental issues surrounding the relationship between individuals and the state: What behavior warrants condemnation through imposition of criminal penalties? How should we treat those who commit crimes? What procedures protect against the state’s abuse of the awesome power of criminal punishment, while still enabling the use of that power, where appropriate, to secure society against criminal acts? The study and practice of criminal law presents deep philosophical questions about the nature of justice. But at the same time, both lawyer and scholar must have an appreciation of the human and practical sides of these issues.

Criminal practice deals with intensely human and emotional matters. Criminal lawyers must be skilled in dealing with clients, police officers, witnesses, and jurors; their practice, more than most others, is in the courtroom, in the station house, and in the community. The scholarly work of Columbia Law School’s criminal law faculty has ranged from the philosophical and comparative dimensions of sub-
stantive criminal law to the practices of police officers on duty, from rape to white-collar crime, and from the ethics of ending life in a hospital to the moral issues associated with ending life by execution.

Members of the faculty have prosecuted or defended cases involving everything from death row to the White House. The coursework available to students is equally wide-ranging, and the student interested in criminal law should be prepared to study both the philosophy of justice and the skills involved in its day-to-day administration.

The curriculum starts with the first-year foundation course in criminal law, which deals with the substantive law of crimes. The next basic building blocks are criminal procedure courses. Criminal Investigations covers the Fourth, Fifth, and Sixth Amendments, the law governing police investigations, and the constitutional rights that limit the police, while the Criminal Adjudication course addresses the courtroom procedures involved in criminal prosecution and defense. If you are interested in enriching your understanding of the theoretical foundations of criminal law, consider enrolling in International and Comparative Criminal Law.

Also available to you are a wide range of seminars covering criminal law topics as diverse as the death penalty; federal criminal law; policing and drugs; law and policy; white-collar crime; criminology; sentencing; prisoners’ rights; the intersection of civil and criminal regulation of behavior; and national security law. These include seminars focused on more practical aspects of criminal law, such as Internal Investigations; Internet and Computer Crimes; and Science and the Courts. These offerings also include courses and seminars focused on philosophical and policy questions, such as The Law of Genocide; Sentencing; and Tortures and Confessions: From the Inquisition to Guantanamo.

Clinical and externship opportunities will be particularly valuable to students interested in pursuing criminal law careers, which typically involve significant courtroom work and thorny ethical issues. These offerings include the Human Rights Clinic, Mass Incarceration Clinic, and Prisoners and Families Clinic, as well as externships that place students in settings such as a prosecutor’s office or a criminal defense practice.

Environmental Law
A leader in the field since the 1970s, Columbia Law School continues to introduce innovations in the teaching, scholarship, and practice of environmental law.

Environmental law issues are covered in many foundation courses, including Property, Constitutional Law, and Torts. Upper-year lecture courses such as Environmental Law and International Environmental Law offer overviews of relevant legal and regulatory issues. Also offered are seminars such as Energy Industry Restructuring and Environmental Justice.

Moreover, Columbia Law School’s Sabin Center for Climate Change Law works to advance an effective legal response to global climate change and to train the next generation of lawyers who will be leaders in the field. Courses and seminars offered in connection with the center include Climate Change Law and Policy and Advanced Climate Change Law.

Beyond the classroom, you have the opportunity to learn lawyering skills by working on environment-related matters in the Environmental Law Clinic. If your interest extends to journals, participation on the Journal of Environmental Law will give you the opportunity to write a note and read extensively about issues on the cutting edge of the field. You can also take advantage of other schools within the University that offer courses on the scientific, economic, and cultural aspects of environmental regulation.

Family Law
Family law encompasses the policies and doctrines regulating familial and intimate relationships in American society. The family is the basic institution in society that cares for the inevitable dependency needs experienced by all individuals, and family law defines, regulates, and supports the relationships that count as legal families. These include, most importantly, the relationships between intimate adult partners in committed unions and the relationships between parents and children.

While marriage may have been the only legally sanctioned family form in the past, and therefore the primary subject of family law, modern family law recognizes and regulates non-marital families, including same-sex and opposite-sex cohabiting couples and families in which parents are not married.

Family law incorporates many themes and issues dealt with in other courses and concentrations. For example, because the regulation of resources and wealth in families is a core component of family law, the basic Property course provides important background to the study of family law. Since dissolution of families is also an important focus of family law, the basic course in Contracts is similarly useful, as members of families turn increasingly to contracts...
to order their own lives with regard to matters such as the dissolution of a relationship or the adoption of children. Because family law sometimes crosses the traditional divide between civil and criminal law, a course in Criminal Law further informs the study by considering, for example, a topic such as domestic violence. Historically, family law has been primarily state law, with much variation across jurisdictions, but in the past century federal regulation of families has increased dramatically. At the same time, the Supreme Court has played an increasingly important role in defining the constitutional parameters of family relationships. In this regard, Constitutional Law is also an important foundational course for the study of family law.

The concerns of family law connect to a variety of other upper-level academic and experiential courses that, in combination, provide a rich understanding of the legal regulation of families, and of the individuals within them. The basic upper-year lecture course is Family Law, in which you will study the evolution of legal policy toward the family in response to important social changes in the late 20th and early 21st centuries. If you are interested in an economic or property perspective, Advanced Family Law: Pre-Nups, Property Distribution, and Alimony in Divorce examines the theory and practice of asset distribution in the matrimonial context.

In addition, the seminar Domestic Violence and the Law offers the opportunity to look more deeply into critical issues of family law. Beyond the classroom, the Law School offers several experiential learning opportunities that address family law issues, including the Adolescent Representation Clinic and the Prisoners and Families Clinic.

**Gender and Sexuality Legal Studies**

Gender and sexuality legal studies at Columbia Law School offer you a broad curriculum that includes diverse approaches to the problems of gender- and sexual orientation-based discrimination, the gendering of society in and through law, and the ways in which the law is used to reward and punish different forms of sexual conduct and identity. Coordinated through the Center for Gender and Sexuality Law, the study of gender at Columbia Law School seeks to explore the complex dynamics that make up the gender of law and the law of gender. Courses seek to introduce you to the gendered aspects of law through history, policy, and doctrine: How are gendered hierarchies reinforced by and dismantled through law? What are the unstated masculine or feminine assumptions that underlie important legal rules, such as self-interested welfare maximization in law and economics, or the meanings of motherhood in family law? How can law be used as a progressive tool to eradicate complex social problems—such as domestic violence, employment discrimination, unequal education for girls, and international women's rights violations—while not reinforcing stereotypes about women and men? Should the goal of efforts to combat sex discrimination be the eradication of sex/gender differences, or the celebration of the ways in which men and women differ? What are the stakes for gender-based equality in the claims of transgender people, and what are the stakes for transgender people in the way gender-equality claims are framed?

Courses addressing the law of sexuality provide a culturally and historically situated, theoretically diverse understanding of “gay and lesbian” rights, queer theory, and sexual rights claims in international contexts. Long the subject of criminal legal regulation, sexual minorities now seek positive recognition for their relationships and their families. Should that be done in the same manner as for heterosexual couples and families, or in forms that are similar to, but legally and socially different from, existing legal institutions such as marriage? Lecture courses that explore these issues include Family Law and a class on Gender Justice, while seminars include Abortion: Law in Context; Domestic Violence and the Law; Feminist Legal Theory Workshop; Gender, Law, and Sexuality; and Vision, Action, and Social Change.

The gender and sexuality legal studies curriculum at Columbia Law School is designed to offer students a range of educational experiences that emphasize doctrinal, theoretical, and practical aspects of gender, sexuality, and the law. The curriculum introduces students to the long arc of civil rights discourse about the cultural and historical representation of nature, power, and the social construction of difference. It encourages you to engage in the debates regarding the ethical and political issues of equality and justice that emerge in such discussions. And it links the questions of gender and sexuality to those of race and ethnicity, as well as other kinds of hierarchical difference.

Interested students may receive certification in the study of gender and sexuality law upon completion of specialized curricular requirements and an oral examination covering a reading list tailored to the student’s research and practice for the most current course information, visit [www.law.columbia.edu/courses](http://www.law.columbia.edu/courses)
interests. Students have a unique opportunity to explore the practice-oriented application of the legal issues in sexuality and gender law by participating in the Sexuality and Gender Law Clinic.

Health Care and the Law

Situations involving physical health and well-being, especially the availability and quality of life-saving treatments, are compelling subjects for judges and juries. Health care represents nearly $2 trillion annually of American economic activity; much of that expense is associated with innovations in diagnostic imaging, surgery, pharmaceuticals, and biotechnology. Health care is also a paradigmatic regulated industry in which even many of the most committed "freemarket" advocates acknowledge the inevitability of significant government involvement. Moreover, because health care constitutes such a large and rapidly growing portion of the American economy, difficult issues of expense, equity, and individual rights frequently attract public attention and debate.

Your introduction to issues involving health care and the law begins during your first year. In Torts and Contracts, individual disputes over medical care are examined, and issues of social policy are debated.

If you are interested in further exploration of this area, you can take a foundational course in Public Health Law. Health Law is a survey course that introduces students to the legal issues arising out of the health care industry, including the representation of health care organizations, medical malpractice, managed care, and the intervention of government. Public Health Law examines public health concerns at the global, federal, state, and local levels, including the constitutional issues raised by the need to balance the health of the populace with the rights of individuals.

In addition to these courses, Columbia Law School offers various seminars that address the structure and regulation of health care, and the social and ethical challenges to the health care system. These seminars include Abortion: Law in Context; Access to Healthcare; Genetics and the Law; Mental Health Law; Reproductive Rights: Comparative and International Law Perspectives; and Jewish Law and Ethics: Biomedical Ethics.

Finally, for those considering careers in this dynamic area of the law, courses in other legal categories are also helpful. For example, those interested in the representation of health care organizations will find courses in corporate law, taxation, patent law, and nonprofit organizations useful. Those interested in medical malpractice could benefit from classes in trial advocacy and tort litigation. Courses on labor law and employee rights and benefits are relevant because of the often-unionized labor in health care organizations. Finally, students should not overlook the applicability of general courses such as Insurance Law; Legislation; State and Local Government Law; or U.S. Insurance Regulation; as well as classes offered by Columbia University’s Mailman School of Public Health.

History and Philosophy of Law

Common law systems based on precedent are, by their very nature, oriented toward history. Columbia Law School, the University, and New York City abound in rich source material for research and courses in legal history. Classes address topics such as the English common law, American law, international law, and the law of Greece and Rome. The Program in Law and History, a joint project of the Law School and Columbia University’s history department, further supports interdisciplinary coursework and scholarship.

Courses and seminars on law and philosophy concentrate on philosophic perspectives as they relate to law. Among the central interrelated questions are the nature of law; how law relates to morality; how judges do and should decide cases; different forms of legal interpretation and how these forms compare with interpretation in other disciplines; and requisites of justice for legal systems. In these offerings, the focus is less on resolution of particular legal issues or direct usefulness for the practice of law and more on general inquiries that will enrich your understanding of law and participation in the legal profession.

Courses in this area are designed to provide you with an enriched understanding of the foundations and development of the law. They represent an excellent opportunity to diversify from the more doctrinal courses in the curriculum. Regardless of your particular area of interest, it is most likely that you will be able to find a course here to enhance your legal education.

Among lecture courses, American Legal History explores the role of law and legal institutions in the context of American history from the time of the colonies through the second half of the 20th century. Ideas of the First Amendment undertakes a historical and philosophical examination of freedom of speech.

You may also opt to explore issues of legal philosophy or history in the seminar setting, where you can select from a diverse array of offerings, including Animal Law; Biblical Jurisprudence; and Constitutional Ideas of the Founding Era. For example, Law and Empire: Historical Perspec-
tives examines the legal implications of American territorial expansion during the 19th and 20th centuries. In Issues in Contemporary Political Philosophy, contemporary texts guide a discussion of political philosophy and its implications to legal theory. Finally, the Legal Theory Workshop is a longstanding faculty seminar in which invited speakers from law and other disciplines present works in progress for comment and discussion.

Human Rights
Columbia Law School pioneered the introduction of human rights into legal education and offers a rich curriculum in the field. This is complemented by an array of extracurricular activities, many sponsored by the Law School’s Human Rights Institute, including a summer internship program and opportunities to join projects involving work with the United Nations and other international organizations and human rights advocacy groups in New York City.

The foundational course in Human Rights provides a thorough introduction to the conceptual, analytical, and philosophical origins of human rights, together with an examination of the modern international human rights regime and the role of human rights law in the U.S. domestic system. Additional lecture courses relevant to human rights include Comparative Constitutional Law, Immigration Law, and The Law of Genocide.

The human rights curriculum includes a comprehensive range of advanced colloquia and seminars in human rights and constitutionalism, as well as comparative law courses. Depending on your interests, you may approach human rights law through a focus on particular countries or by examining existing laws and institutions—both international and domestic. Seminars include Cuba: Law, Policy, and Transition; Human Rights, Law, and Development Workshop; International Human Rights Advocacy; International Humanitarian Law; Nuremberg Trials and War Crimes Law; Transitional Justice; and Transnational Business and Human Rights.

Moreover, if you have a focused interest in human rights law, you may seek to enroll in the yearlong Human Rights Clinic. Through the clinic, you will be exposed to the practice of law in the international and cross-cultural context of human rights litigation and advocacy. The Undocumented and Unaccompanied Immigrant Youth Externship also provides an opportunity to apply theory to practice.

Finally, in addition to other Law School courses that cover issues of human rights law as a secondary focus, you might also consider courses and seminars offered in other parts of the University, notably the Department of Philosophy, Teachers College, and the School of International and Public Affairs.

Intellectual Property and Technology
Meant to promote “the progress of science and the useful arts,” intellectual property is today among the most controversial and interesting areas of law, thanks to its close link to the technological changes sweeping society. Columbia Law School has a large and ideologically diverse faculty teaching in this area. Members of the Law School’s faculty represent diverse viewpoints in IP law—from a passionate interest in authorial welfare, to an interest in more moderate reform, to a belief that intellectual property has become a fundamentally immoral system.

In this area, you have the opportunity to take traditional courses such as Copyright Law and Patents, as well as to explore specialized courses focusing on Internet law; communications policy; law and the arts; and privacy and the Constitution. These courses include Antitrust and Trade Regulation; Computers, Privacy, and the Law; International Copyright Law; and Law in the Internet Society.

Befitting the Law School’s location in New York City, you have the opportunity to enroll in a range of seminars, many of which are taught by prominent members of New York’s arts and intellectual property community. These seminars include Art, Cultural Heritage and the Law; False Advertising Law; Law and Visual Arts; Media Law; Science and the Courts; and The First Amendment and the Press.

Moreover, if you are looking for more experientially oriented courses, seminars such as Federal Court Litigation: Trademark and Copyright or Patent Litigation fit the bill, as do the Arts Law Externship, the Community Enterprise Clinic, and the Copyright Dispute Resolution Externship.

Finally, several centers offer additional opportunities for students. The Kernochan Center for Law, Media and the Arts was established to contribute to a broader understanding of the legal aspects of creative works of authorship, including their dissemination and use. The Software Freedom Law Center provides pro bono legal services and strategic counseling to the free software movement and cooperates closely with the Public Patent Foundation.

For the most current course information, visit www.law.columbia.edu/courses
International, Foreign, and Comparative Law

Columbia Law School’s curriculum in international, foreign, and comparative legal subjects presents an exceptionally rich array of offerings. To meet the challenges of an increasingly integrated world, new courses are constantly being developed to prepare students for international legal practice and research.

Course offerings in this area fall within three broad classifications: public international law (and other public law relevant to foreign relations); private international law (transnational practice); and comparative law. These categories are not meant to be exclusive, as many courses span more than one. Still, if you are looking for a broad-based education in this area, you should try to ensure that your course selections cover all three. In addition, if you are interested in a specialization in international or comparative law, you should plan your courses with an eye toward the Parker School Certificate of Achievement (see page 96).

The body of law known as public international law includes the law made by states to govern relations between states, as well as the law governing relations between states and international or supranational organizations, and that which involves dealings between states and individuals. It is recommended that the International Law foundation course be taken in the second year. Other lecture courses include Constitution and Foreign Affairs and Jurisprudence of War. Examples of seminars in this category include Human Rights, Law, and Development Workshop; International Humanitarian Law; and International Lawyering for Governments. You might also consider the externship at the United Nations or the Human Rights Clinic.

If you see yourself as a future practitioner of law in a transnational context, you can choose from among an ample selection of private international law course offerings that address the planning and execution of transactions in international business, as well as the resolution of disputes arising out of such transactions. Among the available offerings are lecture courses such as European Banking and Finance and Transnational Litigation. Examples of seminars include International Banking and Financial Law; International Investment Arbitration; International Investment Law; and Strategic International Commercial Transactions.

In addition, several lecture courses—such as International Environmental Law—explore the intersection of public and private law. Seminars with this focus include Foreign Direct Investment and Public Policy and Issues on Global Regulatory Reform.

For further comparative and foreign law exposure, there are options such as Comparative Constitutional Law and International and Comparative Criminal Law.

You may also choose from a wide selection of courses that focus on a particular country or region. Lecture courses of this type include African Legal Theory, Law, and Development; Japanese Law and Legal Institutions; and Law and Legal Institutions in China. Seminars include Advanced Research in Japanese Law; Cuba: Law, Policy and Transition; Geopolitics of Law and Conflict on the Korean Peninsula; International Arbitration in Latin America; and Korean Legal Systems in the Global Economy.

Finally, students have the opportunity to explore interdisciplinary approaches to the study of comparative legal systems by enrolling in the lecture course The Law of Genocide and the seminars Art, Cultural Heritage, and the Law; or Nuremberg Trials and War Crimes Law. Other offerings in international and comparative law include moot court competitions, as well as summer internships in human rights, and a variety of student-run journals in international, transnational, and comparative law.

Students who want to focus their program and eventual practice on a particular country or region are urged to acquire facility in the relevant language(s) and to study the history, culture, politics, and economics of the region by taking advantage of the numerous courses offered at the University. Students may also avail themselves of several double-degree programs (in the U.K. and France), as well as the numerous semester-abroad and student exchange programs that Columbia Law School offers with universities around the world, including those in Europe, Latin America, South Africa, and Asia.

Journals

Columbia Law School is home to 14 law journals, many of which are the leading scholarly publications in their fields. Participating in a journal exposes students to cutting-edge research and hones legal research, writing, and analytical skills. For a description of point credits that may earned through work on a journal, see Rules for the J.D. degree.

Labor and Employment Law

Relations between employers and employees centrally shape people’s daily lives and identities. Those relations also serve as an important channel for participation in the economy and as citizens. Because employment relations are simultaneously contractual and hierarchical, they implicate significant legal and philosophical questions about consent,
power, and participation. Workplaces have become highly regulated institutions, which, in turn, govern the terms and conditions of workplace interactions among employees and employers. And, because society claims a substantial stake in the fairness of employment relations (and their termination), employment cases have come to comprise a substantial portion of state and federal court dockets. The burgeoning law governing labor and employment relations has recently come under growing pressure and criticism in light of heightened international competition, greater mobility of capital and labor, the development of more fluid and flexible economic enterprises, greater complexity in the dynamics causing workplace inequality, and the declining reach of traditional unions and collective bargaining. These developments raise urgent policy questions about the desirability of alternative modes of workplace regulation. They have also prompted experimentation with new modes of governance and advocacy that have broader implications for the role of law and lawyers.

If you are interested in this area, the basic courses in the field are Labor Law and Employment Law. Labor Law covers the federal and international law of unionization and collective bargaining, as well as reform proposals aimed at revivifying employees’ voice in the workplace and responding to the globalization of labor, capital, and product markets. Employment Law examines bodies of statutory and common law regulating the individual employment relationship, including the law of the employment contract, limitations on hiring and discharge, employee privacy rights, employment discrimination, and one or more of the multitude of workplace regulatory statutes governing health and safety, unemployment compensation, wage and hour regulation, and pensions.

In addition, seminars offer advanced study and research opportunities in specialized practical and theoretical areas, and include: Employment Discrimination Litigation; Law and Sports; and Transnational Business and Human Rights.

**Law and Economics**

By imposing sanctions or granting subsidies, the law gives parties incentives for desirable behavior. Analyzing the incentive effects of legal rules thus provides a useful predictive tool, both to explain the legal rules we see and to allow us to engage in a critique of those rules that have undesirable effects. In this and other ways, economics is a valuable tool for understanding the consequences of legal doctrines and how legal processes work.

The increased use of law and economics concepts in both the classroom and legal scholarship represents perhaps the most notable single change of the last 30 years in American law schools. Economic analysis has spread from its traditional domain of antitrust and regulated industries to fields as varied as the common law of contracts, tort and property, corporate and securities law, commercial law, tax, domestic relations, criminal law, administrative law, procedure, international law, and constitutional law. Accompanying this trend, economic analysis has had a growing impact on judicial and administrative decision-making.

The study of law and economics can enhance your understanding of how law should be shaped to encourage beneficial behaviors, and how it can cause harmful behaviors. Particularly if you are considering a career in policymaking, business, or criminal law, courses in this area of study should not be overlooked.

Economic analysis plays an important role in many courses across the Columbia Law School curriculum, and you will undoubtedly encounter economic concepts in many introductory and upper-level courses. Review of the detailed descriptions found in the online Curriculum Guide (law.columbia.edu/courses) should help you identify those courses that feature such analysis. In addition, Columbia Law School offers a number of courses that specifically focus on law and economics, including the economic analysis of particular legal regimes.

Law and Development is a lecture course that examines theoretical questions related to the intersection of law and economics, and then applies them to the particular economic arena of the developing world. Financial Institutions, Regulatory Reform focuses on financial crises and the regulatory reforms that have followed.

Seminar courses, such as Advanced Contracts: A Legal and Economic Approach, and colloquia such as Law and Economics offer exploration of broad law and economics topics in a more intimate setting. This allows for increased student-professor interaction and a more significant writing experience.
Law, Humanities, and the Social Sciences
When the humanities were created as separate disciplines in 14th century Italy, they were meant as both an aid and a challenge to the already established professional subjects of theology, medicine, and law. That is still the case. There are essentially two missions in the courses of the Law School that fall under the rubric of law, humanities, and the social sciences. The first and more technical goal is to strengthen the forms of thought and writing that you will bring to legal subjects through the study of rhetoric, criticism, grammar, and argument. This aspect of the subject focuses on the general nature of language and how to use it more effectively in a legal context.

The second goal is to widen your horizons on legal subjects through the use of history, imaginative works of literature, and moral philosophy. Liberal studies, so defined, came originally from the word *liber*, meaning free person. The assumption behind the definition has always been that only individuals capable of independent thought are truly free of the limitations around them.

Moreover, the role of social science in the analysis of both legislative and adjudicative facts has influenced the evolution of case law and jurisprudential theory. A wide variety of inquiries central to constitutional law, public policy, and administrative law have relied extensively on social science evidence. Thus, the ultimate goal of courses in this area is to help you to think for yourself and to bring your own originality to bear on the problems you may encounter during your legal career.

Lecture courses in this area include Empirical Analysis of Law; Human Identity and the Scientific Revolution; Law and Development; and Law and Neoliberalism. Seminar offerings will enable you to look more closely at specific topics and their relationship to law. Such seminars include Genetics and the Law; Law and Psychology: How Criminal Verdicts Go Wrong; Public Education Policy Seminar and Practicum; Statistics for Lawyers; and The Anatomy of Autonomy: From Personhood to Personification.

Lawyering
The lawyering curriculum at Columbia Law School is essential to your ability to become a successful advocate, regardless of where your career may take you. Lawyering is the study of how to take the substantive law and analytical skills all lawyers must have in their arsenals and use them to help your clients achieve their goals most effectively. In lawyering courses, you will have the opportunity to learn about what makes a lawyer effective, to practice those techniques, and to receive constructive feedback on your work. You will learn about strategy, oral and written advocacy, client advising, and negotiation tactics. Honing these skills will undoubtedly make you more effective as you enter the legal world.

The study of practical lawyering, in context, is woven throughout the Columbia Law School curriculum. Although clinical legal education and externships are the traditional centerpieces of this approach, you may also hone lawyering skills and gain practical experience through a variety of innovative courses that include fieldwork, simulations, teamwork, and direct engagement with real-life transactions. Since almost everything that lawyers do requires general and specialized lawyering skills, the array of courses focused on lawyering reaches across a broad swath of substantive areas of study. You should choose courses aiming for both breadth and depth, acquiring a broad array of lawyering skills and ensuring that you select lawyering courses targeted at your substantive areas of interest.

Columbia Law School’s lawyering offerings range from those focused on transactional practice to the litigation arena to specialized legal areas. Lecture-format courses include general and public sector-focused Deals courses and Electronic Discovery.

The many lawyering seminars available to you cut across legal contexts, from Deals Workshops in the areas of real estate, mergers and acquisitions, and tax to Drafting Wills and Trusts. In addition to focusing on specific areas of law, the lawyering curriculum covers the private and public sectors. For example, public sector-focused seminars include International Lawyering for Governments and Role of the State Attorney General, as well as the Advanced Seminar on State Attorneys General. Private sector offerings include Internal Investigations. The Human Rights Law and Development Workshop is ideal for students focused on social justice. The Trial Practice seminars will benefit those interested in exploring what it is like to be a trial lawyer.

Experiential lawyering courses focus on engaging you in real-life and simulated situations in which you can actively participate and hone the communication, persuasion, and strategic thinking skills you will need after law school. These goals are accomplished through role-playing, negotiations, and fieldwork. For example, in the Mediation Clinic, students mediate actual cases for clients in various contexts. In Advocacy in Theory and Practice, they examine and develop advocacy skills and have the option to earn additional credit through a student-initiated externship.
Legal Profession and Professional Responsibility

Professional responsibility includes the law and principles that govern the practice of lawyering. A basic reference point is the set of disciplinary codes developed for lawyers by bar associations and adopted by courts. However, these rules coexist with a growing body of common law and statutory liability rules that regulate lawyering. The Sarbanes-Oxley corporate accountability legislation, recent amendments to the tax code on tax shelters, evidentiary laws relating to attorney-client privilege, criminal obstruction of justice statutes, the common law of fraud, and the anti-fraud provisions of the securities law all bear importantly on lawyers. All these doctrines make up the “law of lawyering.”

The most pervasive issues pertain to the trade-off between duties of client confidentiality and duties of candor or disclosure to non-clients. Other topics typically considered are conflicts of interest; restraints on the organization of law firms; the marketing of legal services; the provision and distribution of scarce legal resources; the unauthorized practice of law; and special challenges involved in representation of entities. Some of the issues treated in the courses, such as conflicts of interest, arise virtually daily in practice; others, such as client fraud, arise less frequently, but often involve enormous stakes when they do. Debates about professional responsibility are often animated by competing conceptions about the general role of the lawyer in the legal system and the nature of the adversary system, and such debates are considered in these courses.

Course offerings in this area include: Professional Responsibility; Professional Responsibility Issues in Business Practice; Professional Responsibility in Public Interest Practice; Professional Responsibility for the Transactional Lawyer; and Legal and Ethical Obligations in Complex Litigation. Beyond the classroom, every clinic or externship will bring you into direct contact with matters of professional responsibility as they pertain to the particular area in which you are working.

Moot Court

The Paul, Weiss, Rifkind, Wharton & Garrison Moot Court Program consists of the first-year Foundation Program, the Harlan Fiske Stone Moot Court Honors Competition, and other national competitions. Each provides students with the opportunity to develop their written and oral advocacy skills. Participation in the moot court foundational program is mandatory for all first-year students, whereas the Harlan Fiske Stone Moot Court is an elective activity for upperclass students. In addition to these “intramural” programs, Columbia participates in a number of national moot court competitions, including the Frederick Douglass Moot Court, the Native American Law Student Association Moot Court, the Environmental Law Moot Court and, subject to sufficient participation, the Giles Sutherland Rich Moot Court (American Intellectual Property Law Association), and the Latino/a Law Students Association (LaLSA) Moot Court. First-year students may use participation in these national competitions to satisfy their Foundation Moot Court requirement.

Upperclass students may also compete in prestigious international mooting competitions in EU law, international commercial arbitration, and international law.

National Security Law

Columbia Law School’s national security course offerings can help you analyze some of the most significant issues faced by this country and the world through a legal lens. You need not be interested solely in issues of national security to benefit from the courses offered in this area. These courses cover topics of concern and importance to our society as a whole and will challenge you with some of the most complex, morally challenging, and relevant issues of the day. Moreover, these courses might be of particular interest to those of you considering a career in government and policy, or students with an interest in international or constitutional law.

Courses offered in the Roger Hertog Program on Law and National Security encompass both domestic and international law, with a focus on the intersection of law and national security. More domestically focused lecture courses, such as Jurisprudence of War, explore the balance of liberty and security in combating threats to the nation and the state. On the international front, offerings such as Constitution and Foreign Affairs and International Law explore issues of national security from a global perspective.

Seminars in this area allow for a more focused course of study together with maximum faculty-student interaction. Civil Liberties and the Response to Terrorism, September 11 and the Rights of Non-Citizens, and Terror and Consent focus on the ways in which the 9/11 attacks changed and shaped our national security outlook and the legality for the most current course information, visit www.law.columbia.edu/courses
of the government’s actions in the wake of those attacks. National Security Investigations and Prosecutions looks at national security from the perspective of the criminal law. Internationally focused seminars include International Humanitarian Law.

These curricular offerings and related activities are made possible by the generous support of Roger Hertog.

**Property, Real Estate, and Trusts and Estates**
Lecture courses related directly to real estate practice include Land Use, Real Estate Finance, and Real Estate Transactions. Land Use explores the interactions among developers, neighbors, and local governments over the shape and pace of real estate development. Real Estate Finance studies the various ways in which money is raised for real estate projects and investments. It also provides a basic grounding in the techniques used to assess the potential returns from particular real estate projects. Real Estate Transactions follows the basic steps in the modern real estate deal and includes negotiating the contract of sale, obtaining financing, doing a title search, securing title insurance, drafting appropriate deeds, and the closing. You may also find of interest Drafting and Negotiating Commercial Real Estate Documents, in which students examine the critical documents and negotiation processes underlying modern real estate transactions.

Seminars offer opportunities to learn more about both property rights in practice and property rights in theory. Seminars include Art, Cultural Heritage, and the Law, as well as Construction Industry Law: Transactional Practice, Dispute Avoidance, and Resolution.

Property is also centrally involved in family wealth transactions, which are studied in the seminars Drafting Wills and Estates; and Trusts, Estates, and Estate Planning. Drafting Wills and Estates will provide you with both conceptual grounding in, and hands-on experience with, wills and trusts. Trusts, Estates, and Estate Planning considers both the family planning aspects involved in structuring the disposition of wealth to survivors and future generations through drafting appropriate wills and trusts, as well as the tax planning dimensions.

Finally, legal concepts of property may be explored through a variety of courses in other areas. For example, the advanced curriculum in intellectual property (patents, trademarks, copyright), housing law (discrimination, homelessness), and environmental law all build on fundamental property concepts. Aspects of commercial contracting (secured transactions), bankruptcy, state and local government law, and international and comparative law can also be understood through the advanced property prism.

**Racial, Economic, and Social Justice**
More than 125 years ago, speaking on the occasion of the 24th anniversary of emancipation in the District of Columbia, the great abolitionist and statesman Frederick Douglass observed, “Where justice is denied, where poverty is enforced, where ignorance prevails, and where any one class is made to feel that society is an organized conspiracy to oppress, rob, and degrade them, neither persons nor property will be safe.”

Notwithstanding the passage of time, racial, economic, and social justice remain unfinished projects today and present complex challenges for lawyers in the 21st century. Columbia Law School’s curriculum reflects a deep commitment to addressing the myriad ways in which persisting inequality intersects with legal, political, and social arrangements, both domestically and globally. A variety of courses are devoted to studying the historical and present-day roots and causes of structural inequality in multiple contexts, including the workplace, schools, the criminal justice system, the media, politics, housing, the environment, and the provision of public benefits.

Columbia Law School’s lecture-format course offerings related to issues of racial, economic, and social justice cover broad topics through classes such as Discrimination and Gender Justice. There are also lecture courses focused on more specific areas of law relevant to these issues, such as Immigration Law.

The plethora of diverse seminars in this area allows deep exploration into some of the most fascinating topics of our time, including Native American Law; and September 11 and the Rights of Non-Citizens. In addition, there are clinics, externships, independent study, and research opportunities available to you.

**Taxation**
Issues of federal income taxation require close analysis in the context of virtually all business transactions, even in an era when transactions primarily motivated by tax considerations have diminished. The complexity of the Internal Revenue Code has grown dramatically, in spite of repeated calls for—and occasional efforts at—simplification. In addition, tax policy issues have played an increasing role in the discussion of national economic policy.

Lecture courses are designed to provide an introduction to the basic principles of tax law and are likely sufficient if you do not expect to practice in the tax area. Federal Income Taxation is considered to be the foundational tax course offering, but other courses, such as Corporate Taxa-
tion, Partnership Taxation, and Taxation of Financial Instruments can be considered introductory, as well.

On a more advanced level, the Tax Policy Colloquium will introduce you to current research in tax policy and provide you with the opportunity to develop your own skills in reading and critiquing contemporary legal scholarship. Over the course of the colloquium, distinguished practitioners and leading law professors and economists from other schools will present their cutting-edge research. Finally, tax issues are considered in a range of other courses focusing on everything from real estate and business transactions to non-profit corporations to matters of economic and social justice and Supreme Court jurisprudence.

For the most current course information, visit www.law.columbia.edu/courses
The Nitty Gritty
Some technical pieces that will influence your course selection

Summary of Requirements to Graduate
Please note that the information provided below is a summary of graduation requirements. For a complete and detailed description of graduation requirements, please review Rules for the J.D. Degree.

Credits
You will earn 31 or 32 credits in your first year, and will need to earn a total of at least 83 credits to graduate. This averages out to 13 points per semester after your first year. You may take between 12 and 15 credits per semester, although you can receive permission to take one 11-credit semester or 16 credits per semester. Of course, you are free to take more than 83 total credits, and doing so can allow you to experience more academically and to impress potential employers.

Writing Requirements
J.D.s have two writing requirements: major and minor.
- To fulfill the major writing requirement, you will need to find a faculty member to supervise the writing project. It’s best if you have some idea of what you’d like to write about before you approach a faculty member, as the faculty member will need to approve a specific topic. We’re happy to help you brainstorm if you need some ideas. You will then write a draft, submit it, get comments, and revise it. As a rule of thumb, the paper should be between 6,500 and 8,000 words. Some students use an earlier seminar paper as the basis for expanding that idea into a major writing project. Other students use a piece they are writing for their journal as the basis of a project.
- For minor writing, often a paper submitted for a seminar, or another piece of writing you have done, such as an upper year moot court brief, may satisfy this requirement. A faculty person will have to sign off on this as well.

Professional Responsibility Requirement
We all take very seriously the self-governing nature of the profession, and the unique ethical requirements of being an attorney. As such, each J.D. student is required to take one professional responsibility course in their second or third year. We also cannot overemphasize how important a good working knowledge of legal ethics is in the day-to-day practice of law.

Limits/Restrictions on Non-Classroom Credits
There are certain limits on the number of what are considered non-classroom credits you can take during law school that will count towards your required 83 credits for graduation. These include credits for clinics, externships, supervised research, research as an unpaid faculty assistant, classes outside of the Law School, journal and moot court work, and serving as a teaching fellow. See Rules for the J.D. Degree.

Mandatory Pro Bono
Students are also required to complete 40 hours of mandatory approved pro bono service after 1L year in order to graduate. You can choose from many interesting pro bono projects. You should speak with Social Justice Initiatives (SJI) about this if you have any questions.
The Lottery System in (More or Less) Plain English

After first year, you will choose and be assigned courses through a lottery system. The system is somewhat complicated, but here is a broad overview of how it works:

- All students are divided into one of three categories (2Ls, 3Ls, and LL.M.s) and within each category are randomly assigned a lottery number. These numbers reverse in the spring semester, so that if you got a high number in the fall semester, you’ll get a lower number in the spring semester, and vice-versa.
- Students fill out a primary choice and an alternate choice for each numbered slot in their registration forms.
- The lottery system runs through the registration forms, based on lottery number. For each choice, the lottery system attempts to assign the student to their primary choice. If that is not available, then the system waitlists the student for the primary choice and attempts to assign the student to their alternate choice. You will not be scheduled into two classes that have a time conflict—once you’re scheduled into one, you won’t be scheduled into a second class if it conflicts with the first one.
- The system first gives each LL.M. student two choices (numbers one and two on their registration form). However (unless the instructor has designated otherwise) not more than one-third of the seats in a class can be filled by LL.M.s in the early rounds of the lottery.
- Then each 3L gets two choices, followed by 2Ls getting one choice.
- Next, in order, LL.M.s get a third choice, 3Ls get a third choice, LL.M.s get a fourth choice, 3Ls get a fourth choice, and then 2Ls get a second, third, and fourth choice.

We are here to help you select classes and think about registration. Careful planning is recommended in course selection, as the lottery system does not guarantee that students will be placed in courses. You may wish to refer to the Faculty Resolution on the Allocation of Scarce Instructional Resources for full details.
Columbia Law School understands that mentoring relationships are an essential ingredient in your success. Our mentoring programs strive to facilitate interaction among students and faculty that will help you form genuine relationships. During the first year of law school, students are able to participate in both the faculty mentoring and peer mentoring programs. All students are also invited to participate in academic counseling programs and the faculty-student intellectual life series. These programs are designed so that students have the opportunity to seek out and establish long-term relationships with mentors who will help inform their goals and practices as a student and future lawyer, as well as help you establish a close-knit community at Columbia Law School.

Peer Mentoring Program
The best and easiest way to learn how to navigate Columbia Law School, get the inside scoop on what classes to take, and figure out how to have fun in New York is to learn from those who came before you—the second- and third-year students! During orientation first-year students are assigned to a group with peer mentor group leaders who are 2Ls or 3Ls. This year the first event will be a welcome dinner on August 17th. Throughout the year, students will have the opportunity to meet (formally and informally) with a peer mentor and ask questions. Group activities can include trips to the movies, concerts, museums, and parks, resume writing tips, class selection advice, and test/exam/outlining prep sessions. If you have questions, please contact mentoring@law.columbia.edu or 212-854-2395.
Health and Wellness

Columbia University provides students with many varied resources to help keep you healthy and well. Columbia Health provides primary care, counseling, and psychological services, as well as the Alice office. Dodge Fitness Center runs intramural programs and gym services during the fall and spring terms for all students. The Chaplain’s office in Earl Hall serves both as a link to our Morningside Heights community as well as a centralized location for student groups of all faiths to discuss their beliefs and share with the Columbia community. For more information on Columbia resources, feel free to visit the Columbia University Student Services webpage (www.columbia.edu/content/students.html), or visit Student Services in William and June Warren Hall, Room 506.

For the convenience of students, the Law School has a dedicated team of counseling professionals who hold drop-in/open office hours on Mondays, Wednesdays, and Fridays throughout the fall and spring terms. Dr. Margaret Walker and Dr. Victoria Grosso have over 50 years of combined experience helping law students navigate their tenure at Columbia. In addition to office hours, they host numerous workshops and discussion groups throughout the term. Anticipated topics for the 2015–2016 year include discussions on parenting, procrastination, relationships, and stress management. Workshop topics will include relaxation, mindful eating, sleep, and anxiety management. Watch the Columbia Law School calendar for more information.

In addition to the resources available to all Columbia University students, Student Services coordinates many Law School-specific health and wellness events every year. The largest event, a fall wellness fair, highlights student organizations, service opportunities, exercise and sports options, and free programs and resources on campus. The fair takes place in early September. Additionally, the fall flu shot fair provides free flu vaccines. Ongoing events include Go Green! activities aimed at campus sustainability, intramural and student group events, and personal assistance with on-campus health services resources.

If you have a general question or would like assistance locating a resource please contact Student Services by phone at 212-854-2395 or by email at wellness@law.columbia.edu. For a list of upcoming Health and Wellness events, please visit www.law.columbia.edu/health-wellness.

Important Health Services

Contact Information

Columbia Health
General Information: 212-854-2284
After-hours urgent health concerns: 212-854-7426
CU-EMS (Ambulance): 212-854-5555 (or dial 99 from a Morningside campus phone)
Rape Crisis/Sexual Violence Response: 212-854-HELP

Counseling and Psychological Services
2920 Broadway, Lerner Hall, 8th Floor
Appointments: 212-854-2878
After-hours clinician: 212-854-9797

Primary Care Medical Services
John Jay Hall, 3rd and 4th Floors
Appointments: 212-854-7426
After-hours clinician: 212-854-7426

Alice! Health Promotion Program
Alfred Lerner Hall, 5th Floor
General Information: 212-854-5453

Disability Services
Wien Hall, Main Floor, Suite 108A
General Information: 212-854-2388 (voice/TTY)

For more details on the services above, as well as contact information for the many other departments offering health services to students, please consult the University Resources section of this handbook or visit: www.law.columbia.edu/students/student-services/living.

For additional resources, please see page 59.
Columbia Law School Resources

Admissions
Current Columbia Law School students and alumni interested in participating in admissions recruitment efforts are encouraged to contact Jill Nussbaum. We welcome your involvement and support.

General Information: 212-854-2674
admissions@law.columbia.edu

Nkonye Iwerebon
Associate Dean and Dean of Admissions

Jeb Butler
Director of Admissions

TBA
Assistant Director of Admissions and Coordinator of Affinity Group Outreach

Jill Nussbaum
Assistant Director of Admissions

Christina Ross
Recruitment Advisor

Building Services
The Office of Building Services is responsible for general building management and can be contacted with questions about building services for events and building problems such as repair, room temperature, and card access needs.

General Assistance: 212-854-4477
fix-it@law.columbia.edu
web.law.columbia.edu/building-services-operations

Tony Pallone
Director of Building Services and Operations
212-854-2630
apallo@law.columbia.edu

Garrett Bergen
Assistant Director
212-854-9212
gberge@law.columbia.edu

Luis Santiago
Building Manager
212-854-0118
lsanti@law.columbia.edu

Business Office
The Business Office assists other departments at the Law School with matters related to budget and finance. Note: The Dean of Students provides support on business matters to student groups and journals.

General Information: 212-854-7503

Gabriele Werffeli
Director of Budget and Finance
212-854-7895

Anna Lynch-McNamara
Business Manager
212-854-7070

Career Services and Professional Development
The Office of Career Services and Professional Development manages professional development programs for Law School students interested in entering the private sector upon graduation. Among other things, the office also offers customized career counseling for J.D.s, L.L.M.s and alumni; organizes interview programs that include both national and international private sector employers; hosts multiple symposia and other programs with legal employers, corporations, bar associations, and other bodies to introduce Law School students to practitioners; manages mentoring programs with alumni, provides an extensive selection of online and print resources related to private sector legal practice; manages a career database which houses, among other resources, job postings from U.S. and international employers, a searchable database of student summer evaluations and a comprehensive library of podcasts, articles, and links related to private sector careers and personal and professional development.

General Information: 212-854-2683
careerservices@law.columbia.edu
www.law.columbia.edu/career-services

Petal Modeste
Assistant Dean, Dean of Career Services and Professional Development
212-854-1664

Marta Ricardo
Senior Director of Alumni and International Affairs
212-854-6487
Columbia Law School Writing Center

Writing is central to both legal practice and legal education. The Writing Center's mission is to help students understand what it means to “write like a lawyer” and then become the strongest legal writers possible. Through individual meetings, small workshops, and written reference materials, the center strives to provide Columbia Law School students with tailored advice that takes into account the time and scheduling constraints unique to law school.

Jerome Greene Hall, Room 542
General Information: writingcenter@law.columbia.edu
www.law.columbia.edu/writing-center

Ilene Strauss
Director of Legal Writing Programs
212-854-3255
Ilene.strauss@law.columbia.edu

Communications and Public Affairs

The Office of Communications and Public Affairs directs strategic communications through media relations, digital communications, and marketing programs.

Elizabeth Schmalz
Executive Director, Communications and Public Affairs
eschma@law.columbia.edu

Web Communications
webadmin@law.columbia.edu

Media Relations
publicaffairs@law.columbia.edu

Columbia Law School Magazine
magazine@law.columbia.edu

Print Communications
publications@law.columbia.edu
**Dean's Office**

General Information: 212-854-2675

Gillian Lester  
*Dean and the Lucy G. Moses Professor of Law*

Michael Patullo  
*Assistant Dean for Faculty Support and Chief of Staff*  
212-854-0138

Jessica Watt  
*Senior Executive Assistant*  
212-854-1672

**Development and Alumni Relations**

The Office of Development and Alumni Relations is responsible for all events, outreach, and programs related to alumni affairs.

General Information: 212-854-2680

For information on student group mailings to alumni, student group fundraising or the Class Gift, contact

Farah Jaffer  
*Director of Individual Giving*

Caitlin Sherman  
*Development Assistant*  
caitlin.sherman@law.columbia.edu

For non-fundraising event-related advice and assistance, student organizations may contact:

Danya Ray  
*Assistant Director of International Events and Alumni Relations*  
danya.ray@law.columbia.edu

**Diamond Law Library**

The Arthur W. Diamond Law Library provides a large number of services to faculty and students, including providing a professional environment for study and research, assistance in locating materials or information, and helping to obtain materials from non-Columbia libraries via inter-library loan. The library staff assists patrons in identifying and obtaining materials held here in our collection, in other libraries, or in other formats such as electronic resources. Students in the J.D. program will be familiarized with the Library during the Legal Practice Workshop course in the first semester. Orientation to the Library is also included in the LL.M. program during the opening weeks.

General Information: 212-854-3743  
Reference Desk: 212-854-3743  
Circulation Desk: 212-854-3922;  
circdesk@law.columbia.edu  
website: www.law.columbia.edu/library  
Law Library catalog: http://pegasus.law.columbia.edu

Kent McKeever  
*Director*  
212-854-4228

Jody Armstrong  
*Associate Director*  
212-854-3108

Deborah Heller  
*Head of Public Services*  
212-854-1396

**Financial Aid**

The Financial Aid Office assists students with matters relating to their financial aid and funding options. It is responsible for evaluating and processing grant and loan applications, as well as administering the Law School’s Loan Repayment Assistance Program (LRAP).

General Information: 212-854-6522  
financial_aid@law.columbia.edu

Alice Rigas  
*Dean of Registration and Financial Services*  
212-854-7603
Charles DeRubeis  
*Director of Financial Aid*  
212-854-6035

Seandell James  
*Associate Director and LRAP Administrator*  
212-854-1245

Yaa Dwamena  
*Assistant Director of Financial Aid*  
212-854-5746

Rosa DelRosario  
*Financial Aid Assistant*  
212-854-6522

**Graduate Legal Studies**

The Office of Graduate Legal Studies is responsible for admission, academic counseling, and policy issues related to LL.M. and J.S.D. degree programs and students.

**General Information:** 212-854-2655  
gls@law.columbia.edu

Sylvia T. Polo  
*Dean of Graduate Legal Studies*  
212-854-1528  
spolo@law.columbia.edu

Jill Marden Casal  
*Director of Graduate Legal Studies*  
212-854-8874  
jmarde@law.columbia.edu

Marissa Litwin Zalk  
*Assistant Director of Graduate Legal Studies*  
212-854-4620  
mlitwin@law.columbia.edu

Megan Heatherly  
*Program Coordinator*  
212-854-2655

**Information Technology**

The Department of Information Technology assists students with use of technology at the Law School, such as computer based training, computer labs, network services, courseweb and LawNet, and Columbia Law School email support.

**General Information:** 212-854-1370  
helpdesk@law.columbia.edu

Frantz Merine  
*Chief Information Officer*  
212-854-4056  
frantz.merine@law.columbia.edu

Martin Howard  
*Chief Technology Officer*  
212-854-5846  
martin.howard@law.columbia.edu

**International Programs**

The Office of International Programs designs and implements study abroad, student exchange, and international dual degree programs, hosts and promotes special international programs and events, and assists students with international clerkships and internships.

Adam Kolker  
*Dean and Executive Director for International and Comparative Law Programs*  
212-854-7092  
Adam.Kolker@law.columbia.edu

Audrey Baker  
*Director, International Student Exchange and Double Degree Programs*  
212-854-8170  
abaker1@law.columbia.edu

John Tarbet  
*Program Manager, International Programs*  
212-854-0084  
jt2826@columbia.edu

Nancy Elsamanoudi  
*Program Coordinator, Visiting Scholars, Research Fellows, and Internships/Clerkships*  
212-854-0395  
nelsamanoudi@law.columbia.edu
Parker School of Foreign and Comparative Law

The Parker School supports the study of foreign, comparative, and international law at Columbia Law School. At graduation time, it awards the Parker School Certificate of Achievement as well as the Parker Prize. To receive the Certificate, a student must have (1) earned the J.D. or LL.M. degree, (2) received at least 10 credits for academic work in the areas of foreign, comparative, or international law, and (3) completed the application by the deadline. Contact Tatyana Gourov for an application. More information is available at www.law.columbia.edu/parker-school.

Curtis J. Milhaupt ’89
Director
Tatyana Gourov
Assistant Director
212-854-8246
tatyana.gourov@law.columbia.edu

Registration Services

The Office of Registration Services acts as a liaison with central and other University offices and departments for academic records, and handles other matters such as academic rules and requirements, registration advising and processing, grades, honors, exam administration, joint degree coordination, degree clearance, and bar certification.

General Information: 212-854-2668
registrar@law.columbia.edu

Alice P. Rigas
Dean of Registration and Financial Services
212-854-7603

Kristine Chua
Director of Registration Services and Curriculum Scheduling
212-854-3225

Christy M. Pastore
Director of Registration Services and Student Records
212-854-8391

Justin Dalbo
Registration Services Officer
212-854-2669

Allan Melendez-Hernandez
Registration Services Administrative Assistant
212-854-1135

Jennifer Cassone
Registration Services Administrative Assistant
212-854-2668

Social Justice Initiatives

Social Justice Initiatives (SJI) is responsible for professional development, career services, and community building for Columbia Law School students interested in public interest, government, and legal volunteer work. It also oversees the academic externship program and the pro bono program.

General Information: 212-854-8484
socialjustice@law.columbia.edu

Ellen Chapnick
Dean for Social Justice Initiatives
212-854-4628
chapnick@law.columbia.edu

Maddie Kurtz
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212-854-8360
madeleine.kurtz@law.columbia.edu

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212-854-7486
rachel.pauley@law.columbia.edu

Laren Spirer
Director of Pro Bono Programs
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*Assistant Director of Social Justice Initiatives*  
212-854-8484  
brian.juergens@law.columbia.edu

Mi-Hwa Saunders  
*Program Coordinator for Summer Programs*  
212-854-6158

Deborah Sachare  
*Program Coordinator for Public Interest and Government Programs*  
212-854-3535  
deborah.sachare@law.columbia.edu

Matthew Poe  
*Program Coordinator for Pro Bono Programs and SJI Events*  
212-854-3318  
matthew.poe@law.columbia.edu

**Office of Student Services**

The Office of Student Services is available to support our students by offering academic and other counseling, working with student organizations, journals and moot courts, assisting students in obtaining judicial clerkships, planning programs and events, assisting students with housing, coordinating health and wellness programs, mentoring programs, and serving as a resource and sounding board for students as they navigate their way through Law School.

Office: 1125 Amsterdam Avenue, Room 506  
General Information: 212-854-2395  
Student_Services@law.columbia.edu

Michelle Greenberg-Kobrin  
*Dean of Students*  
212-854-7420  
michelle.greenberg-kobrin@law.columbia.edu

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anne.green@law.columbia.edu

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*Director of Academic Counseling and Student Organizations*  
212-854-8020  
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Yadira Ramos-Herbert  
*Director of Academic Counseling and Student Outreach*  
212-854-0137  
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Bernice Jusino  
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bjusin@law.columbia.edu

Chris Mark  
*Scheduling and Administrative Coordinator*  
212-854-2395  
chris.mark@law.columbia.edu

Jeffrey Bagares  
*Student Services Officer*  
212-854-4801  
jeffrey.bagares@law.columbia.edu
Columbia University Resources

Office of the University Chaplain at Earl Hall
The mission of the Earl Hall Center is to foster learning through spiritual, ethical, religious, and cultural exchange, and to promote service to the University and its surrounding New York City communities.
Earl Hall, Room 202
Tel.: 212-854-8421
Email: chaplain@columbia.edu
www.columbia.edu/cu/earl

Columbia Bookstore
2922 Broadway, Lerner Hall, Lower Level
Tel.: 212-854-4131
www.columbiabookstore.com

Columbia Health
Columbia Health is part of the University’s Student Services division on the Morningside Campus. Columbia Health provides integrated and accessible services and programs that support the well being of the campus community, and the personal and academic development of students. Columbia Health is comprised of more than 100 individuals, including medical providers, nutritionists, disability specialists, health educators, therapists, psychiatrists, peer counselors, student personnel, support staff, and administrative professionals.
General Information: 212-854-2284
After-hours urgent health concerns: 212-854-7426
CU-EMS (Ambulance): 212-854-5555 (or dial 99 from a Morningside Campus phone)
Rape Crisis/Sexual Violence Response: 212-854-HELP
www.health.columbia.edu

Counseling and Psychological Services
Counseling and Psychological Services offers short-term individual counseling, couples counseling for students and their partners, student life support groups, medication consultation, training, and emergency consultation.
2920 Broadway, Lerner Hall, 8th Floor, Mail Code 2606
Appointments: 212-854-2878
After-hours clinician: 212-854-9797

Disability Services
Disability Services facilitates equal access for students with disabilities by coordinating accommodations and support services, thereby cultivating a campus culture that is sensitive and responsive to the needs of students. Students with temporary or permanent disabilities are encouraged to consult with Disability Services and apply for accommodations.
Wien Hall, Main Floor, Suite 108A
411 West 116th Street, Mail Code 3711
Tel.: 212-854-2388 (voice/TTY)
Email: disability@columbia.edu

Insurance and Immunization Inquiries
Alfred Lerner Hall, 5th Floor
2920 Broadway, Mail Code 2605
New York, NY 10027
Insurance Office: 212-854-3286
Immunization Compliance Office: 212-854-7210
Aetna Student Health (benefits and claims information): 800-859-8471
Fax: 212-854-5078
Email: hs-enrollment@columbia.edu

Primary Care Medical Services
John Jay Hall, 3rd and 4th Floors
519 West 114th Street, Mail Code 3601
Primary Care Medical Services provides comprehensive care for routine, urgent, and chronic medical needs for students. Primary Care also provides sexual health, reproductive, and gynecological services, LGBTQ health care, immunizations, nutritionists, and referrals.
For appointments, during scheduled clinical hours:
212-854-7426
Clinician-on-call for after-hours health concerns:
212-854-7426
Alice! Health Promotion Program
Because health is a vital part of learning, Alice! is committed to helping Columbia's students achieve their personal and academic goals by disseminating useful and current health information, connecting students with resources, and cultivating healthy attitudes and behaviors that encourage students to make informed decisions about their health. Visit their website for more information about the programs and services available to students.
Alfred Lerner Hall, 5th Floor
2920 Broadway, Mail Code 2605
Tel.: 212-854-5453
Email: alice@columbia.edu
www.goaskalice.columbia.edu

Dining Services
Learn about dining plans, options, locations, and hours offered at Columbia.
www.dining.columbia.edu

Dodge Fitness Center
Use of the Dodge Fitness Center is free for all students via their semester student fee. You must have a valid student ID, with the correct term sticker to take advantage of the facility.
Tel: 212-854-3439
www.dodgefitnesscenter.com

International Students and Scholars Office (ISSO)
The ISSO offers full advisory services for international students including information on visa, immigration-related matters, and comprehensive and up-to-date information on Department of Homeland Security and Department of State regulations that affect international students studying in the United States.

Office Address:
International House North
524 Riverside Drive, First Floor

Mailing Address:
2960 Broadway, Mail Code 5724
New York, NY 10027

Tel.: 212-854-3587
Fax: 212-854-1235
Email: isso@columbia.edu
www.columbia.edu/cu/isko

Ombuds Office
The University Ombuds Office is a place where all Columbia students, faculty, and other employees are welcome to come and talk in confidence about any concern. They support collaborative conflict resolution that fosters civility and mutual respect. This office supplements, but does not replace, the University's formal channels for grievance investigation and adjudication.
660 Schermerhorn Extension
1200 Amsterdam Avenue, Mail Code 5558
Tel.: 212-854-1234
Email: ombuds@columbia.edu
www.columbia.edu/cu/ombuds

Office of Work/Life
The Office of Work/Life facilitates many programs for graduate students and their families. Resources related to family and personal health insurance, child- and elder-care programs, and housing are among the many programs offered.
Tel.: 212-854-8019
Email: worklife@columbia.edu
www.worklife.columbia.edu
The Juris Doctor Program

Planning a J.D. Program

Students in the Columbia Law School Juris Doctor (J.D.) program obtain their degree in three years of full-time academic work. During that relatively short period of time, students should be sure to make the most of their legal education. This section will advise you as to the academic requirements you must satisfy in order to obtain your degree and provide you with ideas for curriculum planning.

The American Bar Association and the New York Court of Appeals (22 NYCRR 520) have promulgated rules and regulations that must be followed by law schools, and thus by every Columbia Law student seeking a J.D. degree. In addition to these requirements, the Law School also has established its own academic policies and procedures. The Rules for the J.D. Degree contain a detailed account of the requirements approved by the Faculty of Law for earning the J.D. degree at Columbia University (in compliance with the ABA and New York Court of Appeals rules). Students are individually responsible for knowing, fulfilling, and abiding by these sets of rules, so it is very important that you familiarize yourself with them. The Columbia Law School Rules for the J.D. may be found online at www.law.columbia.edu/academics/rules.

Although you are urged to read carefully the Rules for the J.D. Degree, the following summary of academic requirements, along with information regarding planning programs of study, may be useful to you. Proposed programs of study that vary from these requirements may require the permission of the Rules Committee, requested in the form of a written letter of petition and submitted to the Dean of Registration Services.

Academic Requirements

To earn your J.D. degree, you must complete satisfactorily the following:

- At least 83 academic points toward the J.D. degree. At least 71* of these points must be earned by satisfactory completion of courses, seminars, and other activities listed on the Columbia Law School online curriculum guide. See also the Rules for the J.D. Degree.
- Six (6) terms of full-time residence at Columbia Law School (normally three academic years). Students admitted with advanced standing must complete at least four (4) terms of full-time residence as matriculants in Columbia’s J.D. degree program.
- 12 to 15 points each semester (most students take approximately 13 or 14 academic points per semester).
- All ABA and Columbia Law School Foundation curricular requirements.
- A course in the area of professional responsibility.
- Mandatory Pro Bono service of a minimum of 40 hours (see page 63).
- Students must complete two (2) Writing Credits, at least one of which meets the criteria for Major Writing Credit.
  a. The Major Writing Credit must be registered for by the end of the Add/Drop period of the fifth (or penultimate) semester, and initiated by no later than the beginning of the fifth semester. See Legal Writing Requirement, page 62.
  b. The Minor Writing Credit may be completed at any time before the expected graduation date, but must be registered for not later than the end of the Add/Drop period of the student’s final semester at the Law School. See Legal Writing Requirement, page 62.
- Up to 12 academic points may be earned toward the J.D. degree in graduate-level non-Law courses at other faculties of the University over the duration of the degree program. Non-Law courses for which J.D. credit is earned can be counted toward the total points required in each semester. J.D. credit will be granted only for satisfactory completion of courses related to the student’s legal training and for which a grade of C or better is earned. See Non-Law Courses at Other Faculties of Columbia University, page 64 and Rule 1.8 of the Rules for the J.D. Degree, page 70.

Residency and Attendance

There is a minimum residence requirement for each Columbia Law School degree: See the appropriate section of the Rules for the J.D. Degree for details. Students are held accountable for absences incurred owing to late enrollment. Regular attendance is expected of every student at all meetings of the courses in which he or she is registered. This is generally defined as attendance at 80 percent of class sessions, although an instructor may establish other attendance requirements. Adequate preparation of assignments and informed participation in class discussion are expected of every student. The quality of a student’s preparation and of the in-class discussion participation may be considered by the instructor, without special notice, in determining
the student’s grade in the course. If a student has excessive absences in a course, academic credit cannot be earned and a final grade of Failure may be recorded. See Rule 5.3.

**Limitation on Employment**

Law students are advised against engaging in employment that exceeds 20 hours per week during the academic year. Columbia Law School strongly discourages first-year law students from seeking any employment in order to have sufficient time to focus on the rigors of the first-year curriculum.

**Limitations on Course Selections and Registration**

In addition to the above affirmative academic requirements, there are certain limitations on the types and number of courses you can take as an upperclass Law School student. You should familiarize yourself with these parameters as well:

- Up to 30 of the 83 points of Law School credit can be in the area of clinical courses, externships, and field placement programs, including classroom components. However, not more than 19 points in the following offerings will be counted toward the 83 points required for the J.D. degree:
  a. Supervised Research (see Rule 1.5). A maximum of four (4) credits per academic year, three (3) in an academic term, and eight (8) credits overall, can be earned for writing a research paper or its substantial equivalent under the supervision of a Columbia Law School faculty member.
  b. Research as an unpaid faculty assistant (see Rule 1.6). A maximum of two (2) credits per academic year, and four (4) credits overall, can be earned by a student serving without pay as a research assistant under the active supervision of a Columbia Law School faculty member.
  c. Work under other faculties of the University (see Rule 1.8). A student may count up to ten (12) academic points toward the J.D. requirements by taking graduate-level non-Law courses at other faculties of Columbia University. The non-Law course credits may count toward your required semester and classroom totals if the course is related to your legal training. The number of points that will count toward the Law degree cannot exceed the number of classroom hours of the course. They will only count toward your J.D. degree if you receive a grade of C or higher. Language courses may also be taken with permission, even if they are not at the graduate level, but credit toward the J.D. degree will not be granted for conversational language courses. See Non-Law Courses at Other Faculties of Columbia University, on page 64, for additional information.
  d. The fieldwork component of externship programs. For example, for a 4-credit externship that has scheduled class meetings of two (2) hours every week of the term, two (2) credits count as fieldwork credits. N.B. All course credits may count as fieldwork for externships that do not meet on a regular weekly basis throughout the term.
  e. Up to three (3) points of academic credit can be earned in independent work on Law School journals or upper-level moot courts (see Rule 1.11). This includes credits earned for the following:
    - service on a Law School journal editorial board (2-credit limit, one credit per term; third-year students only)
    - a published Note in a Law School journal (1-credit limit; third-year students only)
    - upper-year coaches of the alternative first-year moot court programs
  f. Service as a teaching fellow (see Rule 1.12).
  g. Supervised work on an upper-level moot court (see Rule 1.13). Up to four (4) points of academic credit can be earned in service as a moot court student editor, moot court student judge, or director of the Harlan Fiske Stone Program.

**Legal Writing Requirement**

As noted, in order to graduate, a student must complete two (2) Writing Credits, at least one of which meets the criteria of the Major Writing Credit. Both Writing Credits must be registered separately, as described below, and must be supervised by a Columbia Law faculty member. You may work with any member of the regular, clinical, adjunct, or visiting faculty (with minor exceptions). In addition, Major or Minor Writing credit may be earned by writing a seminar paper or a paper in completion of a research project; it also may be a Note you submit to a journal if the research and writing is supervised by a Columbia Law School faculty member. See Rules for the J.D. Degree, Rule 1.4, Legal Writing Requirements, for additional information.
In order to earn Writing Credit, you should propose a topic to a faculty member and secure his or her agreement to act as your supervisor. Once the professor agrees, you must complete the J.D. Research and Writing Registration form, include the signature agreement of your supervisor, and submit it to Registration Services. On this form you will indicate who will be supervising your work and whether it will be a Major or Minor Writing Credit. For details, see Academic Procedures, Change of Program, at www.law.columbia.edu/academics/rules.

The Major Writing Credit must be registered in this way with Registration Services no later than the end of the Add/Drop period of your fifth (or penultimate) semester. In order to receive Major Writing Credit, you must submit a complete draft of the paper to your supervisor for comments and suggestions by no later than February 1 of your third year. Your supervisor will award Major Writing Credit for a satisfactory final draft you write in response to his/her comments and suggestions. The final draft of a paper for Major Writing Credit must be submitted to your supervisor no later than April 1 of the graduating year for May graduates, or by the first day of the month preceding the month by which the student anticipates graduating (i.e., by September 1 for October degree candidates; by January 1 for February degree candidacy).

You can earn Minor Writing Credit by an ordinary course paper, brief, or other written research activity done under the supervision of a faculty member. It may be earned at any time during your second or third year, but must be registered no later than the end of the Add/Drop period of your sixth (or final) semester and must be submitted to your supervisor no later than April 1 of the graduating year for May graduates, or by the first day of the month preceding the month by which the student anticipates graduating.

All final written work submitted in satisfaction of the Major or Minor Writing Credit requirements must be completed by the first day of the month preceding the month of anticipated graduation (i.e., by April 1 for students scheduled for May graduation).

**Mandatory Pro Bono Service**

Every J.D. candidate must devote 40 hours to public interest fieldwork between the start of the second year of Law School and the end of the third year. This requirement manifests Columbia Law School’s belief that public service is an important part of your professional responsibility as a lawyer, as well as of your education in professional responsibility. Pro bono work will qualify toward the 40-hour requirement if it is public interest or public service law-related work that is uncompensated (financially or by academic credit). Pro bono work is broadly defined without regard to political orientation.

**Choosing Your Courses**

There are many ways to think about planning your educational program at Columbia Law School, and the Law School offers numerous resources to assist you in doing so. When planning your education, keep in mind the following: the Faculty of Law believes it to be of primary educational importance for you to acquire the perspective offered through the intensive study of legal questions, detached from the existing rules and immediate problems of contemporary law in the United States. For you to become a well-rounded lawyer, you should acquire some grasp of the historical antecedents of our present legal system, some awareness of alternative approaches to legal problems adopted by other societies, and some insight into the ultimate purposes and theory of law. Our faculty further believes that when you leave, either to practice law or to assume other professional roles, you must have some degree of understanding of scientific method and techniques of analysis of empirical data.

How should you proceed in acquiring this knowledge and in choosing your courses over your time here? Obviously, you should conduct your own analysis of the courses you should take, considering not only those that would be helpful to you as a lawyer, but those that deeply interest you. The Law School can help you with this process. Each spring, members of the faculty hold panel discussions on curriculum planning to give their views on how to structure a program and to answer questions from students about their particular interests and plans. In addition, you should feel free to contact members of the Faculty Committee devoted entirely to assisting in curriculum planning. Finally, you can speak to an academic counselor at Student Services.

**Seminars**

Seminars are taught by both adjunct and full-time faculty, and offer specialized instruction, as well as greater contact with professors. Particular policies apply to seminars and, generally, seminar enrollment is limited to 18 students. Third-year and graduate law students receive priority admission to seminars, and within each class of students, priority for admission to classes is determined randomly each semester. Instructors may restrict enrollment to a seminar and may
Clinical Offerings
Clinical courses offer the invaluable opportunity not only to learn a substantive area of the law, but also to provide direct legal services to clients. If you wish to take a clinical course, you will need to seek approval through an application and interview process that takes place in the preceding semester. Clinical instructors determine specific policies and requirements for admission, and these may vary from term to term. In general, clinical courses include, but may not be limited to, such areas as child advocacy, environmental law, human rights, immigration, lawyering in the digital age, mass incarceration, mediation, community enterprise, prisoners and families, and sexuality and gender. For a listing of clinical courses offered, visit: www.law.columbia.edu/courses.

Exterships
Columbia Law School offers its students a variety of externship opportunities, for which students may receive academic credit. Exterships usually consist of both classroom lectures and legal fieldwork. An experienced practitioner closely supervises each student's work. Columbia has offered externship placements in appellate and district court clerkships, in the New York City Law Department, the New York State Attorney General’s Office, a public defender’s office, at the United Nations, and in such fields as arts law, city and state policy advocacy, community defense, community development, constitutional rights enforcement, copyright dispute resolution, criminal appeals, criminal defense, domestic violence prosecution, federal prosecution, immigration, pro bono practice, social and environmental justice, and trusts, wills, and estate planning.

The Law School also offers the Federal Government in D.C. Externship. This term-long externship in Washington, D.C. places students in various participating governmental law offices.

Additional opportunities are offered through courses such as Advocacy in Theory and Practice (L8667) and the Public Education Policy Seminar and Practicum (L8016). Advocacy in Theory and Practice provides a theoretical, strategic, and practical framework for advocacy work and also offers an opportunity for students to obtain up to three additional ungraded points for their student-initiated externships (often known by students as internships) during the school year. The Public Education Policy Seminar and Practicum brings Columbia Law School students together with upper-level graduate students in law, business, education, and policy from Columbia and other universities for a full semester of intensive engagement with each other around transformational change in public education. An engaging interdisciplinary seminar is combined with comprehensive skills training and intensive experiential learning on cutting-edge projects to design and implement legal and policy solutions to improve the educational outcomes and life chances of children.

In addition, when appropriate, students may earn academic credit under the category of Supervised Research for work completed at an externship/internship other than those formally established by the Law School if approved by a faculty member who agrees to supervise and grade a research paper in accordance with Rule 1.5 of Rules for the J.D. Degree. Credit would be earned for the research paper, and not solely for the work performed at the outside externship/internship.

Non-Law Courses at Other Faculties of Columbia University
You may receive J.D. credit for study you undertake in graduate-level non-Law courses at other faculties of Columbia University, up to a maximum of 12 academic points. However, such coursework must be related to legal training, and you must petition the Rules Committee in order to take such courses, explaining how the course(s) would enhance your legal training. For details, see Rules for the J.D. Degree, Registration for Non-Law Offerings. You also should read carefully the pre-registration materials you will receive before each semester of your second and third years. Each J.D. academic point earned for non-Law courses must represent at minimum a 50-minute classroom meeting each week throughout the term. The course also must be evaluated by a written examination or term paper. Credit toward the J.D. degree is not granted for conversational language courses and some other non-Law courses. Registration as an Auditor is not permitted for any course. If you receive a grade lower than C, you will not receive J.D. credit for the course. All courses, whether for Law credit or not, must be graded on the A-B-C scale; Pass/Fail or other non-evaluative grades are not permitted.
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**Professional Responsibility**

Legal education is generally a passageway to careers of service in law, either in private practice or in a public capacity. The standards of responsibility for that service are high and exacting. In part, the appreciation of these responsibilities is gained by habit and example; the law school helps to form these professional attitudes as an integral part of the education it provides.

The responsibilities of law students are of course different from those of lawyers. Yet in a real sense professional responsibility begins upon entering law school. Students are regarded, and should regard themselves, as committed to integrity and effectiveness in the legal profession. That commitment requires consideration, honesty and fair dealing in academic enterprises, in the law school community, and in personal and professional relations outside the law school. The Columbia Law School demands this rigorously of faculty and students alike.

The following pages contain detailed requirements for the J.D. degree. Each candidate is responsible for a thorough knowledge of them. However, students must measure their conduct not only by these specifics but also by a general standard of ethical professional behavior.

**1. Course of Studies**

**1.1 Point Credit and Academic Course Requirements**

1.1.1 Eighty-three (83) points of credit are required. Point credit is earned by satisfactory completion of a course, seminar, or other activities with a grade of C or better, or with a grade of CR in courses or activities permitting or requiring grading on a CR/F scale (see Rule 3.1).

1.1.2 At least 71 points of the required 83 points of credit must be earned by satisfactory completion of courses, seminars, and other activities listed in the bulletin of the School of Law.

1.1.3 At least 64 of the required 83 points of law school credit must represent regularly scheduled class sessions or faculty instruction, as defined in §311(b) of the American Bar Association Standards for Approval of Law Schools. Such sessions or instruction do not include:

1.1.3.1 Supervised research under Rule 1.5;
1.1.3.2 Research as an unpaid faculty assistant under Rule 1.6;
1.1.3.3 Work under other faculties of the University under Rule 1.8;
1.1.3.4 The fieldwork component of externship programs;
1.1.3.5 Independent work on law school journals or upper-level moot court under Rule 1.11;
1.1.3.6 Service as a teaching fellow under Rule 1.12; or
1.1.3.7 Supervised work on upper level moot court under Rule 1.13.

1.1.4 No more than 30 of the required 83 points of law school credit may represent clinical courses, externships, and field placement programs, including classroom components, as defined in §520.3 of the New York Court of Appeals Rules for the Admission of Attorneys and Counselors at Law.

1.1.5 In addition, satisfactory completion of the following courses is required:

1.1.5.1 All first-year foundation courses, except as the Rules Committee may in particular cases waive this requirement; and except that for students who enter Columbia as transfer students, satisfactory completion of Legal Methods is not required, and the Rules Committee may also determine that courses previously taken will be regarded as the practical equivalent of other first-year foundation courses.

1.1.5.2 A course, seminar, or program in professional responsibility.

**1.2 Residence Credit**

1.2.1 Residence credit is required for six terms.

1.2.2 Residence credit will be granted for each term in which a student has registered for a standard program as described in this Rule or a reduced-load program as described in Rule 1.2.4—provided that attendance in courses and seminars is regular, that all required examinations are taken and all required papers submitted, and the minimum grade in each course and seminar is achieved. With the permission of the Rules Committee, substitute courses successfully completed may be counted toward residence credit during a term in which a loss of residence otherwise would result from the failure to achieve the required minimum grade in a course or seminar.

1.2.3 A standard program is one including no fewer than 12 and no more than 15 points of credit for coursework or activity during the time period of

* Formal faculty approval is pending, with action expected fall 2015.
a regular semester. However, a student may count toward this program up to 3 points of credit for coursework or activity undertaken during the time period immediately preceding the time period of the regular semester and after the time period of the preceding regular semester.

1.2.3.1 A student may, at his or her option, register for a sixteenth point of credit for the time period of a regular semester if that point corresponds to a course or activity not subject to the course registration lottery.

1.2.3.2 The Dean shall have discretion to permit a student to take a program of 11 points of credit for coursework or activity during the time period of the regular semester. A student may count toward this program up to 3 points of credit for coursework or activity undertaken during the time period immediately preceding the time period of the regular semester and after the time period of the preceding regular semester. Except with the permission of the Rules Committee, a student permitted to take a program of less than 12 points of credit for coursework or activity during the time period of a regular semester shall be required to take a program of at least 12 points of credit for coursework or activity during the time period of each subsequent regular semester.

1.2.3.3 In this paragraph and elsewhere in these Rules, any reference to “the Dean” shall be understood to refer either to the Dean or to the Dean’s duly designated delegate.

1.2.4 Law students with special needs, principally those with parental responsibility for small children and those with disabilities, may register for a reduced-load program, under which they may complete the requirements for the J.D. Degree in as many as nine terms instead of six. The first term will normally consist of Legal Methods, Legal Practice Workshop I, Civil Procedure, and Torts. The second term will normally consist of Constitutional Law, Criminal Law, Property, Legal Practice Workshop II, and Foundation-Year Moot Court or an approved alternative. Each subsequent term will consist of a minimum of eight (8) points, with the third term normally consisting of a minimum of Contracts and one elective offering. The Rules Committee must approve a student’s request to take a reduced-load program, and any changes to that program. Employment is not a basis for a reduced-load program.

1.2.5 In no instance shall a program include more than 16 points of credit for law coursework or activity, or any non-law coursework or activity in other units of the University to be counted toward the J.D. degree, within the time period of the regular semester.

1.2.6 Under exceptional circumstances the Rules Committee and the Dean may authorize a student to take up to two additional points during the time period of the regular semester, but only if those additional points are for non-law coursework or activity that is not counted toward the J.D. degree. Before granting such authorization, the Rules Committee and the Dean shall satisfy themselves that the student has sufficient time and ability to apply as much effort to the work of each course or activity counted toward the J.D. degree as he or she would apply to the same course or activity in a program of 16 or fewer points.

1.2.7 The programs of non-matriculated and special students must be approved by the Dean. The programs of all candidates for graduate degrees are subject to the approval of the Dean for Graduate Legal Studies.

1.2.8 Students shall be permitted a noticed and definite period within which they may add or drop courses to the academic program for which they have officially registered.

1.2.8.1 After the close of the add/drop period but before October 16th in the Fall semester and February 16th in the Spring semester students may withdraw from a course with the permission of the instructor by submitting a withdrawal form to the Registrar’s office. A grade of “W” (indicating “Withdrew”) will be entered into the student’s official transcript.

1.2.8.2 After October 15th in the Fall semester and February 15th in the Spring semester but before the last day of classes in the semester, students may petition the Rules Committee to withdraw from a class for which they have previously registered and have such withdrawal recorded on their transcript as a “W”. The Rules Committee may grant such a petition only upon a showing of exceptional and compelling reasons.
1.2.8.3 Students who wish to withdraw from a class after October 15th in the Fall semester and February 15th in the Spring semester who fail to successfully petition to the Rules Committee for the recording of a “W” on their transcript will receive an “F” for the course in accordance with Rule 3.2.4.2.1.1.

1.2.8.4 A student may petition the Rules Committee to withdraw from a course after the expiration of the add/drop period without the entering of a “W” grade on their transcript. Such petitions may be granted only when there are exceptional and compelling reasons to do so, such as when an illness or other serious issue largely outside of the student's control rendered timely compliance with the add/drop rules impossible or exceptionally difficult.

1.2.8.5 In exceptional circumstances and where the student can demonstrate compliance with the ABA attendance rules, students may add a course to their academic program after the close of the add/drop period only with the permission of the instructor and upon petition to the Rules Committee.

1.2.9 A student registered for an all-year course may discontinue it at mid-year only with the approval of the Rules Committee.

1.3 Moot Court Requirements

1.3.1 Every student is required to participate satisfactorily as counsel in one moot court argument held during the second term of the first year unless, for good cause shown, postponement is authorized by the Dean.

1.3.2 Any student who enters the Law School with advanced standing is required to participate satisfactorily as counsel in one moot court argument held during a term prior to graduation; but the Dean at her discretion may waive this requirement when the student has so participated in a moot court argument held at another approved law school.

1.3.3 The certificate of the judges who have examined the student's brief and heard the argument shall be accepted as evidence that the moot court requirement has been met. If a faculty member is among the judges, the faculty member's certification as to whether or not the requirement has been met shall be conclusive. If the judges do not include a faculty member and they are in doubt as to whether or not the requirement has been met, they shall report the facts for such further consideration as the faculty may direct.

1.4 Legal Writing Requirements

1.4.1 Two Writing Credits are required to satisfy the J.D. Writing Requirement, at least one of which must satisfy the requirement for Major Writing Credit.

1.4.2 A piece of written work ("the paper") shall satisfy the Major Writing Requirement only if it fulfills all of the following conditions:

1.4.2.1 The paper is a substantial and rigorous piece of legal writing on a topic approved in advance by a faculty member who has agreed to act as Faculty Supervisor;

1.4.2.2 The paper has been submitted in draft to the Faculty Supervisor, who has provided comments on the draft, and a further version of the paper has been produced which is responsive to those comments;

1.4.2.3 The paper has been approved by the Faculty Supervisor as satisfying conditions 1.4.2.1 and 1.4.2.2.

1.4.2.4 The Faculty Supervisor shall be a member of the regular or clinical or adjunct or visiting faculty.

1.4.2.5 In this paragraph, “substantial and rigorous” refers to work comparable to that required by a paper that serves as the primary basis of evaluation for a two-credit seminar (e.g., approximately 6,500 to 8,000 words). A shorter paper reporting extensive empirical, archival or like work, however, could also qualify as substantial and rigorous.

1.4.3 A paper meeting the three conditions set out in 1.4.2 may satisfy the Major Writing Requirement even though:

1.4.3.1 it, or an earlier version of it, is also submitted for a grade in a course, seminar, workshop, supervised study, or externship. Seminar instructors will advise students at the beginning of the semester whether they are willing to act as Faculty Supervisor so that the students’ seminar papers can also satisfy the Writing Requirements;

1.4.3.2 it has been submitted to or accepted by a journal for publication. Editorial work, cite-checking, etc. for law reviews and other journals shall not be sufficient in itself to satisfy the Writing Requirement.
1.4.4 Students must obtain the agreement of a faculty member to act as Faculty Supervisor and register for the Major Writing Requirement not later than the end of the Change of Program Period of their fifth semester.

1.4.5 The Minor Writing Credit may be earned by an ordinary course paper, or brief, or other written work under the supervision of a faculty member. It may be earned at any time during the second or third year.

1.4.6 Written work sufficient to satisfy the Minor Writing Credit includes, but is not limited to:

1.4.6.1 Research as an unpaid faculty assistant under Rule 1.6, if conducted under a faculty member’s active supervision and if the supervising faculty member so recommends.

1.4.6.2 Service as a paid legal assistant on the staff of the Legislative Drafting Research Fund, if the director of the Fund so recommends.

1.4.6.3 Participation in the second year as counsel in the fall term elimination rounds or spring term final rounds of the Harlan Fiske Stone Honor Competition, if the brief is certified as satisfactory by a faculty member and the Moot Court Executive Committee.

1.4.6.4 Participation in the second or third year as counsel in a Jerome Michael jury trial, if the work is certified as satisfactory by a faculty member and the Moot Court Executive Committee.

1.4.6.5 Service on the Board of Student Editors for two successive terms, if the work is certified as satisfactory by a faculty member.

1.4.6.6 Service as a moot court student judge for two successive terms, if certified by a faculty member and the Moot Court Executive Committee.

1.4.7 Students must obtain the agreement of a faculty member to act as Faculty Supervisor and register for the Minor Writing Requirement not later than the end of the Change of Program Period of their sixth semester.

1.4.8 All written work submitted in satisfaction of the Major or Minor Writing Requirements must be completed by the first day of the month preceding the month by which the student anticipates graduating. Any such work that is also submitted to fulfill any other degree requirement must also satisfy Rule 3.3.

1.4.8 All written work submitted in satisfaction of the Major or Minor Writing Requirements must be completed by the first day of the month preceding the month by which the student anticipates graduating. Any such work that is also submitted to fulfill any other degree requirement must also satisfy Rule 3.3.

1.5 Supervised Research.

A second or third year J.D. student may earn credit for supervised research by writing a research paper or its substantial equivalent under the supervision of a Columbia Law School faculty member (including visiting and adjunct faculty).

1.5.1 No more than four points of credit in an academic year, nor more than three points per semester, may be given to any student for such research projects, and all point credit given must be approved by the supervising faculty member. Law Review or other student journal publication of a supervised research project shall not affect the point credit earned.

1.5.2 If a student registered for supervised research in accordance with this Rule elects to receive a grade, it shall be weighed in determining academic standing under the provisions of Rule 3.2.

1.5.3 The number of credits awarded and supervision required shall be guided by the following principles:

1.5.3.1 Number of Credits. The number of credits earned for supervised research should depend on the amount of work that the project will likely entail. For example, a paper that will require work comparable to that required by a two-credit seminar (e.g., approximately 6,500 to 8,000 words) should be awarded two points of credit. As a very rough guide, it may be assumed that a paper of the scope and length of a law review Note (e.g., approximately 10,000 to 12,000 words) would qualify for three points. In general, longer papers should qualify for more credit than shorter papers, although a short paper reporting extensive empirical, archival or like work would qualify for more credit than a similar length paper working from more readily available sources.

1.5.3.2 Extent of Supervision. In the usual case, a student registered for supervised research will communicate regularly with the supervising instructor over the course of the project. A typical project might proceed through the following stages:

- Topic selection. The student and instructor agree on a subject matter area, and discuss possible research topics within that general area.
- Preliminary research. Following selection of a topic, the student conducts research aimed at narrowing and refining the project; and the instructor provides feedback that assists the student in formulating a research and writing plan.
• Project outline. The student prepares and submits a written outline of the research project; and the instructor responds with substantive feedback. If the instructor deems it appropriate, revised and more detailed outlines may also be submitted and discussed.
• Preliminary draft. The student submits a preliminary draft of the paper or its equivalent; and the instructor provides written or oral comments on the draft.
• Revised draft. The student submits a revised draft of the paper or its equivalent. The instructor will then provide feedback on the revised draft, and may in consultation with the student choose to receive and to provide feedback on additional drafts.

These stages may vary depending on the particular project undertaken; and students should consult as needed with their instructors on the appropriate plan of supervision in any particular case.

1.5.3.3 Work that results in the award of point credit in connection with another course, seminar, or activity, including law school journal work or service as a research assistant, teaching fellow or moot court editor, shall not be eligible to receive point credit under this rule, except to the extent that the student undertakes and completes additional supervised work beyond that required to earn point credit for the other course, seminar or activity.

1.6 Research as Unpaid Faculty Assistant
An upperclass student who is appointed by a faculty member to serve for one or more terms under the faculty member's active supervision as a research assistant without pay and in this capacity to perform legal research and writing in aid of scholarly investigations, may register and earn point credit for such service for the term or terms concerned. When registering for such research, a student must indicate on the registration form the name of the instructor under whose supervision the work is to be done and obtain the instructor's signature on the form.

No more than two points of credit in an academic year may be given to any student for such service. All point credit given for such service must be approved by the supervising faculty member. A student registered for research as a faculty assistant in accordance with this rule shall receive a grade, which shall be weighed in determining academic standing under the provisions of Rule 3.2.

1.7 Seminars
Seminars are normally restricted to 18 students, but the instructor in charge may, at his or her discretion, impose a smaller or larger limit approved by the Dean and announced prior to pre-registration. Any student in good academic standing and with the prescribed prerequisites is eligible, in the second or third academic years, for admission to the seminars described in the bulletin of the School of Law.

Students registered for a seminar will ordinarily be required to prepare or collaborate in preparing one or more written papers. The Curriculum Committee, however, may dispense in advance with the requirement of written work in particular seminars, but the completion of such a seminar by a student who does not do authorized written work in it will not entitle that student to legal writing credit.

1.7.1 A student registered for a seminar may, upon the recommendation of the instructor, confirmed by the Dean, receive extra point credit for extra work. A student who wishes to receive point credit in addition to the point credit listed for a seminar in the bulletin of the School of Law shall obtain written permission from the instructor in charge of the seminar and shall register, during the regular registration period, for the extra point authorized by the instructor and approved by the Dean.

1.7.2 A student who is registered for a course or a seminar may, at any time, on the recommendation of the instructor, be excluded from the offering for deficient work. A student who has been excluded from an offering for unsatisfactory work or who fails to complete the requirements of any offering for which he or she is registered is not eligible to attend other courses or seminars for which he or she is not already registered except by permission of the Rules Committee.

1.8 Work Under Other Faculties of the University.
Within the limits prescribed by Rules 1.1.3 and 1.1.4 and for good cause shown, an upperclass student may, with the permission of the Dean, register and receive up to 12 units of point credit for courses and seminars related to his or her legal training but given by other faculties of the University and not listed in the bulletin of the School of Law. Upon satisfactory completion of such authorized work, as indicated by examinations or their equivalent and such grades as the Dean may have required, the student will receive such point credit therefore as the Dean may have established in advance.
1.8.1 Work done under other faculties of the University shall be graded on the A-B-C-D-F scale and shall not be taken into account in determining the student’s academic standing. Courses with a grade below C do not carry J.D. credit.

1.8.2 Registration for work not listed in the School of Law bulletin, even though not for Law School credit, also requires permission of the Dean.

1.9 Work in Other Law Schools
In the case of students transferring from other law schools with credit for advanced standing and of students permitted, under the provisions of the Rules, to take work in another law school toward satisfaction of the J.D. degree requirements, the Rules Committee has power to determine in each individual case whether any courses taken at another law school shall be counted toward satisfaction of the course requirements. The amount of credit, which will be given for work completed, will depend upon the standards of the other school, the work completed therein, and the grades received by the student.

No more than two residence terms of advanced standing will be credited toward completion of a J.D. degree. No credit will be given for work completed in an American law school which is not a member of the Association of American Law Schools. No credit will be given for work completed toward the basis of admission for the J.D. degree, or for summer school courses.

Permission to take work in another law school toward satisfaction of the J.D. degree requirements shall be given only to students in good standing, and then only for especially good reasons. In each instance, permission shall be conditioned upon approval, by the Rules Committee and the Dean, of the school and of the course program chosen by the student.

1.10 Pro Bono Service Requirement
As a prerequisite for graduation, every student entering as a first-year student during or after the 1993 Fall term, and every other candidate for a Columbia J.D. degree entering during or after the 1994 Fall term, must complete 40 hours of qualifying public interest service after the start of her or his second year of law school. A description of qualifying public interest service may be obtained from the Director of Public Interest Programs. Students for whom this requirement presents a special hardship may bring that fact to the attention of the Dean or the Dean’s designee for appropriate action.

1.11 Independent Work on Law School Journals or Advanced Moot Court Activities
A student who publishes written work in a law school journal, who serves as a member of an editorial board for a law school journal, or who serves as an upper-year coach for one of the alternative first-year moot court programs, may register and earn point credit for such work for the term or terms concerned. Not more than three points of credit may be earned by a student under this paragraph, and no grade shall be assigned to such a point.

1.11.1* As used in these Rules, “law school journal” refers to any journal approved by the law faculty for listing in the bulletin of the School of Law.

1.11.2 Point credit is awarded for writing published in a journal when the editor-in-chief has reported to the Dean the author’s entitlement to credit. Upon approval by a faculty member, point credit may be awarded for writing submitted to but not published by a journal. Not more than one point of credit may be awarded for one long piece (for example, an average Law Review Note).

1.11.3 Upon recommendation by the editor-in-chief to the Dean, one point of credit per term may be awarded to a member of an editorial board of a journal who has conducted a substantial amount of revision or editing during the term. The procedures for evaluating work of this character are subject to review and approval by the Journals Committee. Not more than two points of credit may be earned by a student for work as a member of an editorial board.

1.11.4 As used in these rules, “alternative first-year moot court program” refers to the AIPLA Moot Court, American Constitution Society Moot Court, Environmental Law Moot Court, European Law Moot Court, Frederick Douglass Moot Court, Jessup International Moot Court, NALSA Moot Court, and Vienna Arbitration Moot Court.

1.11.5 Upon recommendation to the Dean by a faculty member who serves as advisor to the program, one point of credit per term may be awarded for service as an upper-year coach for an alternative first-year moot court program.

1.11.6 Students may not receive point credit under this paragraph for work that is submitted in the same or substantially similar form and that receives point credit for Supervised Research under Rule 1.5.

* Formal faculty approval is pending, with action expected fall 2015.
1.12 Service as a Teaching Fellow
A student who serves as a teaching fellow under the active supervision of a faculty member may register and earn point credit for such work for the term or terms concerned, provided that:

1.12.1 Students may not earn point credit for serving as a teaching fellow in more than two courses;
1.12.2 Students may not earn point credit for serving as a teaching fellow more than once in the same course;
1.12.3 Students may not earn point credit for serving as a teaching fellow that exceeds the number of points of the course for which the service is performed.
1.12.4 Grading for teaching fellows shall be on a CR/F scale.

1.13 Second and Third Year Moot Court
A student who serves as a Moot Court Student Editor, Moot Court Student Judge, Director of the Harlan Fiske Stone Program, or Director of the Jerome Michael Jury Program, may register and earn point credit for such work for the term or terms concerned, if the work is certified as satisfactory by a faculty member and by the Moot Court Executive Committee. Not more than four points of credit may be earned by a student under this paragraph, and no grade shall be assigned to such a point.

1.14 Faculty-Directed Reading Groups
A student may receive one point of academic credit for participation in a faculty-directed reading group. A reading group with faculty member participation shall meet on a regular basis throughout the semester for a period of time equivalent to a standard one-credit course. Reading group participation will be graded on a CR/F basis. Neither written student work nor an examination is required to receive academic credit for reading group participation. No more than two points of faculty-directed reading group credit may be counted towards any student’s degree.

2. Examinations

2.1 Regular Examinations
2.1.1 Written examinations are held at the end of each term in all courses completed during that term. In other second- or third-year courses extending through two terms, written examinations may be held at the end of the fall term at the option of the instructor, who will announce the decision to the class at an early date.
2.1.2 Every student, whether matriculated or non-matriculated, must be present for examination in all courses for which he or she is registered unless excused by the Dean. No student is eligible for an examination in a course for which he or she has not registered.
2.1.3 Tentative examination schedules are prepared early in the term but cannot be finalized until the middle of the term. All students should be prepared to sit for examinations at any point throughout the examination period. Under special circumstances, the Dean may permit the rescheduling of examinations but work, personal or travel arrangements should be made to accommodate the full examination period.

2.2 Unexcused Absence from Examination
A student who has not been excused by the Dean and is absent from the examination in any course for which he or she is registered shall receive the grade of Failure in that course.

2.3 Excused Absence from Examination
2.3.1 A student who has been excused from taking an examination in a course must take, as a make-up examination, the next examination given in that course. If the content of the course is changed before the next examination is given, the student will be required to study the changed content. If the content of the course is redistributed or omitted so that no examination is given which fairly covers the same general subject matter, the student may be required to take an additional course in lieu thereof.
2.3.2 A student who in the last two terms of residence before expected graduation misses the regular examination in a course for reasons beyond his or her control and without fault and who has no
opportunity, prior to the scheduled date of graduation, to take a make-up examination as provided in Rule 2.3.1, shall be entitled to a special examination in the course. The Rules Committee shall administer this Rule and shall determine the student’s eligibility for, and the time and place of, the special examination.

2.3.3 No special examinations shall be given except as provided in the preceding paragraph.

3. Letter Grades
3.1 Letter Grades
3.1.1 The Law School uses an alphanumerical grading system to evaluate students’ performance. In a timely manner, professors/instructors shall assign one of the following final grades to each student registered in his or her courses, which shall be reflected in the student’s academic transcript: A (with plus and minus designations), B (with plus and minus designations), C, F, CR when so approved by the Curriculum Committee, or W in accordance with Rule 1.2.7.

3.1.2 Any student may, at any time, request that he or she be graded on the basis of Credit–Fail. In such event, the student’s performance in every offering is graded in accordance with the standards outlined above, and the grades entered on the student’s permanent transcript; but the transcript released to the student, or to others at the student’s request, shall contain no grades other than Credit (for all passing grades) and Fail. A student electing this option may revoke it at any time prior to graduation and receive or request a copy of his or her transcript with grades recorded in accordance with the above. In all cases, the transcript released or requested by the student shall show, on a cumulative basis, all of the grades of the student presented in a single format—i.e., all grades shall be in accordance with those set forth above, or all grades shall be stated as Credit or Fail.

3.1.3 Credits which appear on a student’s transcript with the grade W shall not count toward that student’s GPA or eligibility for the receipt of academic honors, as set forth in Rule 3.2.3.

3.2 Academic Standing
3.2.1 Kent Scholar. A student shall be named a Kent Scholar, in recognition of outstanding academic achievement.

3.2.2 Stone Scholar. A student shall be named a Stone Scholar, in recognition of superior academic performance.

3.2.3 No student shall be named a Kent or Stone scholar for any academic year that does not include at least 15 graded Law School points. Only grades in Law School offerings are calculated in the award of honors. Any course for which a student received the grade of W will not count toward graduation credit, the award of honors, or the student’s GPA.

3.2.4 The grade for Failing work may result from either of two circumstances:

3.2.4.1 the unexcused failure of the student to comply with some requirement of the offering (e.g., unexcused absence from the final examination), in which instance the grade shall not be subject to modification except with the concurrence of the instructor; or

3.2.4.2 poor performance by the student on an examination or other basis for evaluation, in which instance:

3.2.4.2.1 if the student receives only one grade of Fail in any term, he or she shall have the following options:

3.2.4.2.1.1 to participate, but not re-enroll in, the same course the next time it is given unless excused from participation by the instructor after consultation with the student, but in either event to take the examination when it is next given, and if the student passes such re-examination, to have the grade of Fail changed on the record to the grade received thereon; or

3.2.4.2.1.2 except in connection with required courses, to let the grade of Fail remain on the record, not to repeat the course, and obtain sufficient credits of satisfactory work in other courses to secure the necessary points for graduation; or

3.2.4.2.1.3 only with the consent of the instructor, to undertake remedial instruction and submit to re-examination out-of-course, in which case if the student performs satisfactorily on the re-examination, the grade of Fail will be changed to C.

3.2.4.2.2 The options set forth in the paragraph above are subject to the following understandings and qualifications:
3.2.4.2.2.1 grades received on re-examination, which replace the grade of Fail pursuant to 3.2.4.2.1.1 or 3.2.4.2.1.3, shall appear on the student's record with an accompanying notation to the effect that such grade was obtained on a re-examination following unsatisfactory performance when the course was previously taken. Where the student has elected to have the grades recorded on a Credit/Fail basis, a grade of Credit obtained under similar circumstances shall also appear on the student's record with such accompanying notation.

3.2.4.2.2 it is the faculty's understanding that 3.2.4.2.1.3 will be the usual device where impending graduation or delay in grading fifth-term students, together with a want of other credits toward graduation, foreclose the use of others within the usual period of the student's law school career.

3.2.4.2.3 in exercising these options, students must be aware that the substitute course may be required to meet the residence requirement for the prior term, and in that case could not also be counted toward the residence requirements applicable to other terms.

3.2.4.3 If the student receives two or more grades of Fail in any term, such student shall instead pursue such course of study, upon such terms, as shall be prescribed by the Rules Committee; provided, however, that the Rules Committee may permit expeditious remedial instruction and re-examination in the case of any course or courses only with the concurrence of both the instructor who gave the grade of Fail and the student.

3.2.4.4 A student shall not receive academic or writing credit in any offering in which the performance is graded Fail. Students will be excluded from the school, on the basis of poor academic performance, either where:

3.2.4.4.1 the student has received, cumulatively, four or more grades of Fail (for this purpose, a grade of Fail shall be counted every time given, even if it is given more than once for the same course and even though a higher grade may later be achieved); or

3.2.4.4.2 the student has received a grade of Fail in a required course or tutorial seminar in Legal Methods or more than one Fail grade during an academic year, and the grade in the required course or tutorial seminar or two or more of the grades fall into any of the following categories:

3.2.4.4.2.1 grade given for failure to comply with some requirement of the offering; or

3.2.4.4.2.1.2 grade given for poor performance, and the student failed, for two school weeks following receipt of the grade and appropriate notice, to consult with the instructor about his or her performance in the course and the options under Rule 3.2.4.2.1; or

3.2.4.4.2.1.3 grade given for poor performance, and the student does not rectify the situation by pursuing one of the options provided in Section 3.2.

3.2.4.4.3 In other curricular offerings extending through the year, a single grade applying to the work of both terms may be recorded if approved by the Dean and announced prior to pre-registration. In all other courses and seminars extending through an academic year, separate grades are recorded for the work of the first and of the second terms, and for grading and point-credit purposes the work of each term is treated as if it were a separate course or seminar.

3.2.4.4.5 The Rules Committee may, upon petition, re-admit students excluded on the basis of the above standard, on such conditions and subject to such limitations as the Rules Committee deems appropriate. If a student is excluded from the school, and his or her petition for re-admission is denied, arrangements shall be made to refund an appropriate portion of tuition paid for any incomplete portion of a term during which the decision to exclude is made.

3.3 Satisfactory Progress.

A student is expected to make satisfactory progress toward fulfillment of the requirements for the J.D. degree.

3.3.1 Without the approval of the Rules Committee, and compliance with such terms and conditions as it may impose, a student may not:

3.3.1.1 Commence the fourth semester without having completed all the requirements save one associated with the first two semesters.
3.3.1.2 Commence the fifth semester without having completed all the requirements save one associated with the first four semesters.

3.3.1.3 Commence the sixth semester without having completed all the requirements save one associated with the first five semesters.

3.3.1.4 Apply for the J.D. degree without having completed all the requirements save one associated with the first five semesters.

3.3.2 To the extent that timely completion of any point credit requirement depends on the submission of written work, the following rules apply:

3.3.2.1 In the case of written work undertaken in the second year, an extension shall in no event be granted beyond the 15th day of October of the third year.

3.3.2.2 In the case of written work undertaken in the fall term of the third year, an extension shall in no event be granted beyond the first day of the following April.

3.3.2.3 In the case of written work undertaken in the spring term of the third year, an extension shall not be granted except in extraordinary circumstances. Candidates for graduation are hereby placed on notice that if such an extension is granted, it may result in postponement of graduation and of eligibility to take a bar examination.

3.3.2.4 In the case of students who by reason of interruptions of residence or who are not otherwise on the normal three-year track, the Rules Committee shall take the provisions of sub-paragraphs 3.3.2 as guidelines for establishing absolute limits on extensions of time.

3.3.2.5 A student who fails to submit written work in the time specified in this Rule, including any extension of time, shall be awarded a failing grade unless he or she petitions the Rules Committee and is granted an extension or additional extension as the case may be, which shall in no event exceed the limitations set forth above. A student who receives a failing grade on written work, either by reason of failure to make timely submission or unsatisfactory performance, will not be permitted to register for similar work in a subsequent term except on a topic substantially different from the topic of such late or unsatisfactory work.

3.3.3 The Dean may refer to the Rules Committee for appropriate action any student who is likely to be in violation of the foregoing standards at the end of the semester in progress.

3.4 Disclosure of Grades

Except with the consent of the student, a student’s transcript shall not be made available to anyone except the student and members of the faculty and administration of the School of Law. Where a student elects to be graded on a Credit-Fail basis, no one shall have access to the transcript containing the original grades awarded except the administrative personnel in the Dean’s Office and the Registrar’s Office responsible for entering grades. The student’s file available to the administration and faculty shall contain a transcript limited to grades of Credit and Fail.

In the absence of objection from a student, or a student’s election of a Credit-Fail mode of grading, the student’s grades will be made available, on request, to Law School student publications, to committees administering the Moot Court and Teaching Fellows programs, and to other Law School activities or organizations seeking access to such information who obtain the approval of the Dean and the Advisory Committee. In such instances, the number of recipients in any such organization or activity shall be narrowly circumscribed, and they shall be obliged to treat such information as confidential; breach of confidence shall be grounds for revoking access.

If a member of the faculty is advised by a student that the instructor has been given as a reference for employment or other purposes, the faculty member, in responding to an inquiry or submitting a recommendation, shall be free to describe all aspects of the student’s Law School work known to the faculty member or available on inspection of the student’s file. In all other instances where a faculty member is queried about a student, comments shall be limited to first-hand observations of the student’s work and a general description of the student’s performance, but shall not, without the permission of the student, reveal the student’s grades in particular offerings (except the instructor’s own).

4. Degrees

4.1 University Action

A degree will not be awarded unless the preliminary qualifications of the student are approved by the Director of Admissions, and the student is matriculated as a candidate for the degree.
4.2 Application for the Degree
At pre-registration for the final term in which a student will earn credit toward a degree, the candidate must file with the Office of Registration Services an application for the degree. If a degree is not awarded as anticipated by the applicant, a new application must be filed prior to the start of the term in which the degree is to be awarded.

4.3 Diplomas
Diplomas are issued at Commencement in May and in October and in February.

5. General Regulations
5.1 Students
Each person whose registration has been completed will be considered a student of the University during the term for which he or she is registered unless the connection with the University is officially severed by withdrawal or otherwise. No student registered in any school or college of the University shall at the same time be registered in any other school or college either of Columbia University or of any other institution without the specific authorization of the Dean of the school or college of the University in which he or she is first registered.

The privileges of the University are not available to any student until registration has been completed. Since, under the University statutes, payment of fees is part of registration, no student's registration is complete until fees have been paid. No student is permitted to attend any University course for which he or she is not officially registered unless auditing privileges have been granted. No student may register after the stated period without the written consent of the Dean of Registration Services.

5.2 Academic Discipline
The continuance of each student upon the rolls of the University, the receipt of academic credits, graduation, and the conferring of any degree or the granting of any certificate are strictly subject to the disciplinary powers of the University.

5.3 Class Attendance and Preparation
5.3.1 Regular attendance is expected of every student, whether he or she is a degree candidate or a special student, at all meetings of the courses in which he or she is registered. A student may be excluded from the examination in any course by the instructor in charge if he or she has not registered for and regularly attended the course.

5.3.2 Adequate preparation of assignments, and informed participation in class discussion, are expected of every student. In the absence of prior communication of a valid excuse to the instructor, a student may be excluded by the instructor from the class for which he or she is unprepared, and if he or she is unprepared on more than one occasion, he or she may be excluded from the examination in the course. The quality of a student's preparation, and of the participation in class discussion, may be considered by the instructor, without special notice, in determining the student's grade in the course.

5.3.3 Tape recordings are not permitted to be made during classroom lectures except with the approval of the instructor.

5.4 Demeanor
Behavior in every academic exercise is expected to be consistent with general attentiveness. Suitable attire is expected; casual clothing is appropriate for most occasions. In classrooms, eating, drinking, and smoking are prohibited.

5.5 Withdrawals and Leaves of Absence
Any student who has completed one term of residence in the Law School and who is in good academic standing may apply in writing to the Dean of Students for a leave of absence. In the case of a serious medical issue, students can apply for a leave of absence prior to completing one term of residence. The student should state the reasons for the leave of absence and the date of expected return to the Law School. Such applications will normally be granted for a period not to exceed two years. In the case of a student under disciplinary sanction or charged with a breach of discipline in a pending proceeding, the Dean shall attach such conditions to the leave of absence as may be appropriate to ensure that the student may not avoid such sanction or submission to such proceeding. Unless otherwise specified, a student who is granted a leave of absence may return to the Law School at or before the end of such leave without making formal application for readmission.

Any student may request permission to withdraw from the Law School by applying to the Dean in person. Upon approval by the Dean, the student must notify the Registrar of his or her withdrawal in writing. Any student who withdraws or fails to register without being granted a leave of absence may return to the Law School only upon a formal application for readmission.
Failure to attend classes or unofficial notification of instructors does not constitute formal withdrawal and will result in Failing grades in all courses.

5.6 Registration of Student Organizations
Blanks for the registration of student organizations, other than those for which the responsibility is assumed by a faculty or department of instruction, may be obtained at the room assignment desk in the Office of the University Registrar.

Such student organizations come under the jurisdiction of the Student Affairs Committee of the University Senate. They may be granted the privilege of the use of names in which the name of the University is embodied or suggested and the use of University rooms or grounds for meetings and bulletin boards for announcements, only if they have filed the registration blank. On this form, the organization must furnish the committee with lists of officers and other executive members, statement of purposes, copies of constitution and by-laws, and information concerning the nature of any affiliation or connection with non-university organizations.

6. Admission to the Bar
6.1 Rules Governing Admission to the Bar
Students should familiarize themselves with the rules governing admission to the bar in the states in which they intend to practice and should comply with the requirements of such states relating to age and preliminary education, and to law school courses and other legal training.

Students desiring to obtain the certificate of regular attendance issued by the School and accepted by the State Board of Law Examiners of New York as proof of a term’s study of law must complete their registration in the University no later than the last day of the change of program period in each term and must attend regularly the lectures and other exercises of the year.

For information concerning admission to the bar in the state of New York, applicants should address the State Board of Law Examiners, 7 Executive Center Drive, Albany, New York 12203. Those expecting to apply for admission to the bar in the state of New York are advised to keep a careful and detailed record of all employment, even the most temporary. It is highly advisable to secure from each employer, immediately on the termination of employment, an affidavit showing the length of employment, in what capacity the student was employed and a statement of the employer’s opinion of the student’s character.

Supplement

Rules Regarding Written Work
A student who puts his or her name on any written work offered in satisfaction of an academic requirement shall be deemed by that act to have certified that no unauthorized aid has been received in connection with the work identified as the student’s own.

The directions given below are to be followed in the preparation of all written work submitted unless the instructor under whose supervision the work is being done indicates otherwise.

The paper should be typewritten or printed, double-spaced, with name, 1 and 1/4 inch margins, either on legal paper or on letter-size paper (8 1/2 x 11 inches). The paper should be securely stapled or clipped together, with a cover page giving its title, the author’s name, and the name of the professor for whom it is written. The student must personally sign the document, pursuant to the Law School rule respecting certification.

The Table of Contents (with references to pages of the text) should come first, and its main heading should correspond to the main headings throughout the paper, which should be centered on the page and typed in capitals. Subordinate headings should be indicated by lower-case type.

The footnotes must be separated from the text; they may be put either at the bottom of each page of text, or bound separately and fastened to a folder so that the notes face the text. The footnotes should contain a digest of each case cited, sufficient to show the relevance and strength of the case as a holding on the point for which it is cited. Cite only those cases that are sufficiently important to deserve this kind of presentation.

The text should be concise and should discuss details of cases only where the decision is a leading case, or for the purpose of illustrating a point in the text. A case once digested need not be digested again if later referred to; one digest, adequate to present all points, may be used by cross-reference (see par. D). Pertinent statutory sections should be quoted in full wherever questions of interpretation are raised.

The form of citation should conform to the standard of the Columbia Law Review notes. In all case citations, the names of the parties, with both the official citation and such unofficial citations as the National Reporter series or the English Reprints, should be given, together with the date. References to texts or treatises should give the edition and date, together with page or section. Law review citations should give the volume, page, and date, and if an article, the author’s name followed by the title of the arti-
No citation should be included in the text. A citation once given may be referred to in subsequent footnotes by means of supra and followed by the number of the footnote in which the citation appears.

Where extra-legal data are derived from published materials, the publication should be cited. If based upon unpublished interviews or questionnaires, the method and scope of the investigation should be stated, including names of individuals from whom data were obtained and their official or business connections.

Coherence and sustained analysis and synthesis of the subject matter are of the utmost importance. The student should seek to attain these with as much grace of diction and style as he or she can command. The paper should be a good deal more than a digest of decisions. In general, use of the first person should be avoided. An impartial presentation of rival doctrines or analyses should precede, but does not preclude, the writer's expression of his or her own preference.

**Mandatory Academic Support Policy**

This policy is designed to provide academic and other types of assistance to students whose performance suggests that they might benefit from such services and who might be hesitant otherwise to ask for help. The faculty believes that promptly providing students in academic difficulty with clear information about the seriousness of their status and the availability of assistance will help them address their problems expeditiously.

This policy will apply to students in the following categories:

A. **First-Year Students:** A first year student must meet with Student Services to discuss the availability of support services at the Law School when, at the completion of the first or second semester, the student has: (i) a GPA below 2.8; or (ii) received one or more C’s or two or more B-minus’s within one semester; or (iii) at the completion of the first year, has one or more unauthorized incompletes.

B. **Upper Level Students:** A student must meet with Student Services to discuss the availability of support services at the Law School if the student has: (i) a cumulative grade point average below 2.9 at the end of the fourth semester; or (ii) two or more unauthorized incompletes at the completion of the third, fourth or fifth semester.

C. **All Students Who Receive a Grade of F:** Students who receive any failing grades (F) during any semester at the Law School must meet with Student Services to discuss the availability of support services at the Law School and also continue to be governed by Rule 3.2 (Academic Standing).

**Process**

1. The Office of Student Services will send a notice (the “Notice”) to students in category A, B, or C above to inform them that their academic performance makes them subject to this section of the Rules for the J.D. Degree (the “Rules”). Student Services will send the Notice at the earliest feasible time after a student's transcript contains the requisite information. The Office of Student Services will send the Notice by email to the email address listed on LawNet. The Notice will include a copy of this policy and the name and contact information for the person in the Office of Student Services whom the student must contact.

2. The Notice will inform students subject to this policy that they must meet with a member of the Office of Student Services to discuss the availability of Academic Support Services.

3. A student to whom the Notice is sent must contact the Office of Student Services promptly. The student must respond within one week of the emailing date of the Notice. The response to the Notice must result in the student’s setting up an appointment with the Office of Student Services.

4. A student’s failure either to respond to the Notice within the required time period or to attend the mandatory appointment with Student Services will result in the following:

   (a) Students who fail to respond to a Notice sent during the summer or between the fall and spring semesters or to attend the meeting required by that Notice will not be eligible to register at the Law School for the upcoming semester (e.g., failure to respond to a summer Notice will result in the student’s being ineligible to register for the fall semester).
(b) Students who fail to respond to a Notice sent during the fall or spring semesters or to attend the meeting required by that Notice will not be eligible to preregister at the Law School during the semester that the Notice was sent (e.g., failure to respond to a fall Notice will result in an inability to preregister for spring classes during the fall preregistration period). Registration and preregistration abilities may be reinstated by the Dean of Students, in her or his discretion, even if a student’s response to the Notice is untimely.

5. Students subject to this policy may continue their course of study only if they attend the requisite meeting with the Office of Students Services.

6. Should the Dean of Students decline to reinstate a student’s ability to preregister or register because of failure to respond to the Notice in a timely manner, the student may appeal to the Rules Committee for permission to register. The Rules Committee will handle all such appeals on an expedited basis.

7. The fact that a student is in category A or B, above, or is participating in Mandatory Academic Support Services will not be noted on a student’s official transcript.

*Columbia Law School Rules for the J.D. Degree
as revised July 2015.*
Academic Procedures

LawNet
LawNet is the name given to a set of web-based services that provide interactive access to the administrative databases of Columbia Law School. It allows Law School students to register for classes, add/drop classes, access their grades and course schedules, and change their contact information. It allows faculty members to access their class rosters and wait lists to the minute, submit grades, view the face book directory, and more.

Registration
Registration in the Law School consists of the following: pre-registration (upperclass and LL.M. students), or assignment of classes (first-year J.D. students); accessing the class schedule through LawNet (all students) or picking up a printed class schedule (new students only); issuance of the Columbia identification card (CUID) (new students) and CUID validation for each term registered; and participation in the Change of Program (Add/Drop) period (upperclass and LL.M. students only). The Law School’s Office of Registration Services handles all aspects of course registration for Law students.

Since new students (1Ls, LL.M.s, transfers, and visiting) may not have immediate access to LawNet, printed course schedules are distributed during Registration and Orientation. In addition, all new students are issued the Columbia ID card (CUID), are given computer accounts, and are assigned to lockers in the Law School. New students are required to pick up their schedules and registration materials in person.

Pre-Registration and Registration
Pre-registration for upperclass and LL.M. students is a process to select courses and seminars. Registration Services runs a computerized scheduling lottery in accordance with the Faculty Resolution on the Allocation of Scarce Instructional Resources (see below), and the results are distributed before the first day of classes each term. Pre-registration for continuing students occurs in the spring for the fall term (during the summer for LL.M., transfer, and visiting students), and in November for the spring term. Detailed information is sent to students prior to the start of pre-registration each term.

For upperclass and LL.M. students, the results of the course lottery, reflecting a student’s pre-registration selections, and showing both the courses received and the courses for which the student is wait-listed, can be accessed through LawNet in mid-August for fall-term classes, and in December for spring-term classes.

First-year J.D. students are assigned randomly to courses since the Foundation Curriculum is consistent for all students. Normally, the fall-term courses are Legal Methods, Legal Practice Workshop I, Legal Research, Civil Procedure, Contracts, and Torts, and the spring-term courses are Constitutional Law, Criminal Law, Property, Legal Practice Workshop II, and Foundation Year Moot Court. On occasion, there may be a slight variation to the fall and spring term course assignments. In addition to being registered automatically for the courses just listed, in the spring term first-year students are required to choose one non-doctrinal course from a slate of several first-year electives. In November they participate in a lottery of first-year electives, and are required to rank their choices. A separate first-year lottery is run only for the elective courses, and students are registered for one elective course. Spring-term schedules are released in December and can be accessed through LawNet. First-year students may not drop any courses, or register for additional classes in the Law School, in any other division of the University, or at other institutions.

Change of Program
During the official Law School Change of Program (Add/Drop) period each term, upperclass and LL.M. students may make changes to their program by adding and/or dropping most regular offerings using LawNet. They also may register for research and writing by completing the appropriate Research and Writing Registration Form. LawNet cannot be used to complete or adjust registration for research and writing credits, clinics, externships, permission courses, journals, moot courts, and courses outside the Law School.

To register for any research or writing category (Supervised Research Paper, Teaching Fellow, Service as Unpaid Faculty Assistant, Research for the LL.M. Degree, LL.M. Writing Project, LL.M. Essay, Associate Writing Credit, Research for the J.S.D. Degree, Major Writing Credit, and Minor Writing Credit), students need to complete either the J.D. or the Graduate Legal Study Research and Writing Registration Form, and submit it to Registration Services after having secured the faculty member’s signature agreement to supervise the student’s work. Registration Services then will enter this information on the student’s
registration record. The forms are available from the Office of Registration Services, and at web.law.columbia.edu/registration/forms.

Students do not register through LawNet for permission courses, journals, clinics, externships, or moot court offerings. The instructors or journal editor-in-chief will notify Registration Services of the participants in these offerings and the student registration records will be annotated accordingly.

For information on cross-registering for a non-Law offering at Columbia University, see Registration for Non-Law Offerings, below.

To drop a course after the official Law School Change of Program period each term, see Other Registration Rules and Responsibilities, below.

**Wait List Procedure**

The Law School has a two-phase Change of Program (Add/Drop) period. Beginning one week before the start of classes, students can use LawNet to make voluntary changes to their term schedules: register for an available class, drop a class for which they already are registered, add themselves to a wait list, or drop from a wait list. The second phase of the Change of Program period begins on the very first day of classes for the term, and lasts for one week. During this second phase, the mandatory wait-list process is in effect. Students on wait lists will be notified promptly of openings for which they have priority. They will be given 12 hours after notification to register for the offering or the open option will be automatically revoked and the class offered to the next student on the wait list. Notification will be by email and does not mean automatic registration in the offering. It is the student’s responsibility to check for notification and to take appropriate action to register for the class within the specified period.

Students are advised to pay careful attention to their wait list position on LawNet. If you have been wait-listed for a class, use your wait-list position on your schedule to assess your chances of getting into a previously closed class and to plan accordingly.

**Registration for Non-Law Offerings at Columbia University**

To cross-register for a non-Law course at Columbia University, you must petition for it by completing a Petition Form and submitting it to Registration Services. Students must explain on the petition why the non-Law course is necessary to their legal career. Petitions to take a non-Law course for credit toward the Law degree will be approved only if the course is related to the student’s legal training. Generally, only graduate-level courses are approved for degree credit, except for language courses. Degree credit will not be awarded for conversational language courses, music performance classes, studio classes, and the like. A petition is required even if you are not requesting Law credit for the course. In order for Registration Services to process the petition, all information about the course must be included (call number, course number, days/times, points, instructor).

Registration as an Auditor is not permitted for any course. Each student is responsible for any fees associated with non-Law classes.

There are limitations on the number of non-Law credits that can be applied toward the Law degree and J.D. students are advised to read the Rules for the J.D. Degree carefully. Graduate Legal Studies students are advised to check the requirements for their degree.

Please be aware that University courses may not carry full point credit toward the Law degree. Each academic point earned for non-Law courses must represent at minimum a 50-minute classroom meeting each week throughout the term, as is similarly required of Law offerings. Such study must be evaluated by written examination or term paper, and thus credit for the Law degree (J.D., LL.M., J.S.D.) will not be awarded for some courses (e.g., conversational language courses, music performance classes, studio classes, language courses for LL.M. and J.S.D. candidates). Courses with grades lower than C will not be accepted for credit toward the Law degree, nor will they count toward term residence credit. All courses taken outside the Law School, whether for Law credit or not, must be graded on the A-B-C scale. Pass/Fail or other non-evaluative grades are not permitted. Grades earned in other divisions of the University, as part of the NYU Exchange Program, or at other schools, will not be factored into Law School honors calculations nor will they appear in LawNet. Grades earned in other divisions of Columbia University will be reflected on the official Columbia University transcript, but grades earned for courses taken at any school outside Columbia will not.

If a petition for a non-Law class is approved, Registration Services will complete the registration. There is a separate application process for Columbia Business School courses and for courses offered as part of the Columbia/NYU Law School Exchange Program. Additional instructions for completing registration for non-Law courses is provided in the pre-registration materials and at the time you are notified.
of the decision on your petition to cross-register. Some offerings require instructor or departmental approval, and all SIPA (School of International and Public Affairs) courses require the approval of the Assistant Dean for SIPA.

If you decide to drop a non-Law class, be sure to notify Registration Services so that the course can be removed from your Law School records.

The University’s Directory of Classes is available online at www.columbia.edu/cu/bulletin/uwb.

**Other Registration Rules and Responsibilities**

- A student is permitted to register only for those courses that have been approved by Registration Services and that have been appropriately registered with the University, including courses that will not earn credit toward the Law degree.
- All program changes subsequent to registration must be made through Registration Services as permitted by the degree Rules.
- Students are advised to carefully check their degree requirements and to make certain that they meet and maintain full-time residence each term.
- A student may not register for courses that conflict in any meeting time(s), even by a few minutes.
- Registration as an Auditor is not permitted for any course, either at the Law School or any other Columbia University division.
- Permission to drop a course after the close of the Law School’s official Change of Program (Add/Drop), and through October 15 in the fall term and through February 15 in the spring term does not require Rules Committee approval. However, instructor permission is required for these late withdrawals from a course, and a grade of W (indicating “withdrew”) will be entered into the student’s official transcript for such late drops. Students will not be allowed to drop a course if the drop results in a loss of term residence. See Rule 1.2.7 for additional information. Informal “dropping” of a course (e.g., failure to attend) results in a grade of F as a permanent entry on the student’s record. No course may be dropped after the last meeting of the course for the term.
- Failure to meet pre-registration and registration requirements may result in the forfeiture of status in the selection of course offerings.
- The University assesses late fees for late registration and late payments, and finance charges for delinquent payments.

**Examinations**

The Academic Calendar includes information on the exam periods for all Columbia Law School courses. Tentative examination schedules are prepared at the beginning of each term, after the faculty has determined the nature of the exam, but schedules are subject to change.

Students are expected to appear at or turn in an examination at the stated time and place. Failure to do so will result in a grade of Failure (F). If you are unable to appear for an examination at the proper time, please contact Registration Services at 212-854-2668, or email, Registrar@law.columbia.edu. Please be advised that no adjustment will be made for employment schedules, travel, or personal arrangements which conflict with the exam schedule. As stated in the Law School Rules, “All students should be prepared to sit for examinations at any point throughout the examination period,” so it is advisable to make your travel and personal plans to incorporate the full exam period. If you self-identify with the Office of Disability Services (ODS) and are granted special examination conditions, please notify the Dean of Registration Services as soon as you receive confirmation of your special examination accommodations from ODS.

Law School students who have an exam conflict in non-Law courses must reschedule the non-Law School exam. Rescheduling of exams is permitted for the following reasons:

1. Two (2) Law School exams scheduled on the same day. One of the exams will be rescheduled to the first exam day on which the student does not have a scheduled exam and that will not create an exam conflict requiring further rescheduling.
2. Proctored or fixed-date take-home exams can be rescheduled to allow a 36-hour period between the start of two exams. For example, a student having proctored or fixed-date Law School exams scheduled for both Monday and Tuesday can reschedule the Tuesday exam to Wednesday.
3. Illness on the day of the exam: Any excuse granted on grounds of illness or other physical disability is conditioned upon receiving a satisfactory medical note from the attending physician within a reasonable time (one or two days, and by no later than the end of the examination period).
4. Birth of a child: An exam will be rescheduled if the student is attending the birth of his/her child.
5. Religious Observance: An exam will be rescheduled if it conflicts with a religious observance on the day of the exam.
6. Bereavement: An exam will be rescheduled in the event of a death in the student’s family and the student is attending the funeral or grieving.

7. In other exceptional and documented circumstances.

Examinations will only be rescheduled AFTER the originally scheduled date, never before. All rescheduled exams must be taken before the end of the final exam period, unless Registration Services needs to reschedule the exam for another time (usually only in cases where a later exam date is warranted by documented special circumstances such as illness).

These regulations apply to all Law School exams, not only to finals in December and April/May. Students having any of the above conflicts should email Registration Services once the exam schedule is published, and no later than one month in advance of the exam date, in order to adjust their exam schedule. Registration Services will determine which exam will be rescheduled and will notify you of the date and location of your rescheduled exam shortly before the start of the exam period.

Exams also may be rescheduled because of illness. Any excuse granted on grounds of illness or other physical disability is conditioned upon receiving a satisfactory medical note within a reasonable time (one or two days, and no later than the end of the examination period).

All rescheduled exams must be taken before the end of the final exam period, unless Registration Services needs to reschedule the exam for another time. Examinations will be rescheduled only after the originally scheduled date, never before.

It is important to note that only rescheduling arrangements made officially through Registration Services will be honored. Before you take your rescheduled exam, you will be asked to sign a Certification of Examination Performance that you have not discussed the exam (verbally, electronically, or in writing) with any other student taking the exam, and that you have not and will not share or communicate, directly or indirectly, any information relating to the nature or content of, or answers to, the exam. If you believe that you cannot sign the certification, for whatever reason, you must notify the Dean of Registration Services immediately.

Students may not take a second examination in a course for which they have already earned a passing grade.

The Law School offers students the option of taking in-class proctored exams (essay-type only) on their own laptop computer through the use of exam software that is provided free of charge to all. As an alternative, students may choose to handwrite their exams.

Law School examinations are administered and graded using an anonymous grading system (i.e., the faculty does not know the identity of the examinee whose paper she or he is grading). Your answers are identified only by a randomly assigned exam number. Your identity is revealed to your instructor only after she or he has assigned your exam grade. The instructor then can make adjustments for class participation or other criteria before finalizing and releasing your grade for the course in LawNet.

Visit web.law.columbia.edu/registration/exams for additional exam information.

Grades and Transcripts

With a resolution passed in December 1994, the Faculty of Law established the grading system of A, B (both with plus and minus designations), C, F. In May 2008 the Faculty of Law passed a resolution adding the grade of W, to be recorded on the official transcript when students withdraw from a course after the close of the Law School’s official Change of Program period and through October 15 in the fall term and February 15 in the spring term. Some courses and clinics offer a grade of CR, (credit) as an option, while other courses, and some research and writing categories, are graded as Credit/Fail. There are very few Credit/Fail courses at the Law School, and courses with this grading system will so indicate in their online descriptions.

Work in Columbia University schools other than Law will be graded on the A-B-C-F scale. A minimum grade of C is required to earn credit in such offerings. For work undertaken while visiting at other Law Schools, both in the United States and abroad, a minimum grade of C is required to earn Law credit.

Grades for fall term courses are due by the Friday before the first day of the spring term. For spring term courses, grades are due by June 15 for continuing students, and by the week before Commencement for May degree candidates. Instructors who have 150 or more exams to grade are given a week or so extra to submit all their grades. For detailed information, see page 88 and the May 2012 Faculty Resolution on Grade Submission Dates.

In the spring term, instructors are asked to submit grades for graduating students early so that Registration Services can complete graduation clearance prior to Commencement. To allow sufficient time for instructors to grade written work for graduating students, their deadline for submission of papers is the last day of classes for the term.
Law grades are posted on LawNet for student viewing once instructors notify Registration Services that grades are final. On a regular basis, Registration Services transmits grades electronically to the University’s Student Information System. Grades appear on a student’s official University transcript once this grade transmission has been completed.

Only grades for Columbia Law School courses are reflected in LawNet. Grades earned for courses taken at other schools (e.g., other law schools while a visiting student, study abroad programs, joint degree programs, NYU Law School as part of the CLS-NYU Exchange program) will not be reflected on the Columbia University transcript, but grades taken at other Columbia University divisions will. Grades earned in courses taken outside Columbia Law School will not be factored into honors calculations. Students must be in residence at the Law School for the entire academic year in order to be eligible for honors and must be Columbia Law School J.D. or LL.M. degree candidates.

**Extensions on Written Work**

Unless the instructor assigns an earlier due date for written work, the submission deadline normally is the last day of the final exam period each term (see exceptions below). If you request and are granted an extension of time to complete your written work, please pay careful attention to the deadlines for submitting such work. Extensions for incomplete work cannot exceed the stated limits, which require us to record a grade of Failure if work is submitted after the specified deadlines. See Rules for the J.D. Degree article 3.3, Satisfactory Progress, for more information.

**Graduating students:** For May degree candidates, April 1 is the deadline to submit outstanding written work from the prior fall term if the instructor granted you an extension. For spring term written work, the deadline is the last day of spring term classes, unless the instructor specifies an earlier due date. For October candidates, September 1 is the deadline; and for February candidates, December 31, is the deadline.

**Continuing students:** October 15 is the absolute deadline for continuing students to submit outstanding written work from the prior academic year, provided the instructor approved an extension. Keep in mind that students cannot carry more than one incomplete grade into the following academic year. Thus, students who have more than one outstanding grade by late August will not be permitted to register for the fall term and a hold will be placed on their registration unless the instructor confirms that the written work was completed and the grade will be forthcoming.

**Academic Year Honors Calculations**

For students graduating in May, academic year honors determinations (Kent and Stone) are made a week or two after Commencement. For continuing students, honors calculations are made between June and late July, once all grades have been submitted. To capture late grade submissions, a final honors calculation for the academic year just ended is made during the last week in July. Students cannot receive academic honors for a year that includes a grade of incomplete. Therefore, if you wish to be considered for Kent or Stone honors, you are advised to consult with your instructor about a submission date for your work that will allow him/her enough time to read your written work and to record your grade by not later than the last week of July.

Students must be in full-time, on-site residence at the Law School for the entire academic year in order to be eligible for honors and must be Columbia Law School J.D. or LL.M. degree candidates.

**Grade Access**

To access your grades through LawNet, go to http://www.law.columbia.edu/lawnet. You will need a User ID and a Password, which will be given to you during the computer training sessions sponsored by the Law School’s Department of Information Technology (IT) during orientation or early in the term. These sessions can also be completed online. For assistance with LawNet, contact the Information Technology Help Desk at helpdesk@law.columbia.edu.

To obtain access to the University’s many student services, including the grades on your official University transcript, you must set up your University network account by visiting the Columbia University Information Technology (CUIT) website at www.columbia.edu/cuit. For new students, additional information is provided during the mandatory IT computer training sessions.

**Ordering a Transcript**

Official transcripts may be ordered only from the University’s Office of the Registrar. Visit http://registrar.columbia.edu to order your transcripts online and for additional information. You may request multiple copies of your transcript, which can be sent to multiple addresses. Currently enrolled students and former students with access to Student Services Online (SSOL) may order a transcript through SSOL. If you do not have access to SSOL, you may submit a request by
completing the form available at http://registrar.columbia.edu. In-person requests may be made at the counter service area in 205 Kent Hall.

**Holds**
The University reserves the right to withhold the privilege of registration or any other University privilege from any person, and does so predominantly for the following reasons: an unpaid debt to the University (e.g., tuition, fees, housing), an academic issue, or a lack of immunization compliance with Health Services. In such cases, a hold is placed on a student’s registration, transcript, records and diploma.

Students on hold will not be able to pre-register, cannot receive a registration schedule, cannot be included in the class lottery, cannot participate in the Change of Program period and thus may lose their place on the wait list for classes (for late holds—classes will be released to other students on the wait list), will not have access to financial aid funds, may lose the ability to defer repayment of student loans, and cannot have the Columbia ID card validated (which may prevent access to University buildings). Since registration for a subsequent term will not be permitted for students on hold, you may lose all rights and privileges as a Columbia University student.

Only the office that applies the hold may remove it. You may check your hold status online at https://ssol.columbia.edu. Contact the holding office to remove or dispute the hold, or to address any error you believe may have occurred. Once you have cleared a hold, it is important that you make sure the hold has been removed from your University records.

**Withdrawals and Leaves of Absence**
J.D. students should refer to the Rules for the J.D. Degree for the Law School’s policy on withdrawals and leaves of absence (Article 5.5). Students in the LL.M. and J.S.D. programs should consult with the Office of Graduate Legal Studies. A student in good academic standing who is not subject to discipline will always be given an honorable discharge if the student wishes to withdraw from the University. If the student is under 21 years of age, a parent or guardian must first give consent in writing.

Any student who has completed one term of residence in the Law School and who is in good academic standing may apply in writing to the Dean of Students for a leave of absence. In the case of a serious medical issue, students can apply for a leave of absence prior to completing one term of residence. The student should state the reasons for the leave of absence and the date of expected return to the Law School. Such applications will normally be granted for a period not to exceed two years (four terms) for J.D. students. In the case of a student under disciplinary sanction or charged with a breach of discipline in a pending proceeding, the Dean shall attach such conditions to the leave of absence as may be appropriate to ensure that the student may not avoid such sanction or submission to such proceeding. Unless otherwise specified, a student who is granted a leave of absence may return to the Law School at or before the end of such leave without making formal application for readmission.

LL.M. and J.S.D. students considering a leave of absence should check with the Dean of Graduate Legal Studies.

Any student who may request permission to withdraw from the Law School by applying to the Dean in person. Upon approval by the Dean, the student must notify the Registrar of his or her withdrawal in writing. Any student who withdraws or fails to register without being granted a leave of absence may return to the Law School only upon a formal application for readmission.

Failure to attend classes or unofficial notification of instructors does not constitute formal withdrawal and will result in Failing grades in all courses.

See the University Registrar website for additional information on withdrawals and the adjustment of fees.

**Petitions for Exceptions to Academic Rules**
Students may petition the Rules Committee for exceptions to the rules governing a particular degree program, and for other reasons as specified in the Rules for the J.D. Degree or in the requirements for the LL.M. and J.S.D. degrees. The Rules Committee consists of several, full-time faculty members and three student members who are selected to serve for the given academic year, together with the Dean of Students and the Dean of Registration Services. Petitions should be in writing and should be submitted to the Dean of Registration Services along with any supporting materials.

Many petitions dealing with routine matters can be decided on quickly, without formal committee deliberation. These include requests for permission to:

- cross-register for a non-Law course/seminar (make sure to read the rules regarding cross-registration)
- exceed the 15-point Law School maximum per semester (note that 16 points is the absolute semester maximum by ABA rules)
• take 11 points for one semester in the second or third year (12 is the minimum number of points for J.D. residence; only one 11-point semester may be allowed)
• reschedule an exam
• pursue an approved joint degree program
• take a leave of absence of up to four (4) terms
• convert ALL Law School grades to CR/F (J.D. students only)

Petitions relating to more significant matters will be referred to the Rules Committee for a final decision and students may choose to submit such petitions directly to the Chair of the Rules Committee. These include requests to:
• withdraw from a course after the expiration of the Law School’s official Change of Program period without the entering of a W grade on their official transcript. See Rule 1.2.7.4.
• withdraw from a course after October 15 in the fall semester and February 15 in the spring semester, but before the last day of classes in the semester and have the withdrawal recorded on the official transcript as a W instead of an F. See Rule 1.2.7.2.
• add a course after the expiration of the Law School’s official Change of Program period. Such a petition will be considered only in exceptional circumstances if the student can demonstrate compliance with ABA attendance rules and has secured the permission of the instructor to be added to the course. See Rule 1.2.7.5.
• pursue an ad hoc joint degree program (minimum Columbia Law School residence required: 5 full-time terms and 71* Law points at Columbia Law School). Ad hoc joint degree programs may need to be referred to the faculty for approval.
• take a reduced-load program because of special needs (e.g., disabilities, parental responsibilities—refer to Law School Rule 1.2.4).
• spend a term or year of study at another ABA-approved law school. The student must explain the personal and compelling reasons requiring him/her to be in another city. Such requests are granted only in extraordinary circumstances.

Some petitions can be decided on within two to seven business days; others may require a meeting of the Rules Committee or the faculty and will take longer. It is advisable to make your petition as early as possible and not to assume the results of a petition.

* Formal faculty approval is pending, with action expected fall 2015.

Faculty Resolution on the Allocation of Scarce Instructional Resources
In May 1991, the Faculty of Law adopted the following procedures for a computerized scheduling system to provide students with a fair opportunity to register for Law courses and seminars. In May 2007, the faculty approved a modification to the Change of Program (Add/ Drop) period that resulted in a 12-hour wait-list notification period (see Item 8, below).

1. The General Plan: All students are first assigned a random position within their category (LL.M., 3L, 2L). Based on the position in their group, student selections are considered in the following order.
   a. Each LL.M. student obtains two choices (limited only by the competition of other LL.M. students and by a percentage limit, described below).
   b. Each 3L student obtains two choices (limited only by the competition of other 3L students and the preceding LL.M. preference).
   c. Each 2L student obtains one choice (in competition with other 2L students).
   d. Each LL.M. obtains a third choice.
   e. Each 3L obtains a third choice.
   f. Each LL.M. obtains a fourth choice.
   g. Each 3L obtains a fourth choice.
   h. Each 2L obtains second, third and fourth choices.

2. The Lottery: Within any category, competitive positions will be determined by the computer randomization (separate groups will be formed for LL.M., 3L and 2L students). Lottery positions will be reversed in the spring, so that persons with low numbers in the autumn will have high numbers in the spring, and vice-versa. The lottery positions are also reversed on succeeding rounds, so that students who picked early for first offerings will pick late for second offerings with further reversals in succeeding rounds.

3. The LL.M.s: LL.M.s get first priority, subject to a single limitation: No more than 33 percent of the openings in a class can be filled by LL.M.s during the early rounds of the lottery. If the instructor wishes to allow a larger percentage of LL.M.s in a particular offering, she or he may do so by notifying the Office of Registration Services.

4. Upperclass J.D.s: Next preference goes to 3Ls. For the most part, 2L selections are subordinated to LL.M. and 3L selections. The exception is that 2Ls receive a single selection in the third pass.
5. Alternatives: For each selection, students may offer an alternative to be used if the first choice is unavailable. If the first choice cannot be scheduled, the student will be put on the wait list for it and scheduled into the alternate, if possible.

6. Conflicts: The computer will not schedule a student into two classes that meet at the same time. Students will be put into the first class that the computer schedules.

7. Scope: The allocation procedure will apply to all courses and seminars except: (a) clinical seminars (which are subject to allocation by clinicians), (b) other seminars to which admission is allocated by instructors (subject to prior faculty approval), (c) Foundation courses offered in the second year.

8. Wait List: Students on wait lists will be promptly notified of openings for which they have priority. They will be given 12 hours after notification to register for the offering or the option will be automatically revoked and the class offered to the next student on the wait list. Notification will be by email.

**Faculty Resolution on Principles of Academic Honesty**

In October 2003, the Faculty of Law adopted the following principles of academic honesty by which students are expected to abide. These principles are the cornerstone of educational integrity at the School of Law. They also reflect the legal profession’s special obligations of self-regulation. Students are expected to familiarize themselves with these principles during initial orientation and before taking an examination or submitting any work for credit toward a degree. Academic dishonesty—attempted or actual—will not be tolerated.

Academic dishonesty includes, but is not limited to:

1. **Plagiarism:** Failure to cite or otherwise acknowledge in any paper, exercise, or project submitted for credit ideas or phrases gained from another source such as published text, another person’s work, or materials on the Internet unless the source is obvious from the context given.

2. **Self-Plagiarism:** The submission of one piece of work in more than one offering or in any two exercises for credit without the explicit permission of the instructors involved.

3. **Preparation by another:** The submission of work as one’s own that has been prepared by or purchased from another.

4. **Cheating:** To give, receive, take assistance, or make unauthorized use of information from written material, another person, his or her paper, or from any other source (except as explicitly allowed by the instructor) before or during an examination or other written exercise.

5. **Violation of instructions:** Failure to abide by the explicit directions or instructions of an instructor with regard to a performance for credit.

6. **Falsification of work product:** Falsification or misrepresentation of data, evidence, or other reportable observations in any course or other exercise for credit.

7. **Impermissible collaboration:** The violation of the rules on acceptable collaboration on projects, papers, exercises, or examinations set by a faculty member or Law School committee.

8. **Tampering with materials:** Removing, hiding, or altering library materials or stealing another person’s materials.

9. **Facilitation of academic dishonesty:** Facilitating academic dishonesty by enabling another to engage in such behavior.

In further clarification and recognition of the standards of academic conduct to be met, students sign the following language of certification, Student Certification of Examination Performance, when submitting any exam, and Student Certification of Written Work when submitting work for credit.

**Certification of Examination Performance**

I certify that (a) I have not received any information (other than that provided by the instructor or the Law School generally) regarding the content of this examination, (b) since receiving the examination, I have not discussed it (verbally, electronically, or in writing) with any other student taking the examination, (c) I have not and will not share or communicate, directly or indirectly, any information relating to the nature or content of, or answers to, this examination to any student who has not yet taken this examination, (d) I have complied fully with all instructions given by the instructor relating to this examination, including any restrictions on access to materials or sources of information.

I understand that the relative autonomy of the legal profession carries with it special obligations of self-regulation as outlined in the Columbia Law School Bulletin/Handbook and that any violation of this certification will subject me to discipline, including possible suspension or expulsion by the
Law School, declination to certify for admission to the Bar, and sharing of information about discipline with Bar admissions committees. I further understand that the Law School is required to notify Bar admissions committees if a student has been the subject of disciplinary proceedings, regardless of the outcome of those proceedings.

**Student Certification of Written Work**

I certify that the attached written or electronically transmitted material is my own work. I further certify that (a) I have formally cited or otherwise fully acknowledged the quotations, ideas, and wording used here from other sources, whether published or unpublished, in written or electronic form, (b) I have engaged in no falsification or misrepresentation of data or experience in this submission, (c) I have disclosed any collaboration not specifically authorized by the instructor.

I understand that the relative autonomy of the legal profession carries with it special obligations of self-regulation as outlined in the Columbia Law School Bulletin/Handbook and that any violation of this certification will subject me to discipline, including possible suspension or expulsion by the Law School, declination to certify for admission to the Bar, and sharing of information about discipline with Bar admissions committees. I further understand that the Law School is required to notify Bar admissions committees if a student has been the subject of disciplinary proceedings, regardless of the outcome of those proceedings.

**Faculty Resolution on Grade Submission Dates**

In 2012, the Faculty of Law adopted the following resolution for the submissions of grades, effective with start of the 2012–2013 academic year.

I. For fall semester courses:
   A. All grades shall be due on the Friday before the start of the spring semester, except that
   B. for any faculty member required to grade 150 examinations or more from all courses he or she has taught in the aggregate that semester
      1. the grades for one course, if it has fewer than 150 examinations, shall be due on the Friday before the start of the spring semester;
      2. the grades for all remaining courses, or for any course which by itself has 150 or more examinations, shall be due by the first Monday of the spring semester.

II. For spring semester courses:
   A. For graduating students, all grades shall be due not later than the Friday before Commencement or such later time as the Dean of Registration Services determines is consistent with enabling May degree candidates to graduate.
   B. For all other students, all grades shall be due by June 15 (or if a weekend day, the Monday thereafter) except that
   C. for any faculty member required to grade 150 examinations or more from all courses he or she has taught in the aggregate that semester
      1. the grades for one course, if it has fewer than 150 examinations, shall be due by June 15 (or if a weekend day, the Monday thereafter);
      2. the grades for all remaining courses, or for any course which by itself has 150 or more examinations, shall be due by June 25 (or if a weekend day, the Monday thereafter).
Tuition and Fees

The following fees, prescribed by University Statute, are for the 2015–16 academic year and are subject to change at the discretion of the Trustees. For the latest information, visit: www.sfs.columbia.edu.

University charges such as tuition, fees, housing (residence halls and some apartments), and board plans, are due and payable in full by mid-September for the fall term, and by mid-January for the spring term. In addition, newly admitted Law School degree candidates who accept the School’s offer of admission are required to submit a deposit fee to reserve a place in the entering class. This amount is credited toward tuition when the student registers.

It is the policy of the University to withhold diplomas, certificates, and transcripts and to withhold registration until all financial obligations have been met.

In the event a diploma, certificate, or transcript is withheld because of an unpaid bill, a student will be required to arrange for online payment or use a certified check, money order, or cash to release any of the aforementioned documents.

Tuition
For 2015–16, tuition each term (for a program of 10 to 19 points) will be $30,312; each additional point of credit is $3,030. Tuition for a full year (2015–16) will be $60,624.

General Fees for 2015–16
University Facilities Fee $448 per term
Student Activities Fee $115 per term
Transcript Fee $105
(one time fee for new Columbia University students)
International Service Charge $60 per term
Visiting Fee $3,030 per term
(Columbia J.D. approved for study at another U.S. law school)

Health Service Fees and Insurance Premiums
Fees are assessed for several elements of the medical care and health and accident insurance coverage provided by the University. A basic fee, mandatory for all students, provides access to the on-campus health service facilities. Insurance for hospital care and standard major medical coverage also is required unless students can show proof of comparable coverage under another plan. For benefits attainable under these plans, for regulations governing waiver of participation, and other information, visit the Health Services website at https://health.columbia.edu.

<table>
<thead>
<tr>
<th>Health Service Fee, Per Term</th>
<th>Fall 2015</th>
<th>Spring 2016</th>
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<tbody>
<tr>
<td>Health Service Fee</td>
<td>$475</td>
<td>$475</td>
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<tr>
<td>Health Insurance fees for 2015–16 will be:</td>
<td></td>
<td></td>
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<tr>
<td>Insurance Fees</td>
<td>Fall 2015</td>
<td>Spring/Summer 2016</td>
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<tr>
<td>Student Gold Level</td>
<td>$1,057</td>
<td>$1,726</td>
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<tr>
<td>Student Optional Platinum Level</td>
<td>$1,539</td>
<td>$2,510</td>
</tr>
<tr>
<td>Coverage Dates by Term</td>
<td></td>
<td></td>
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<tr>
<td>Fall 2015: August 15–December 31, 2015</td>
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<td></td>
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<tr>
<td>Spring/Summer 2016: January 1, 2016–August 14, 2016</td>
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Late Payment Charges
If Columbia University does not receive the total amount due for the term on or before the payment due date, you will be subject to late payment charges. A one-time charge, $150 per term, will be imposed on your student account if your payment is not received by the payment due date for the term. In addition, a charge of 1.5 percent per billing cycle will be imposed on any amount past due thereafter.

Late Registration Fee
You will be assessed a $50 fee if you register during the University’s late registration period. You may be permitted to register after the late registration period in certain schools; a $100 fee will be assessed.

Application Fee
Application for admission: $85.

Withdrawal and Adjustment of Fees
J.D. students should refer to the Rules for the J.D. for the Law School’s policy on withdrawals and leaves of absence (page 76, Article 5.5). Students in the LL.M. and J.S.D. programs should consult with the Office of Graduate Legal Studies. A student in good academic standing who is not subject to discipline will always be given an honorable discharge if the student wishes to withdraw from the University.

Any student withdrawing must notify the Office of the Dean of Registration Services in writing. The Dean’s Office then notifies the Office of Financial Aid and the University Registrar. Students who withdraw, take a leave of absence, leave the University without formal notification, or are requested to leave are subject to a refund of all or a portion of their tuition, fees, and room and board based on the earlier date of their formal withdrawal or the documented date of last attendance.
Definition of Withdrawal

- Withdrawal is defined as the dropping of the entire academic program in a given term, not a portion of the program.
- The Dean of Registration Services determines the formal withdrawal or date of last attendance. The withdrawal date can be one of the following:
  - The date the student began the institution’s withdrawal process or officially notified the institution of the intent to withdraw.
  - The date of last documented academic activity.
  - The midpoint of the term for those students who do not formally withdraw.
- Since the University has no time frame associated with a leave of absence, students granted a leave of absence will be treated as though they have withdrawn, and will be subject to a Return and Refund of Financial Aid calculation.

Student Financial Services has developed a University withdrawal form to assist students and schools in determining the formal withdrawal date.

Return of Financial Aid Funds
Students who received financial aid while at the Law School (grants and loans) must consult with a financial aid officer so that their financial aid eligibility can be recalculated and so that a determination can be made on the return or cancellation of any financial aid funds. Students receiving Title IV funds (Federal Direct Stafford, Federal Direct Graduate PLUS, Federal Perkins loans, and Federal Work-Study) should contact the Financial Aid Office within three (3) business days from the official date of withdrawal to ensure the School’s compliance with federal regulations specifying the timely return of federal funds.

University Refund Policy
Columbia University’s refund of tuition policy follows. This schedule is subject to review by the Board of Trustees of Columbia University. For the approved 2015–16 schedule, please visit: www.registrar.columbia.edu/content/refund-rate-withdrawals.

2015–16 Tuition Adjustment Schedule

<table>
<thead>
<tr>
<th>Description</th>
<th>Charge Assessed</th>
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<tbody>
<tr>
<td>No Registration</td>
<td>$0</td>
</tr>
<tr>
<td>Through Change of Program Period plus weekend—100% (Week 1 and 2)</td>
<td>Transcript Fee for new students only, plus $75 withdrawal fee. See Note 1 below.</td>
</tr>
<tr>
<td>Third week—Monday</td>
<td>10% tuition, fees, plus $75 withdrawal fee</td>
</tr>
<tr>
<td>Fourth week—Monday</td>
<td>20% tuition, fees, plus $75 withdrawal fee</td>
</tr>
<tr>
<td>Fifth week—Monday</td>
<td>30% tuition, fees, plus $75 withdrawal fee</td>
</tr>
<tr>
<td>Sixth week—Monday</td>
<td>40% tuition, fees, plus $75 withdrawal fee</td>
</tr>
<tr>
<td>Seventh week—Monday</td>
<td>50% tuition, fees, plus $75 withdrawal fee</td>
</tr>
<tr>
<td>Eighth week—Monday</td>
<td>60% tuition, fees, plus $75 withdrawal fee</td>
</tr>
<tr>
<td>Ninth week and onwards</td>
<td>100% tuition, fees, plus $75 withdrawal fee</td>
</tr>
</tbody>
</table>

Notes:

1. For programs that begin before or after the official Change of Program period, Week 1 and Week 2 refer to the first two weeks of the specific program (e.g., for 1Ls, weeks 1 and 2 in August of Legal Methods; for LL.M.s, weeks 1 and 2 in August of Introduction to American Law and Legal Research and Writing), not the weeks during the official Change of Program period.
2. Official dates per term are determined by the University’s Student Financial Services, and distributed to University offices.
3. School fees are charged at 100 percent.
4. University health fees and insurance premiums are charged at 100 percent after the change of program period.
5. The University adds a $75 administrative fee to the student’s account for withdrawal during the term.
Summary of 2015–16 Costs

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$60,624</td>
</tr>
<tr>
<td>Student Activity Fee</td>
<td>230</td>
</tr>
<tr>
<td>University Facilities Fee</td>
<td>896</td>
</tr>
<tr>
<td>Health Services Fee</td>
<td>950</td>
</tr>
<tr>
<td><strong>Total Tuition and Mandatory Fees</strong></td>
<td><strong>$62,700</strong></td>
</tr>
<tr>
<td>Student Health Insurance (Gold Level)</td>
<td>2,783</td>
</tr>
<tr>
<td>Transcript Fee (one-time fee for new Columbia University Students)</td>
<td>105</td>
</tr>
<tr>
<td><strong>Total University Charges</strong></td>
<td><strong>$65,588</strong></td>
</tr>
</tbody>
</table>

Additional $60/term International Services Fee, for those holding a nonresident visa

Estimated Living Costs for the 9-Month Academic Year

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room*</td>
<td>$12,272</td>
</tr>
<tr>
<td>Board</td>
<td>5,200</td>
</tr>
<tr>
<td>Personal</td>
<td>3,900</td>
</tr>
<tr>
<td><strong>Total Living Costs</strong></td>
<td><strong>$21,372</strong></td>
</tr>
<tr>
<td>Books</td>
<td>$1,570</td>
</tr>
<tr>
<td><strong>Total Academic Year Budget</strong></td>
<td><strong>$88,530</strong></td>
</tr>
</tbody>
</table>

*The estimated room expense anticipates a budget for rent/utilities of $1,364/month for a student.

Personal Finances

Students are advised to open an account in one of the local banks as soon as they arrive in New York City, or, if possible, prior to arriving. Since it may take two weeks or more for such arrangements to be made, students should plan accordingly for their initial expenses.
Academic Recognition

NOTE: Students must be in full-time, on-site residence at the Law School for the entire academic year in order to be eligible for Kent and Stone honors. Grades earned in courses taken outside Columbia Law School (e.g., other divisions of the University, NYU Law School as part of the CLS-NYU Exchange Program, other law schools while a visiting student, study abroad programs) will not be factored into honors calculations.

For students graduating in May, honors determinations are made a week or two after Commencement. For continuing students, honors calculations are made between June and late July. Students cannot receive academic honors for a year that includes a grade of “Incomplete.” Therefore, if you wish to be considered for Kent or Stone honors, you are advised to consult with your instructor about a submission date for your work that will allow him/her enough time to read your written work and to record your grade by not later than the last week of July.

James Kent Scholars
Established in 1923 by the Faculty of Law in memory of James Kent, who, in 1793, became the first Professor of Law at Columbia College and inspired the establishment of legal education at Columbia. Awarded in recognition of outstanding academic achievement by students in each of the three J.D. classes and in the LL.M. Program.

A student shall be named a Kent scholar if during an academic year the student has earned at least 15 graded law credits toward his or her degree and in that year either (1) has achieved a grade point average of 3.800, or (2) has received grades all or all but one of which are A+, A or A (the exception being no lower than B), and, if the lowest grade is put aside, at least half of which are A or A+. Only law credits are used to calculate honors. No one will receive honors for a year that includes a grade of “Incomplete.”

Harlan Fiske Stone Scholars
Established in 1946 by the Faculty of Law in memory of Harlan Fiske Stone 1898 Law; Lecturer-in-Law (1899–1903); Adjunct Professor of Law (1903–1905); Professor and Dean of the Faculty of Law (1910–1924); Associate Justice of the Supreme Court (1925–1941); and Chief Justice of the United States (1941–1946). Awarded in recognition of superior academic achievement by students in each of the three J.D. classes and in the LL.M. Program.

A student shall be named a Stone scholar if during an academic year the student has earned at least 15 graded law credits toward his or her degree, the student has received no grade lower than B-, and the student’s academic average for the year is at or above 3.410. Only law credits are used to calculate honors. No one will receive honors for a year that includes a grade of “Incomplete.”

Prizes

Charles Bathgate Beck Prize
Established in 1899 under the will of Charles Bathgate Beck, 1879 Law. Awarded annually to a first-year student submitting the best examination paper in the course relating to the law of real property.

David M. Berger Memorial Prize
Established in 1973 in memory of David M. Berger ’69. The Prize honors the memory of Wolfgang Friedmann, Professor of International Law from 1955 to 1972, and is awarded annually to a third-year student interested in international law and world peace.

Harold Brown Book Prize
Established in 1985 by family and friends of Harold Brown ’27, in his honor. Awarded annually, for the purchase of books, to two or more first-year students who attended Columbia College.

Class of 1912 Prize
Established in 1937 as the 25th anniversary gift of the Class of 1912. The Prize, which consists of books selected by the winner with the Dean’s approval, is awarded annually to the first-year student most proficient in the subject of contracts.

Milton B. Conford Book Prize in Jurisprudence
Established in 1984 in honor of the Hon. Milton B. Conford ’31, by his clerks. The Prize, which consists of books in the field of jurisprudence to be selected by the winner, is awarded annually to the student who writes the best examination paper or essay on jurisprudence.

E.B. Convers Prize
Established in 1906 by Alice and Clara B. Convers, in memory of their brother, E.B. Convers, 1866 Law. Awarded annually to the member of the graduating class who writes the best original essay on a legal subject.
Archie O. Dawson Prize
Established in 1965 in memory of the Hon. Archie O. Dawson ’23. Awarded annually for proficiency in advocacy. The recipient is afforded an opportunity to study for several weeks at various courts in the federal system, including the Supreme Court of the United States.

Wilfred Feinberg Prize Fund
Established in 1997 in honor of Judge Wilfred Feinberg ’40 Columbia College, ’43 Law, by his former clerks. Awarded annually to the law student who does the best work in an area related to the work of the federal courts.

Alfred S. Forsyth Prize
Established in 1986 in memory of Alfred S. Forsyth ’31. Awarded annually to an outstanding student in the field of environmental law who, in the judgment of the Law School, has demonstrated qualities of intellect and selfless dedication to the advancement of environmental law.

Andrew D. Fried Memorial Prize
Established in memory of Andrew D. Fried ’84. Awarded annually for the best student essay on a subject in the field of intellectual property and related law published in the Columbia Journal of Law & the Arts during the preceding year.

Walter Gellhorn Prize
Established in 1994. Awarded annually to the LL.M. candidate graduating with the highest academic average.

Ruth Bader Ginsburg Prize
Established in 2011. Awarded annually to J.D. degree candidates who earned James Kent academic honors for outstanding academic achievement for all three years (1L, 2L, and 3L years).

Lawrence S. Greenbaum Prize
Established in 1951 by family and friends, in memory of Lawrence S. Greenbaum 1912 LAW. Awarded annually to the student who has made the best oral presentation in the final argument of the Harlan Fiske Stone Moot Court Competition, a program made possible through the generous support of Paul, Weiss, Rifkind, Wharton & Garrison LLP.

Robert Stephen Haft Moot Court Prize
Established in 1962 and awarded to the first-year student who submits the best brief in The Paul, Weiss, Rifkind, Wharton & Garrison Moot Court Program at Columbia Law School.

Carroll G. Harper Prize
Established in 1983, in memory of Carroll G. Harper ’52. Awarded annually to the member of the graduating class who has attained the highest standards of achievement in intellectual property studies and writing.

Paul R. Hays Prize
Established in 1983 by family, friends, and associates, in memory of Paul R. Hays ’33, member of the Faculty of Law from 1936 to 1971 and United States Circuit Judge for the Second Circuit from 1961 to 1980. Awarded annually to an outstanding first-year student in civil procedure.

Pauline Berman Heller Prize Fund
Established in 1995 as a gift of Harry Heller ’29 Columbia College, ’33 Law and family in memory of wife and mother Pauline Berman Heller ’34 Law. Awarded annually based on academic merit and rank in class.

Irell and Manella Prize
Established in 2004 by Irell and Manella LLP. Awarded annually to a first-year law student who demonstrates outstanding leadership, academic excellence, and good citizenship within the community. In addition, the Prize equally funds a student organization at Columbia Law School, chosen by the Prize recipient, to support that organization’s activities as well as the Dean’s Discretionary Fund for purposes consistent with the objectives of the Prize, such as supporting special funding needs of student activities and organizations.

Richard J. Lipson and Paul S. Lipson Prize in Contracts
Established in 1998 under the will of Richard J. Lipson ’73 in honor of Paul S. Lipson ’38. Awarded annually to two first-year law students showing the greatest proficiency in the subject of contracts.
Allan Morrow Sexuality and Gender Law Prize
Established in 2007 in memory of Allan Morrow, a successful entrepreneur who gave generously of his time and resources to secure justice and equality for gay men, lesbians, bisexual and transgender people, and for people with HIV/AIDS. The prize is awarded annually upon graduation from the Law School to a student or students who have demonstrated outstanding achievement in the furtherance of lesbian, gay, bisexual, and transgender rights.

Jane Marks Murphy Prize
Established in 1952, in memory of Jane Marks Murphy ’48. Awarded annually to students who display exceptional interest and proficiency in clinical offerings, and who give promise of a professional career applying the highest standards of the lawyer’s craft to service in the public interest.

John Ordronaux Prize
Established in 1908 by the bequest of John Ordronaux, Professor of Medical Jurisprudence from 1860 to 1897. Awarded annually to a J.D. degree candidate of at least one year’s standing for general proficiency in legal study. The prize usually recognizes the student who has achieved the highest academic average in each graduating class.

Simon H. Rifkind Prize Fund

Samuel I. Rosenman Prize
Established in 1978, in memory of Samuel I. Rosenman ’19, by his partners in the firm of Rosenman & Colin. Awarded annually to a student who has completed two years of study at the Law School, during which he or she has demonstrated academic excellence in public law courses and outstanding qualities of citizenship and leadership in the Law School, or activities related to the Law School in the University community.

Emil Schlesinger Labor Law Prize
Established in 1975 by the Schlesinger family, in honor of Emil Schlesinger ’24. Awarded annually to the student most proficient in the subject of labor law.

Whitney North Seymour Medal
Established in 1971 in honor of Whitney North Seymour ’23. Awarded annually to the student who shows greatest promise of becoming a distinguished trial advocate.

Young B. Smith Prize
Established in 1953 by R. C. Leffingwell 1902 LAW, in honor of Young B. Smith 1912 LAW, Dean of the Faculty of Law from 1927 to 1952 and Chancellor Kent Professor of Law from 1930 to 1958. Awarded annually to the first-year student most proficient in the law of torts.

Special Honors for Outstanding Performance in a Class Prize
Established in 2011 by the Faculty of Law, the prize is awarded to recognize the single best student in a class with enrollment of 30 or more students. The prize is awarded at the instructor’s discretion, and the instructor is free to choose whether to award the prize in a given course or a given semester.

Robert Noxon Toppan Prize
Established in 1878 by Robert Noxon Toppan, 1861 Law. Awarded annually to the student in the Law School who submits the best-written examination to the professor of Constitutional law.
Valentin J.T. Wertheimer Prize in Labor Law
Established in 1980 by the family of Val Wertheimer '50. Awarded annually to a Law School student whose work demonstrates the most creative, thoughtful approach to labor law, equal employment law, public or private sector collective bargaining, labor conflict resolution, or employment security.

Jeffrey Williams Memorial Prize for Critical Rights Analysis
Established in 2007 in memory of Jeffrey Williams '02 Columbia College, '05 Law. Awarded annually to the student who writes the best paper in critical theory.
Special Programs

Parker School of Foreign and Comparative Law
The Parker School supports the study of foreign, comparative and international law at Columbia Law School. At graduation time, it awards the Parker School Certificate of Achievement as well as the Parker Prize. To receive the Certificate, a student must have (1) earned the J.D. or LL.M. degree, (2) received at least 10 credits for academic work in the areas of foreign, comparative, or international law, and (3) completed the application by the deadline. For an application, contact Tatyana Gourov at 212-854-8246. More information is available at www.law.columbia.edu/parker-school.

Joint Degree Programs for J.D. Students
For some students, a joint degree (alternately referred to as a “dual” degree) can prove beneficial in providing a framework for additional intellectual exploration or to their career objectives. To enable interested students to realize this goal, the Law School may approve them to pursue a joint degree program with any of the following of Columbia’s graduate or professional schools, as well as with Princeton University’s Woodrow Wilson School of Public and International Affairs:

- Graduate School of Arts and Sciences (M.Phil. or Ph.D.; see below)
- Columbia Business School (Three-Year J.D./M.B.A. Program; see page 97)
- Columbia Business School (Four-Year J.D./M.B.A. Program; see page 97)
- School of International and Public Affairs (M.I.A. or M.P.A. and special programs through the East Asian Institute and the Harriman Institute; see below)
- Graduate School of Journalism (M.S.)
- School of the Arts (Theatre Arts) (M.F.A.)
- Mailman School of Public Health (M.P.H.)
- School of Social Work (M.S.W.)
- School of Architecture, Planning and Preservation (M.S. in Urban Planning)
- Princeton University’s Woodrow Wilson School of Public and International Affairs (M.P.A.)

Applications for admission to the Law School and the other chosen school must be filed separately. At the application stage, there is no communication whatsoever between the two schools; that is, each school’s decision to admit or not to admit is based solely on that school’s selection criteria. If one school admits, it does not automatically follow that the other school will admit the applicant. Applicants may apply simultaneously to both schools; if admitted to both, a deferment must be requested at one of the two schools.

Keep in mind that some of the schools listed above do not grant deferments; students should only apply to them if they are serious about attending in the semester for which they seek admission. Students may also decide to apply initially only to the Law School, and then apply to the other school at a later date; this process may be reversed as well.

To ascertain each school’s entrance requirements, tuition, financial aid policies, and deadlines, interested individuals are urged to visit each school’s website for the most up-to-date information. For all joint degree programs, except the Columbia Three-Year J.D./M.B.A. program (see page 97), tuition will be charged according to the rates effective in the school in which the student is enrolled each term. Columbia’s graduate and professional schools can be visited online by accessing the main University website, www.columbia.edu and then clicking on Academics.

Students approved to pursue joint program studies can save time and expenses by spending less time in residence at the Law School than normally required if each program were pursued separately. Time is saved because the Law School will typically accept one term of full-time residency and up to 12 academic credits for course work completed in the other school, thereby reducing the student’s residency at the Law School to five semesters from six. The other participating school likewise would reduce its residence and/or academic credit requirements for work completed at the Law School. Before proceeding on such an assumption, however, it is important to receive that commitment from both schools. Also, it is important to note some exceptions:

- For the joint J.D./M.I.A. with Columbia’s School of International and Public Affairs (SIPA) students are required to spend six (6) terms of full-time residence at the Law School and two (2) terms at SIPA. In accordance with the J.D. Rules, they can receive J.D. degree credit for up to 12 academic points taken at SIPA or other graduate divisions of Columbia University.
• For information on the various joint degree programs with Columbia’s Graduate School of Arts and Sciences (GSAS), visit the GSAS website. GSAS and the Law School cooperate in offering combined programs of study leading to the J.D. degree and the sequential M.A., M.Phil., and Ph.D. degrees. Students who wish to take part in this program must make separate application and gain admission to both the Law School and a participating department of the Graduate School of Arts and Sciences. Students must be admitted to a Ph.D. program at the Graduate School to participate. (There is no J.D./M.A. or M.S. dual degree program. Generally, a student completes the first year at the Law School, spends the next year in residence at GSAS completing the M.A. requirements in accordance with departmental guidelines, and then returns to the Law School to complete the J.D. degree requirements. The student receives one year of advanced standing toward the M.Phil. degree once the J.D. degree requirements have been completed. The J.D. degree is conferred upon completion of all requirements for both the M.Phil. and the J.D., and both degrees are conferred concurrently. The student then returns to GSAS to complete remaining Ph.D. departmental requirements, including the preparation and successful defense of a dissertation.)

• The Four-Year J.D./M.B.A. Program is designed for students interested in a broad course curriculum, extracurricular activities in both disciplines, and the opportunity to work during three summers in law and business placements. This program requires students to spend five terms in residence at the Law School and three terms in residence at the Business School, and to complete 71* Law credits and 45 Business credits for the two degrees. As for all joint degree programs, students must apply separately to each school. Admissions decisions are made independently by each school. Usually, students spend the first year at the Law School, completing all foundation year courses, and the second year at the Business School, but the sequence can be reversed if the Law School grants a deferment. They have flexibility as to which of the remaining four residence terms of the third and fourth years of the program they spend at each division, as long as they complete a total of five residence terms at the Law School and three residence terms at the Business School. Students also may apply to the Business School after beginning their Law School studies. The J.D. and M.B.A. degrees are awarded at the same conferral date once all requirements for both degrees are completed.

• The Columbia Three-Year J.D./M.B.A Program is designed for highly motivated students who seek a deep education in both law and business, and who wish to complete their studies and enter the job market a year earlier than traditional joint-degree programs allow. This accelerated course of study gives select students the opportunity to earn degrees from both Columbia Law School and Columbia Business School in just three years. Students must apply separately to each school, and must indicate on their applications that they are interested in applying to the Columbia Three-Year J.D./M.B.A. Program. Admissions decisions are made independently by each school. In this joint degree program, students are required to spend the first year at the Law School and complete the foundation year curriculum. They spend the second year of the program at the Business School and return to the Law School for the third year and final year. They must complete a total of 71* Law credits and 45 Business credits for the two degrees, and the J.D. and M.B.A. degrees are awarded at the same conferral date once all requirements for both degrees are completed. For more information, visit www.law.columbia.edu/three-year-jd-mba.

• For the Columbia Three-Year J.D./M.B.A. Program tuition is charged by the residence school according to the following plan: standard Law School tuition for the two terms of the first year; 150 percent of the standard Business School tuition for the two terms of the second year; 150 percent of the standard Law School tuition for two terms of the third year.

• Overall, the tuition for the Columbia Three-Year J.D./M.B.A. Program will be approximately the same as for the four-year J.D./M.B.A. program. The major cost benefit to students in the Columbia Three-Year J.D./M.B.A. Program is the opportunity to enter the workforce one year earlier than students who pursue the standard Four-Year J.D./M.B.A. Program.

In addition to the professional schools and graduate departments mentioned above, the Law School may accept one term of full-time residency and up to ten (12) academic credits for coursework completed, toward a graduate degree program at any other graduate or professional school and any department therein at Columbia University (except for the M.I.A. degree with SIPA—see paragraph above),

* Formal faculty approval is pending, with action expected fall 2015.
including Teachers College and the School of Engineering and Applied Science, provided that the other decision school reciprocates (see below for limitations). Students are urged to speak to the Registrar at their respective school or department to find out if a reciprocal arrangement will also be accepted. To pursue these, or any other proposed joint degree program that is not officially approved by the University Trustees, permission is required from the Law School’s Rules Committee. Letters of petition should be addressed to the Rules Committee and sent to the Dean of Registration Services. A request to pursue a joint degree program not already approved by the University may need to be referred to the Law Faculty for approval.

Additionally, in recent years, students have successfully petitioned the Law School’s Rules Committee for permission to create a joint degree program with schools that have agreed to grant advanced standing toward their Master’s degree for work completed in the Columbia J.D. program: Harvard’s Kennedy School, Tufts’ Fletcher School of Law and Diplomacy, and Johns Hopkins’ School of Advanced International Studies. Provided that the other school agrees to reciprocate, future requests for permission to pursue these and similar programs will be considered on an ad hoc, individualized basis upon petition to the Rules Committee. Letters of petition for ad hoc joint degree programs should be addressed to the Rules Committee and sent to the Dean of Registration Services. Note that a request for an ad hoc joint degree program may need to be referred to the Law Faculty for approval.

A student approved for a joint degree program must complete degree requirements at both schools before receiving residency and academic credit toward the J.D. degree, and both degrees must be awarded at the same conferral. The Law School cannot certify a student’s eligibility to take the Bar exam until both degrees are completed and a final transcript, showing the conferral of the degree from the other school, is received by Registration Services.

Students who, prior to matriculating at the Law School, complete a degree program at another school or division of Columbia University, or at another institution, will not be considered to be in a joint degree program and will not receive residence or academic credit toward the Columbia J.D. degree for the earlier work.

**International Study Programs for J.D. Students**

In 1994, Columbia established the first U.S. law school double degree program providing participants with both a U.S. Juris Doctor and a foreign law degree, the French Maîtrise en Droit. Since then, Columbia Law School has remained a leader in providing overseas study opportunities to its students. Our portfolio of offerings is regularly reviewed with an eye on academic excellence, student interest and relevance to career advancement. At last count, students could choose from 29 programs in 12 countries, a range of double degree, certificate, and conventional study abroad options that is perhaps the broadest of any U.S. law school. Columbia students also have an opportunity to create independent programs at many other universities around the globe.

Augmenting our more traditional study abroad programs, Columbia has forged a unique and innovative new model for international education. Partnering with some of the world’s most preeminent foreign law schools, Columbia’s Global Alliance Programs feature full-year English-language programs with an intense cross-border focus on a particular area of law. Faculty members from Columbia Law School and its partner schools have collaborated to create a range of compelling, integrated programs that combine scholarship with experiential learning and unparalleled internship and clerkship opportunities.

Columbia participants in our Paris and Amsterdam Global Alliance Programs join participants from our international partner schools to spend one semester at Columbia in New York City and one semester abroad at the partner school. Columbia students earn both a Juris Doctor from Columbia and a credential from the partner institution within the three-year time frame required to complete the J.D. program.

Augmenting these traditional study abroad programs, Columbia has forged a unique and innovative new model for international education. Partnering with preeminent foreign law schools, Columbia’s Global Alliance Programs feature full-year English-language programs with intense focus on a particular area of international law. Faculty members from Columbia Law School and its partner schools collaborate to create compelling, integrated programs that combine scholarship with experiential learning and unparalleled internship and clerkship opportunities.

Columbia participants in our Paris and Amsterdam Global Alliance Programs join participants from our international partner schools spending one semester at Columbia in New York City and one semester abroad at the partner school. Columbia students earn both a Juris Doctor from Columbia and a credential from the partner institution within the three-year time frame required to complete the J.D. program.
Global Alliance Programs

- **Paris**: J.D./Certificate in Global Business Law and Governance. Columbia Law School students earn a J.D. from Columbia and a Certificate in Global Business Law and Governance from the University of Paris 1 (Panthéon, Sorbonne) and the Institut d’Études Politiques (Sciences Po). Paris is headquarters to the International Court of Arbitration, UNESCO, and the Organization for Economic Cooperation and Development (OECD). In addition, these partner schools enjoy close ties with French courts and law firms, the European Commission in Brussels, and the WTO in Geneva.

- **Amsterdam**: J.D./LL.M. in International Criminal Law. Columbia Law School students earn both a J.D. from Columbia and, separately, an LL.M. from the University of Amsterdam. This partner school’s relationship with the International Criminal Court, other international tribunals, and the law firms that specialize in international criminal law, offers unique advantages for internships and networking.

- **Oxford**: Columbia-Oxford Alliance in Law and Finance. Columbia Law School students earn a J.D. from Columbia and attend courses in the Masters of Law and Finance Program at Oxford University during the spring semester of their third year.

Double Degree Programs

- J.D./Maîtrise in French Law (four-year program, French language; University of Paris 1—Panthéon Sorbonne)
- J.D./Master in Economic Law with a Global Studies specialization (three-year program, French and English language; Sciences Po—Institut d’Études Politiques)
- J.D./LL.M., London, England (three-year program, English language; London School of Economics, University College London, School of Oriental and African Studies, King’s College)
- J.D./LL.B., London, England (four-year program, English language; London School of Economics, University College London, King’s College)
- J.D./LL.M., Frankfurt, Germany (three-year program, English language; Institute for Law and Finance, University of Frankfurt)

Semester Study Abroad Programs

- Central European University, Hungary (English language)
- European University Institute, Italy (English language)
- Fudan University, China (Chinese/English language)
- Hebrew University, Israel (Hebrew/English language)
- Humboldt University, Germany (German language)
- Institute for Law and Finance-Frankfurt, Germany (English language)
- Kyushu University, Japan (English language)
- Peking University (Beida), China (Chinese/English language)
- Sapienza-University of Rome, Italy (Italian/English language)
- University of Amsterdam, The Netherlands (English language)
- University of Buenos Aires, Argentina (Spanish language)
- University of Luxembourg, Luxembourg (English/French language)
- University of Neuchâtel, Switzerland (French language)
- University of Paris II (Panthéon-Assas) (English/French language)
- Waseda University, Japan (Japanese language)
- Independent Study Abroad

These offerings are regularly reviewed and revised. For the most up-to-date listing of overseas study opportunities, please see our website: [www.law.columbia.edu/center_program/intl_progs](http://www.law.columbia.edu/center_program/intl_progs).
Procedures for Student Discipline

1. Preamble
As future members of an honorable profession, and as students at a major institution of learning, students at Columbia Law School should conduct themselves with honesty, integrity and responsibility. An academic community cannot sustain itself on any other basis, and the legal profession’s relative autonomy carries with it special obligations of self-regulation.

Student conduct at Columbia, as at any school, is governed by a variety of standards, enforceable by a variety of institutions. Among these standards are: the law we study; the rules of professional discipline insofar as students engage in legal practice under the supervision of a lawyer or apply for membership in the bar; University rules of conduct and policies that, for example, establish standards prohibiting student conduct ranging from disruption of classes or assemblies to abusing or harming other members of the University community on the basis of race, religion, sex, national origin, handicap, sexual orientation, gender identity or gender expression, or veteran status; the Law School’s Rules for the J.D. Degree, which contain standards of particular relevance for the Law School community; the procedures set forth below, which impose and imply obligations of cooperation, truthfulness, the maintenance of confidentiality, and acceptance of final outcome; and the school’s and its instructors’ inherent traditional authority, which every educational institution enjoys, to assure the honesty, civility, decency, integrity and responsibility of its student body.

Not all alleged violations of the standards mentioned in the preceding paragraph will be appropriate for response by the Law School itself; some may be enforced by community institutions such as the courts, others within an individual instructor’s classroom. Where its own institutional interests are implicated, however, (e.g., where the alleged conduct of a student interferes with or impairs the functioning of the Law School or the rights of another student or gives reason to doubt fitness to practice law), the Law School may invoke internal disciplinary procedures. For cases involving allegations of gender-based misconduct, please see the University’s Gender-Based Misconduct Policy.

The rules contained in this document specify the procedures ordinarily to be followed when Law School discipline is invoked. These rules do not, however, preclude instructors from resolving for themselves disciplinary matters traditionally regarded as within the instructors’ prerogative and which they do not refer to the Dean for possible Law School discipline; and these rules do not limit the authority of the Dean to exercise control over access to the Law School building by a student or students, as she may determine is required for safety or to avoid disruption.

In accordance with amendments to the Federal Family Educational Rights and Privacy Act (commonly known as FERPA or the “Buckley Law”) and University requirement, the following paragraph was drafted by a faculty committee June 1993 and approved by the full faculty at its stated meeting of 10/8/93:

In general, University policy and federal law make information about disciplinary proceedings confidential. Students should be aware, however, that the school may share official record information with bar admission committees, and that federal law makes limited exceptions to the confidentiality principle in cases involving sexual assaults and other crimes of violence. The conduct of proceedings involving a claim of “sexual assault” must afford to “the accuser and the accused... the same opportunities to have others present during a campus disciplinary proceeding,” and the outcome of such a proceeding MUST be disclosed both to the accuser and to the accused. For other crimes of violence, federal law permits disclosure of the results of any disciplinary proceeding to the alleged victim.

2. Definitions and Rules of Construction
Throughout these rules, the following words and phrases are to be applied as defined by this section.

2-1. “Student,” or “member of the student body,” is any person who has been offered entrance to any program or course administered or taught by the Faculty of Law of Columbia University. Ordinarily, this will be a person who has accepted that offer, and who has not completed the requirements of that program or course. In appropriate circumstances, however—such as the discovery that a student has applied to the school under false pretenses—these rules may be invoked with respect to conduct occurring prior to a person’s joining the Law School community; and graduation does not terminate the possibility of academic discipline for conduct violation of the Law School’s rules occurring prior to graduation if the seriousness of that conduct suggests the appropriateness of a sanction, such as transcript notation or withdrawal of the degree, that could have effect outside the Law School community. Unless otherwise described, a “student under review” or “the student,” or the “charged student” is a student who has been accused of a violation of these rules.
2-2. The “Dean” is the Dean or Acting Dean of the Faculty of Law of Columbia University School of Law, or, to the extent and in the circumstances authorized by these Rules, any faculty member or senior administrator appointed by the Dean of the Faculty of Law for the purposes of acting as the Dean’s surrogate.

2-3. “Faculty member” includes all persons holding appointments as full-time Assistant, Associate and full Professors and their respective Clinical counterparts.

2-4. The “instructor” is any person who is teaching, supervising, or editing, by appointment or approval of the Faculty of Law or by the Trustees of Columbia University in any University program; proctors are to be considered instructors during the administration of examinations; the senior administrator responsible for a program within which conduct violation of applicable rules may have occurred (for example, the head of the Placement Office or of the Admissions Office, in some cases concerning alleged misrepresentations) is also to be considered an instructor for these purposes; and student supervisors as hereinafter defined are to be considered instructors as to matters falling within their supervisory responsibilities.

2-5. The “Hearing Board” or Board is a committee of four members, two of whom are students elected by the Law School Student Senate from its membership at the beginning of each fall semester, one from each of the second and third year matriculated classes, to serve for the academic year; and two of whom are members of the faculty of the Columbia Law School selected annually by the Dean, in consultation with the faculty. The Dean shall designate the Chair of the disciplinary committee, who shall be a member of the Columbia Law School faculty, and may designate alternate faculty members as necessary. The Student Senate shall designate two alternates, one each from the first and second year classes, who shall hold office for the following calendar year; alternates shall sit in the absence or unavailability of the academic year regular student members. A quorum shall consist of three members.

2-6. A “senior administrator” is an employee of the Law School, holding a position equivalent or senior to Assistant Dean, who is not a member of the Law School faculty.

2-7. A “student supervisor” is a student performing responsibilities that entail the potential award of academic credit or writing credit or that are relevant to determination of another student’s grade. Examples of student supervisors are members of the Student Moot Court Executive Committee, journal editors, and teaching fellows.

2-8. The “Proceeding Adviser” is the Dean of Students, or other senior administrator or faculty member annually designated by the Dean. The Dean may designate an alternate Proceeding Adviser as necessary.

2-9. The “Disciplinary Officer” is the Vice Dean, or another senior administrator or faculty member annually designated by the Dean. The Dean may designate an alternate Disciplinary Officer as necessary.

2-10. A “violation” is the breach of any applicable standard of conduct that is appropriate for Law School discipline.

2-11. The use of any word expressive of gender in these rules is arbitrary, and not restrictive in meaning to that gender.

3. Major Offenses and Minor Violations

3-1. Major Offenses. Where, in the opinion of the Dean, the alleged violation constitutes a major offense in that it either (a) involves gross deviation from the moral or ethical standards of the Law School community, or (b) manifests a serious lack of honesty, integrity, or responsibility such as to call in question the fitness of the student to practice law, the offense shall be subject to adjudication under the Hearing Board procedures set forth in section 7 and to severe sanction, including expulsion. In the absence of special circumstances, a finding that a student has committed a major offense shall be noted in a student’s official record. See paragraphs 5-6, 5-7, 7-6.

3-2. Minor Violations. Where, in the opinion of the Dean, an alleged violation is less than a major offense, it shall be treated as a minor violation and may be adjudicated under the informal procedure set forth in section 6. No disposition of a minor violation shall become part of the student’s official record, or be regarded by the Law School as falling within the scope of outside requests for information concerning the discipline of students. 1

4. Reports of Violations

4-1. Reports by Students and Others who are not Instructors. Any person who believes in good faith that a student has engaged in conduct for which Law School discipline is appropriate is encouraged to communicate the name of the student suspected of the violation and the details of the grounds of the suspicion to the Dean or to an instructor. Anonymous complaints are disfavored, as not in keeping with the
responsibility of members of the Law School community to conduct themselves with honesty, integrity and responsibility in relationship to the institution.

4-2. **Reports by Instructors.** Any instructor who believes in good faith that a student may have engaged in conduct for which Law School discipline is appropriate may make reasonable inquiry to determine the validity of the belief, including the informal questioning of the suspected student or others. Instructors other than proctors and student supervisors may resolve disciplinary matters traditionally regarded as within the instructor's prerogative directly with the student concerned. If the instructor believes that a Law School sanction may be in order or that the matter is, for whatever reason, inappropriate for resolution directly with the student, he or she is encouraged to communicate the name of the student suspected of the violation and the details of the grounds of the suspicion to the Dean. However, if the instructor is a proctor or student supervisor, notification that a student may have engaged in conduct for which Law School discipline is appropriate is mandatory, and shall be made through the instructor in the course or in charge of the program, the chief proctor, or the Dean of Students.

5. **Preliminary Inquiries and Proceedings**

5-1. **Investigation by the Disciplinary Officer.** Upon being informed of an alleged violation, the Dean shall promptly request that the Disciplinary Officer make reasonable inquiry to determine whether a reasonable basis exists to believe that a violation warranting a proceeding may have occurred. If the Disciplinary Officer determines that a reasonable basis does exist, he shall prepare a written report setting forth his conclusion and the evidence supporting his conclusion and shall promptly submit it to the Dean.

5-2. **Dean's Determination of Reasonable Basis and Characterization of Offense.** The Dean may accept or reject the findings of the Disciplinary Officer, or may request that the Disciplinary Officer conduct additional inquiry. Upon the Dean's being satisfied that a reasonable basis does exist to believe that a violation warranting a proceeding may have occurred, she shall determine whether the violation alleged warrants treatment as a major offense or a minor violation only.

5-3. **Notification of Student.** In either event, the Dean shall send a confidential letter to the student concerned, who shall be informed of the violation he is thought to have committed, told of the characterization of the matter made by the Dean, given all available information concerning the alleged violation that, in the discretion of the Dean, would be relevant to the student's response, and given a copy of these rules and any other applicable rules of conduct. The Dean shall further advise the student as follows:

5-3-1. **Minor Violations.** In the case of a minor violation, the Dean shall inform the student of the name(s) of the faculty member or committee charged with determining the matter pursuant to paragraph 6-1. The faculty member or Chair of the committee shall schedule with the student a meeting at the earliest mutually convenient time, unless the student waives such a meeting in writing or otherwise waives his right to be heard.

5-3-2. **Major Offenses.** To maximize the possibility that disciplinary matters can be resolved in a manner that is not adversarial and that is of educational benefit to the student, the Dean, in the case of major offenses, shall encourage (but not require) the student to meet with the Proceeding Adviser prior to the referral of the case for adjudication pursuant to section 7 to discuss the concerns of the student and the Law School and to see if an informal resolution of the matter is possible. The Dean shall inform the student that, should the student desire to meet with the Proceeding Adviser, he must request a meeting within five business days of receiving notice of the charges, and must schedule and attend such meeting, and any subsequent meetings, within a prompt period thereafter. The student shall be advised that he may choose to be accompanied at his meeting or meeting with the Proceeding Adviser, by a faculty member or fellow law student acting as counsel, or by outside counsel.

5-4. **Meeting with Proceeding Adviser Concerning Major Offenses.** Prior to any meeting between the Proceeding Adviser and a student charged with a major offense, the Disciplinary Officer shall discuss with the Proceeding Adviser the nature of the charges and any available information concerning the alleged violation that the Disciplinary Officer, in his discretion, deems relevant to the student's response. Upon meeting with a student charged with a major offense, the Proceeding
Adviser shall discuss with the student the disciplinary procedures, the charges, information concerning the alleged offense, possible referral of the matter to the informal procedure described in section 6, and other options available for resolution of the matter.

5-5. Confidentiality Rules Regarding Meeting with Proceeding Adviser — Major Offenses. In the interest of promoting full and frank discussion, the Proceeding Adviser is obligated to treat statements made by the student during any meeting or meeting pursuant to paragraph 5-4 as confidential. However, such statements may be disclosed in the following circumstances: (1) when, upon discussion with the Proceeding Adviser, the student elects to ask the Dean, pursuant to paragraph 5-6, to consider an alternative to referring the matter for adjudication pursuant to section 7, the Proceeding Adviser shall disclose to the Dean statements relevant to the Dean’s determination, and these statements shall thereafter be disclosed to the Disciplinary Officer for possible use before the Hearing Board, should the matter be referred for adjudication pursuant to section 7; (2) when the Proceeding Adviser believes that testimony given by the student before the Hearing Board is materially inconsistent with statements made to her, she shall disclose the inconsistent statements to the Disciplinary Officer for possible use before the Hearing Board; (3) statements may be disclosed as required by law.

5-6. Proceeding Adviser’s Communication of Student Request to the Dean — Major Offenses. After meeting with a student charged with a major offense, the Proceeding Adviser shall advise the Dean of any request by the student that the Dean dismiss the charge, recharacterize the charge as a minor violation, refer the matter to the informal procedure described in section 6, or approve another disposition. In advising the Dean of any such request, the Proceeding Adviser shall disclose to the Dean, as provided in paragraph 5-5, any statements made by the student relevant to the Dean’s determination of the request. The Dean may accept or reject the student’s proposal and shall communicate her decision to the student, the Disciplinary officer and the Proceeding Adviser. If the Dean accepts a final disposition proposed by the charged student, that disposition is not appealable, in the absence of exceptional circumstances. Dispositions of major offenses that include a finding that the student has committed a major offense become part of the student’s official record in the absence of special circumstances. Such dispositions may be reflected on the transcript, in the student’s Law School file, or both, at the discretion of the Dean.

5-7. Use of the Informal Procedure by Students Charged with Major Offenses. Given the serious character of major offenses and the sanctions available for them, major offenses shall be referred for adjudication pursuant to the informal procedure described in section 6 only if the student does not wish to contest the facts of the alleged offense or in the presence of other special circumstances. All sanctions available under these rules for major offenses are available if a student charged with a major offense elects the informal procedure and is found to have committed a major offense. In addition, a finding that the student has committed a major offense becomes part of a student’s official record.

5-8. Scheduling of Hearing Board Proceeding for Major Offenses. If the review is to be by the Hearing Board pursuant to section 7, the Dean shall inform the Hearing Board Chair who, in turn, shall schedule a hearing and notify the student. Such a hearing normally shall be set seven to fourteen working days from the date on which the student receives notice from the Hearing Board Chair. However, where a charged student is under investigation or accused of a criminal offense involving the same conduct charged in the disciplinary proceeding, or for other good cause, the Law School proceeding may be temporarily suspended. The Chair shall decide all applications of any person appearing before the Hearing Board for the rescheduling of a hearing date, with the limitations that the hearing is to be conducted promptly and that conflicting commitments of counsel are not grounds for substantial delay.

6. Informal Procedure

6-1. Selection of Tribunal. An investigation shall be conducted by an individual or committee of three (both of which shall be referred to as “the tribunal”), selected by the Dean from members of the faculty and senior administrators, as she believes the circumstances to warrant. The Dean shall designate one member as Chair of a committee; in the case of an individual acting as the tribunal, the individual shall be a member of the faculty.

6-2. Conduct of the Investigation. Procedures before this tribunal shall be informal, and the student shall enjoy only the rights to be informed of the charges, to an unbiased tribunal, and to be heard. The tribunal may
conduct such investigation as it finds appropriate, with or without the presence of the student involved. There is no right to counsel under informal procedures.

6-3. **Report by the Tribunal.** The tribunal shall file with the student charged and with the Dean a written report explaining its disposition, including dismissal of the matters referred to it. In the case of minor violations, neither the charges made, any sanctions imposed, nor reports to the Dean shall appear on the official record of the charged student, nor shall dispositions of minor violations be regarded by the Law School as falling within the scope of outside requests for information concerning the discipline of students.3

6-4. **Recharacterization of the Violation as a Major Offense.** If the investigation of a matter charged as a minor violation develops information not likely to have been before the Dean, indicating that the charges are serious enough to be treated as major offenses, that information shall be reported to the Dean, who may then redetermine the matter. If she decides to treat the matter as a major offense, she shall begin the process anew, and any subsequent informal inquiry (if chosen) shall be assigned to a new tribunal. In the event of such a change, information developed during the initial investigation may be used in proceedings pursuant to section 6 or section 7.

6-5. **Appeals.** An appeal to the Dean may be taken from the results of this process, as from the outcome of hearings on an alleged major offense.

7. **Major Offense Before the Hearing Board**

7-1. **Representation.** The Disciplinary Officer shall conduct the proceeding before the Hearing Board on behalf of the Law School unless the Dean appoints another faculty member or senior administrator, in which case that appointee shall receive the report prepared by the Disciplinary officer pursuant to paragraph 5-1. (References below to the Disciplinary Officer include such an appointee.) The student may choose to be assisted in his preparation and appearance before the Hearing Board by a faculty member or fellow law student acting as counsel; or by outside counsel.

7-2. **Recommendations by the Disciplinary Officer.** The Disciplinary Officer may, after completing his investigation, recommend to the Dean dismissal of the charge, recharacterization of the charge as a minor violation, or, upon the decision of the student not to contest the facts, referral of the matter to the informal procedure. The recommendation shall be in writing and shall set forth the reasons for it. The Dean may accept or reject the recommendation. The Disciplinary Officer may also present to the Hearing Board for its approval or rejection a proposed disposition agreed upon with the charged student. In the absence of exceptional circumstances, resolution of a charge by proposed disposition is not appealable.

7-3. **Written Response by the Student.** The student may offer a written response to the allegations in the Dean’s letter. A copy of the response must be provided to the hearing Board Chair and to the Disciplinary officer no later than three days prior to the hearing.

7-4. **Conduct of the Hearing**

7-4-1. **Authority of the Hearing Board.** Except with respect to procedures specifically set forth herein, the Hearing Board, by majority vote (with the vote of the Chair controlling in the event of a tie), shall have the authority to make rules for the conduct of the hearing. The Hearing Board is not bound by the precedent of prior decisions, but may consult those decisions for any purpose.

7-4-2. **Tape Recording and Written Minutes.** Both a tape recording and written minutes shall be made of all proceedings conducted before the Hearing Board. These records shall remain the property of the Law School and shall be promptly delivered to the Dean for safe storage upon completion of the proceedings.

7-4-3. **Confidentiality.** The actions and statements of any person present during proceedings of the Hearing Board are confidential, and no one may disclose them outside the proceedings, except as required by law. However, the tape recording and minutes of the hearing will be available on appeal, and actions and statements before the Hearing Board may be referred to in the written statement prepared by the hearing Board pursuant to paragraph 7-5.

7-4-4. **Presence at the Hearing.** The student charged and his representative have the right to be present during the presentation of any testimony or evidence. However, this paragraph does not preclude the conduct of a hearing in the student’s absence if the student refuses to par-
participate in the hearing. The Proceeding Adviser, the instructor who reported the alleged offense, witnesses during their testimony and anyone else whose presence may be required by law, or whose presence the Hearing Board deems necessary, may also be present. Absent the agreement of the Hearing Board and the student charged, proceedings before the Hearing Board shall be closed to others.

7-4-5. **Right to the Testimony of Witnesses.** Subject to paragraph 7-4-6, both the Disciplinary Officer and the charged student or his representative have the right to present witnesses of their choice. However, witnesses presented exclusively for the purpose of attesting to good character may be limited in number and length of testimony. Except for the student charged, no student or employee of the Law School may refuse a request to testify by a charged student, the Disciplinary Officer or the Chair. Both the Disciplinary Officer and the charged student have the right to notice, two days in advance of the hearing, of the identity of adverse witnesses.

7-4-6. **Evidence.** In addition to the testimony of witnesses, the charged student and the Disciplinary Officer may offer such other evidence as may be relevant. The Hearing Board may receive, for such weight as it may merit, any evidence it believes to be relevant and may exclude other evidence.

7-4-7. **Questioning of Witnesses.** The Chair shall use reasonable care to ensure that witnesses are not able to see or hear any part of the hearing that is not based upon their individual testimony. Each witness may be asked by the Chair to make a statement prior to any question. Both the charged student or his representative and the Disciplinary Officer may question their own and adverse witnesses, as may members of the Hearing Board.

7-4-8. **Duty of Cooperation; Inferences.** As is the practice in attorney disciplinary proceedings, there is a duty of cooperation in Law School disciplinary proceedings. A charged student’s election not to testify may therefore be used as the basis for such reasonable inferences as the Hearing Board may, in its discretion, deem appropriate. Any person who testifies, including the charged student, has the duty to answer any question germane to the matter under review. If a witness chooses not to answer particular questions, his silence may be used as the basis for such reasonable inferences as the hearing Board may, in its discretion, deem appropriate.

7-4-9. **Closing Statements and Deliberations by the Hearing Board.** After the completion of testimony and the presentation of any other evidence, both the charged student or his representative and the Disciplinary Officer shall have the opportunity to make a statement. The subsequent deliberations of the Board shall be closed to observers and no record shall be made.

7-5. **Decision and Report of the Hearing Board.** The Hearing Board may find that a major offense has been committed by a charged student only upon clear and convincing evidence of violation, by affirmative vote of at least three members. The Hearing Board may conclude that charges have not been sustained by an affirmative vote of three members. The Hearing Board shall prepare a written statement of its reasons for disposition and shall, in the case of a finding that a major offense has been committed, impose a sanction consistent with section 8. Where the Hearing Board fails to reach a definitive conclusion, the student may elect to have the charges reconsidered, on the record, by an ad hoc faculty committee of three, to be appointed by the Dean. That committee may hold additional inquiries following the procedures of section 6, and shall either find that the student has committed a major offense or conclude that charges have not been sustained or terminate the proceedings, stating its reasons, by majority vote. If the student does not so elect, the matter shall be disposed of as provided in paragraph 7-6. A copy of the decision and statement of the Hearing Board shall be delivered to the student under review, the Dean, the Disciplinary Officer, the Proceeding Adviser, the instructor, and any other person as required by law.

7-6. **Reflection of Hearing Board Matters in the Student’s Records.** In the absence of a finding of special circumstances by the Hearing Board, convictions of major offenses and dispositions approved by the Hearing Board pursuant to paragraph 7-2 become part of a student’s official record. Notation on a student’s official record may include notation on the transcript, inclu-
sion of the Hearing Board’s written statement pursuant to paragraph 7-5 in the student’s Law School file, other notation in the student’s Law School file, or some combination of these three, at the discretion of the Hearing Board. Charges resolved by a finding that the charges have not been sustained shall not appear on the charged student’s official record. Where proceedings concerning major offenses were held but did not reach a definitive conclusion because the student did not elect the option stated in paragraph 7-5, that fact shall become part of a student’s official record only upon a written, reasoned determination by the Dean that special circumstances warrant this step.

8. Sanctions

8-1. **Authorized Sanctions.** Sanctions shall be imposed that are appropriate to the nature and severity of the violations to which they attach and to the student’s general character and behavior as a member of the Law School community. A non-exhaustive list of authorized sanctions includes: warning; reprimand; probation, with or without conditions such as counseling; additional work such as writing extra papers, or accumulating extra credits in order to graduate; restitution when appropriate; service to the Law School community; grade or credit reduction; imposition of a failing grade; suspension with or without automatic reinstatement; declination to certify a student to the Bar; expulsion; and withdrawal of a degree. A combination of sanctions is also authorized.

8-2. **Sanctions for Minor Violations.** For minor violations, the tribunal is authorized to impose any sanction short of suspension, declination to certify a student to the Bar, expulsion or withdrawal of a degree. Notation on a student’s official record is not authorized.

8-3. **Sanctions for Major Offenses.** For major offenses, the Hearing Board is authorized to impose any appropriate sanction.

9. Appeals

9-1. Except as otherwise provided, the student may appeal the verdict, the sanction, and the decision of the Hearing Board as to whether and how to reflect these matters in the student’s official record. The Disciplinary Officer may appeal in the case of a major offense, but only for the purpose of redressing a procedural irregularity at the hearing of such magnitude as to preclude a full and impartial resolution of the charges brought, to permit a sanction more appropriate to the gravity of the violations found, or to require notation on the student’s official record, and relief in such cases shall be limited to directing a new hearing to be held, providing for modification of sanction, or requiring notation in the student’s official record.

9-2. Any appeal shall be taken by a letter to the Dean, which must be received by her within four business days of receipt, by the party seeking the appeal, of the required findings accompanying the determination appealed from.

9-3. The Dean shall permit a reasonable time for the filing of written briefs on appeal and may permit oral argument. The Dean’s decision on appeal is the final Law School act, and there is no appeal from that decision, unless specifically authorized by the trustees of Columbia University.

9-4. The Dean may affirm, reverse, or modify any determination appealed to her. However, the Dean may not increase the severity of the sanction imposed in any appealed proceeding, unless and to the extent that such increase has been sought by the Disciplinary Officer. The Dean is not bound by the precedent of prior decisions, but may consult those decisions for any purpose.

9-5. The decision of the appeal shall be communicated by letter to the student concerned, the Chair, the Disciplinary Officer, the Proceeding Adviser, the instructor, and any other person as required by law.

9-6. Unless the student objects for reasons of confidentiality, the Dean may, at any time a case is pending before her for review or appeal, refer the matter to the faculty members of the Advisory Committee for their non-binding recommendation concerning appropriate disposition of the appeal.
Footnotes
1 The Law School does not have complete control over what information will be called for by various bars and others outside the institution. It will, however, consistent with its obligation of candor, seek to prevent minor violations from becoming a permanent stain on a student’s records.
2 During the period of any temporary suspension of disciplinary proceedings, the Dean may take whatever action she deems necessary to protect the safety and well being of the Law School community. Such action may include suspension of the charged student, without prejudice, pending the outcome of disciplinary proceeding.
3 See footnote 1.
4 The Law School does not have complete control over what information will be called for by various bars and others outside the institution and may be required to disclose information concerning a disciplinary hearing that resulted in the finding that charges had not been sustained. It will, however, consistent with its obligation of candor, seek to prevent charges so resolved from becoming a permanent stain on a student’s records.

As Approved by the Faculty of Law at its Stated Meeting of December 8, 1989
As amended June 1993 and November 17, 1995
Grievance Procedure

Two basic kinds of incidents may require review and, in some cases, discipline. There are, first, complaints by an individual student against a questionable form of academic treatment or involvement by a faculty member, and second, behavior or uses of language that appear to step beyond the established bounds of academic decorum and appear to threaten or arbitrarily dismiss either a collective group in our midst or seriously undermine basic understandings and recognized standards of conduct within our community.

Responsibility in the discipline of a faculty member will always be a decanal matter (with the ultimate right of review vested in the Provost, as Dean of all faculties), although we allow for situations in which the Dean would seek faculty advice and in-put. At the same time, we value the regular channels of communication and review that might lead to such action. Prior channels for receiving a complaint check the reliability and gauge the gravity of a given charge and, in many cases, supply a forum of mediation and resolution at initial stages in the process of articulation.

All complaints deserve serious attention as a basic protection of the values we stand for. Every review must take into account and balance basic understandings of academic freedom and academic obligation. With these high standards of review in place, we also reaffirm our belief that the peculiar nature and advanced stage of the education that we supply require that the School address its disciplinary problems within its own sphere of review processes. The sharp give-and-take of the Socratic method in study of the law and the adversarial procedures allowed in professional engagement might be misconstrued in any other context.

The following enumeration of our current guidelines should be understood with these preliminary thoughts in mind:

1. Although a complaint might surface through any faculty member or administrative official that a student chooses to approach, the Dean of Students or other proper designated administrative official has responsibility for reviewing the first line of complaint. Some complaints stop here through a process of counseling and evaluation if both parties feel that the matter can be addressed at this level.

2. Some individual complaints on academic behavior turn on grading concerns in which a student fears some form of evaluative retaliation. The Dean of Students or designated official frequently consults here with the Vice Dean of Curriculum, always a tenured faculty member of stature within the faculty at large. Again, accurate assessment and mutual solution are the goals at this stage of proceeding. A failure to resolve the issue at this level results in a report to the Dean for his consideration and action.

3. In the case of a charge of unfair discrimination against a group or collectivity in the School or a charge of breach in behavior that threatens standards of conduct in our midst, the process of deliberation from the Dean of Students to the Vice Dean of Curriculum may lead the Dean to exercise the option of establishing an ad hoc committee of investigation that operates as a fact-finding body and reports to the Dean for his consideration and action. If so directed, such a committee may make recommendations to the Dean and/or report to the Faculty.

4. The specific nature of such an ad-hoc committee cannot be determined before the event. It is selected by the Dean for its expertise in meeting the issues raised. The membership will normally consist of faculty members who are trusted and respected throughout the community.
Columbia University
Gender-Based Misconduct Policy for Students

This Policy and the accompanying Procedures set forth how the University defines and addresses gender-based misconduct involving students. The Policy first specifies prohibited conduct. It then describes available resources and reporting options, and explains whether and to what extent interactions with various resources are confidential. Finally, the Policy discusses measures that may be available in particular cases to support and assist students. The Procedures spell out the investigation, hearing, and sanctioning process for matters in which students are accused of misconduct, as well as the affected students’ rights in connection with the process. Following the Procedures is a Definitions section containing specific definitions and scenarios illustrating gender-based misconduct that are important for understanding the Policy. The very last section is a comprehensive listing of Resources available to students affected by gender-based misconduct.

Nothing in the Policy or the Procedures shall be construed to abridge academic freedom and inquiry, principles of free speech, or the University’s educational mission.

Introduction
Columbia University, Barnard College, and Teachers College1 are committed to fostering an environment that is free from gender-based discrimination and harassment, including sexual assault and all other forms of gender-based misconduct. The University recognizes its responsibility to increase awareness of such misconduct, prevent its occurrence, support victims, deal fairly and firmly with offenders, and diligently investigate reports of misconduct. In addressing issues of gender-based misconduct, all members of the University must come together to respect and care for one another in a manner consistent with our deeply held academic and community values.

The University complies with Title IX of the Higher Education Amendments of 1972, which prohibits discrimination on the basis of sex in education programs and activities. This Policy and the accompanying Procedures are intended to ensure a safe and non-discriminatory educational environment and comply with Title IX and other applicable law.

Gender-based misconduct comprises a broad range of behaviors focused on sex and/or gender that may or may not be sexual in nature. Sexual harassment, sexual assault, sexual exploitation, gender-based harassment, stalking, domestic violence and dating violence are all forms of gender-based misconduct. Gender-based misconduct can occur between strangers or acquaintances, or people who know each other well, including between people involved in an intimate or sexual relationship. Gender-based misconduct can be committed by anyone regardless of gender identity, and it can occur between people of the same or different sex or gender. The University does not tolerate any form of gender-based misconduct, and all gender-based misconduct is prohibited by this Policy.

To further the goal of eliminating gender-based misconduct from its community, the University offers: (1) educational and preventative programs; (2) services for victims and others affected by gender-based misconduct; (3) accessible, prompt, and fair methods of investigation and resolution of reports of misconduct; and (4) protections designed to prevent against recurrence.

This Policy and the accompanying Procedures set forth how the University defines and addresses gender-based misconduct involving students. The Policy first specifies prohibited conduct. It then describes available resources and reporting options, and explains whether and to what extent interactions with various resources are confidential. Finally, the Policy discusses measures that may be available in particular cases to support and assist students. The Procedures spell out the investigation, hearing, and sanctioning process for matters in which students are accused of misconduct, as well as the affected students’ rights in connection with the process. Following the Procedures is a Definitions section containing specific definitions and scenarios illustrating gender-based misconduct that are important for understanding the Policy. The very last section is a comprehensive listing of Resources available to students affected by gender-based misconduct.

Nothing in the Policy or the Procedures shall be construed to abridge academic freedom and inquiry, principles of free speech, or the University’s educational mission.

1 For the purposes of this Policy and the Procedures, the term “University” includes all three institutions. When describing just one of the institutions, the names Columbia, Barnard, and Teachers College are used.
Scope of the Policy and Procedures
This Policy governs gender-based misconduct involving students that: (1) occurs on any University campus or in connection with University programs or activities; (2) creates a hostile environment for University students; or (3) involves a respondent who is a current undergraduate, graduate, or professional student at the University. The Policy applies regardless of a person’s gender, gender identity, gender expression, sexual orientation, age, race, nationality, class status, ability, religion, or other protected status.

The Procedures describe the investigation and disciplinary process that apply when the respondent is a current undergraduate, graduate, or professional student at the University, including students on leave. If the respondent is affiliated with the University but is not a University student, different procedures apply to the investigation and disciplinary process as set forth below:

If the respondent is a Columbia employee or other person doing business with Columbia, the investigation and disciplinary processes described in Columbia’s Employment Policies and Procedures on Discrimination and Harassment (eoaa.columbia.edu) apply.

If the respondent is a Barnard employee or other person doing business with Barnard, the investigation and disciplinary processes described in the Barnard College Grievance Procedures for Sexual and Gender-Based Misconduct (http://barnard.edu/doc/titleIX/titleIX) apply. If the respondent is a Teachers College employee or other person doing business with Teachers College, the investigation and disciplinary processes described in the Teachers College Policy on the Protection from Harassment (www.tc.edu/policylibrary/protection_from_harassment) apply.

Students are entitled to appropriate support from the University and to be treated with respect, dignity, and sensitivity in connection with all gender-based misconduct incidents.

The University’s Gender-Based Misconduct Office serves as the central point of contact for all University students affected by gender-based misconduct. Students of Barnard and Teachers College may contact the Office directly or through the Title IX Coordinator at their school.

Note: While this Policy and the Procedures identify the University office or employee who will typically perform certain roles or duties, the University may designate other University offices or employees to perform any roles or duties described in the Policy or Procedures.

Gender-Based Misconduct Policy for Students (Policy)

Prohibited Conduct
Gender-based misconduct comprises a broad range of behaviors focused on sex and/or gender that may or may not be sexual in nature. Any intercourse or other intentional sexual touching or activity without the other person’s consent is sexual assault, which is a form of gender-based misconduct under this Policy. Sexual harassment, sexual exploitation, gender-based harassment, stalking, domestic violence, and dating violence are also forms of gender-based misconduct. Intimidation for one of these purposes is gender-based misconduct, as is retaliation following an incident of alleged gender-based misconduct or attempted gender-based misconduct. Misconduct can occur between strangers or acquaintances, or people who know each other well, including between people involved in an intimate or sexual relationship, can be committed by anyone regardless of gender identity, and can occur between people of the same or different sex or gender. This Policy prohibits all forms of gender-based misconduct.

Any non-consensual sexual activity is gender-based misconduct. Consensual sexual activity requires unambiguous communication and mutual agreement for the act in which the participants are involved. Sexual activity accompanied by coercion or force is not consensual. A person cannot give consent if he or she lacks the ability to make or understand the decision because of disability, lack of sleep, consumption of alcohol or drugs, or if he or she is unwillingly physically constrained. A sleeping or unconscious person cannot give consent. The use of alcohol or drugs does not justify or excuse gender-based misconduct and never makes someone at fault for experiencing gender-based misconduct.

Examples of Gender-Based Misconduct
Specific categories of gender-based misconduct and other important definitions used in this Policy are included in the Definitions section following the Procedures, along with scenarios illustrating specific instances of gender-based misconduct. For purposes of illustration, the following list sets forth examples of conduct that could constitute gender-based misconduct under those definitions:

- Coercion for a date or a romantic or intimate relationship
- Unwelcome touching, kissing, hugging, or massaging

2 While gender-based misconduct is prohibited in all University programs, for the purpose of this Policy “student” does not include elementary or secondary school students in University programs.
• Use of unwanted force in connection with sexual activity or attempted sexual activity
• Sexual contact with a person who has not clearly consented
• Unwelcome remarks about the private parts of a person’s body
• Belittling remarks about a person’s gender or sexual orientation based on gender stereotyping
• Videotaping or photographing of activity of a sexual or private nature without the consent of the person(s) being videotaped or photographed
• Obscene gestures of a sexual or gender-based nature
• Graffiti concerning the sexual activity of another person
• Use of email, the Internet, or other forms of digital media to facilitate any of the behaviors listed above

Resources for Students

Immediate Assistance
The University encourages all students affected by gender-based misconduct to seek immediate assistance. Seeking assistance promptly may be important to ensure a student’s physical safety or to obtain medical care or other support. It may also be necessary to preserve evidence, which can assist the University and/or law enforcement in responding effectively. Assistance is available 24 hours a day, 7 days a week. The Resources listing following the Procedures provides contact information for the campus and community resources available to help.

Confidentiality
The University values the privacy of its students, employees, and other community members. It wants all community members to seek the assistance they need without fear that the information they provide will be shared more broadly than they would like. Federal and state laws, however, impose reporting obligations on University personnel that, in some circumstances, can require certain personnel to share information from a report of gender-based misconduct with government authorities, University Public Safety or others at the University. The attached Resources listing includes a chart summarizing the confidentiality obligations of different categories of University personnel with respect to reports of gender-based misconduct.

Even when University employees have an obligation to report to others, which means their office is described as “non-confidential” under this Policy, they will protect and respect students’ privacy to the greatest extent possible and share information only on a need-to-know basis. Any of the staff listed as Resources will be able to explain their reporting obligations in more detail.

Advocacy and Counseling Services and Healthcare Providers (Confidential)
The University provides confidential advocacy, crisis and pastoral counseling and medical services on campus. Advocates, counselors, clergy and healthcare providers can provide students with immediate and long-term help. Conversations with them are confidential, except as described in the Resources listing following the Procedures. They will listen and help access additional assistance, and explain options for obtaining additional support from the University and others. They can also arrange for medical care and accompany students, or arrange for someone to accompany students, to seek such care. Students may use these resources whether or not they decide to make an official report or participate in University disciplinary proceedings or the criminal process. These advocates, counselors, clergy, and healthcare providers are familiar with the University’s disciplinary process, can explain what to expect, and provide support while disciplinary or criminal processes are pending.

Gender-Based Misconduct Office (Non-Confidential)
The University has established the Gender-Based Misconduct Office to support and provide assistance to students affected by gender-based misconduct. The Office does not act as an advocate, but is a neutral resource available to all students. The Gender-Based Misconduct Office is responsible for referring students to available resources, offering appropriate protections, and coordinating the disciplinary process. The Office can provide support and assistance immediately following an incident, throughout the investigation and disciplinary process and throughout a student’s time at the University. Contact information for the Gender-Based Misconduct Office is in the Resources listing following the Procedures.

Title IX Coordinators (Non-Confidential)
The Title IX Coordinators for Columbia, Barnard and Teachers College are responsible for overseeing the University’s response to Title IX reports and complaints, and identifying and addressing any patterns or systemic problems revealed by such reports and complaints. The Title IX Coordinators oversee the administration of this Policy and the Procedures in a neutral and equitable manner. Contact
Law Enforcement (Non-Confidential)
Students may report gender-based misconduct to the New York City Police Department, the Manhattan District Attorney’s Office, or the local law enforcement agency where the misconduct occurred if the misconduct occurred outside of New York City. The University and criminal justice system work independently from one another. Law enforcement authorities do not determine whether a violation of this Policy has occurred.

The University’s Public Safety personnel and the other resources listed in the Resources listing are familiar with New York City and New York State law enforcement processes and can explain what happens when gender-based sexual misconduct is reported to law enforcement. Confidential support resources, the Gender-Based Misconduct Office and University Public Safety can explain how to report sexual assault and other forms of gender-based misconduct to law enforcement. Confidential support resources or University Public Safety personnel will accompany any student requesting support to the Police Department or District Attorney’s Office. They cannot serve as a substitute for legal advice on these matters.

Requesting Confidentiality in Connection with a Report to the University
A complainant 3 may report gender-based misconduct to the Gender-Based Misconduct Office and request that the Office not disclose his or her identity to anyone else, including the person who allegedly committed the misconduct. While such a request may limit the University’s ability to investigate and respond to the reported misconduct, the Gender-Based Misconduct Office, in consultation with the appropriate Title IX Coordinator(s), will consider the request in light of the University’s commitment to provide a safe and non-discriminatory environment for all students and will honor the request whenever possible. The Gender-Based Misconduct Office will promptly notify the complainant making the request whether the University will be able to honor it.

Whether or not the University is able to grant a request to keep the complainant’s identity confidential, University personnel will reveal information about investigations and disciplinary proceedings related to gender-based misconduct only to those who need to know in order to carry out their duties and responsibilities. In all cases, the University will take appropriate steps designed to mitigate the effects of the alleged gender-based misconduct, prevent its recurrence, and make accommodations for the students involved. This may include academic, residential, and work accommodations, increased monitoring, supervision, or security at locations or in connection with activities where the alleged misconduct occurred, and training and educational materials for the campus community. If there is reason for concern about possible retaliation or harm, the University will take protective measures in consultation with the affected students.

Accommodations
The Gender-Based Misconduct Office will work with all students affected by gender-based misconduct to ensure their safety and promote their well-being. Sometimes this assistance will take the form of actions or accommodations to support or protect a student in the immediate aftermath

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3 Throughout this Policy and the Procedures, “complainant” is used to refer to the person making the allegation(s) of gender-based misconduct and “respondent” to refer to the person alleged to have committed gender-based misconduct.
of an incident and while an investigation or a disciplinary action is pending. Following report of an incident, the Gender-Based Misconduct Office will provide written notice to the complainant and respondent of the accommodations that may be available. Students may request accommodations even in cases where a complainant has requested that no investigation be undertaken or the complainant or respondent has declined to participate in University disciplinary proceedings or the criminal process. The Office will evaluate any request for accommodations in light of the circumstances and information available at the time. The University will provide information about the accommodations only to those who need to know in order to make them effective.

Under appropriate circumstances, accommodations may include:

- Moving a student’s residence
- Adjusting a student’s work schedule for University employment
- Changing a student’s academic schedule
- Changing a student’s transportation arrangements
- Allowing a student to withdraw from or retake a class without penalty
- Providing access to tutoring or other academic support
- Issuing a “no contact” order

Failure to comply with accommodations is a violation of University policy and may lead to additional disciplinary action.

The Gender-Based Misconduct Office will also assist students seeking accommodations for a disability in connection with the process of reporting or responding to an incident of gender-based misconduct by working with the appropriate disability services office.

Outside of the University, a complainant may also be entitled to obtain remedies under applicable law, such as a judicial restraining order. The University can assist in contacting law enforcement or legal service organizations to learn about these remedies.

**Other Information about Reporting**

**Time for Reporting**

The University does not limit the time for submitting a report of gender-based misconduct. However, the University’s ability to investigate and respond effectively may be reduced with the passage of time.

**Reports from Others and Anonymous Reports**

In cases where gender-based misconduct is reported to the Gender-Based Misconduct Office by other than the complainant (by a faculty member, resident advisor, friend or roommate, for example), the Office will promptly notify the complainant that a report has been received. This Policy and the Procedures will apply in the same manner as if the complainant had made the initial report. The Office will make every effort to meet with the complainant to discuss available options and on-campus and off-campus resources. Reports from an anonymous source will be treated in a similar fashion.

**Related Alcohol and Drug Violations**

Sometimes students may be reluctant to report instances of gender-based misconduct because they fear being charged with University alcohol or drug policy violations. The University encourages students to report all instances of gender-based misconduct and will take into consideration the importance of reporting gender-based misconduct in addressing violations of the University’s alcohol and drug policies. This means that, whenever possible, the University will respond educationally rather than punitively to student alcohol or drug policy violations associated with reported gender-based misconduct.
Unknown/Non-University Offenders
The University will investigate reports of incidents affecting University students that are committed by individuals who are not members of the University community or whose identity is not known to the extent it is able, and take appropriate actions designed to protect affected students and others in the University community. In addition, the Gender-Based Misconduct Office will assist students in identifying appropriate campus and other resources.

Public Awareness Events
The University supports public awareness events such as “Take Back the Night,” the Clothesline Project, candlelight vigils, protests, survivor speak outs, and other forums. These activities help inform the need for campus-wide education and prevention efforts. The disclosure of incidents of gender-based misconduct at such events is not considered a report to the University for purposes of triggering an investigation of a particular incident.

Anti-Retaliation/Anti-Intimidation Policy
The University strictly prohibits retaliation against and intimidation of any person because of his or her reporting of an incident of gender-based misconduct or involvement in the University’s response. The University will take strong disciplinary action in response to any retaliation or intimidation. The University will pursue such discipline through the applicable student conduct policy or other disciplinary process and follow the applicable time frames within such policies or processes.

Procedures for Responding to Student Gender-Based Misconduct (Procedures)

Rights of the Complainant and Respondent, Investigation, Determinations, and Appeal

Rights of the Complainant and Respondent
In order to provide accessible, prompt, and fair methods of investigation and resolution of incidents of student gender-based misconduct, the University has developed a process for investigation and adjudication of misconduct reports. Throughout this process, both the complainant and respondent have the following rights:

• To respect, dignity, and sensitivity.
• To appropriate support from the University.
• To privacy to the extent possible consistent with applicable law and University policy.
• To information about the University’s Gender-Based Misconduct Policy for Students.
• To the presence of an advisor throughout the process.
• To participate or to decline to participate in the investigation or hearing panel process. However, a decision to refrain from participating in the process either wholly or in part will not prevent the process from proceeding with the information available.
• To a prompt and thorough investigation of the allegations.
• To adequate time to review documents in the Gender-Based Misconduct Office following the investigation.
• To adequate time to prepare for a hearing.
• To an opportunity to challenge investigator(s) or hearing panel member(s) for a possible conflict of interest.
• To refrain from making self-incriminating statements.
• To appeal the decision made by the hearing panel and any sanctions.
• To notification, in writing, of the case resolution, including the outcome of any appeal.
• To report the incident to law enforcement at any time.
• To understand that information collected in the process may be subpoenaed in criminal or civil proceedings.

Privacy
The University will reveal information about its investigations and adjudication of gender-based misconduct only to those who need to know the information in order to carry out their duties and responsibilities. It will inform all University personnel participating in an investigation, proceeding, or hearing that they are expected to maintain the privacy of the process. This does not prohibit either a complainant or respondent from obtaining the assistance of family members, counselors, therapists, clergy, doctors, attorneys, or similar resources.

Advisors
The complainant and respondent, respectively, may be accompanied to any meeting or hearing related to an incident of misconduct by the advisor of their choice. Advisors may support the student and provide advice about the investigation and disciplinary process. During meetings and hearings, the advisor may talk quietly with the student or pass notes in a non-disruptive manner. The advisor may not
intervene in a meeting or hearing or address the investigator or hearing panel, including by questioning witnesses or making objections.

If a complainant or respondent desires to have an attorney serve as his or her advisor, the University will arrange for a volunteer attorney-advisor if the student so requests. If the University is requested to arrange for a volunteer attorney for either the complainant or respondent, it will notify the other and arrange for a volunteer attorney-advisor for the other person upon request.

Declining to Participate
A complainant and/or respondent may decline to participate in the investigative or disciplinary process. The University may continue the process without the complainant's and/or respondent's participation. In most cases, a refusal to participate in the investigative process will preclude a complainant or respondent from participating before the hearing panel.

Time Frames
The University will seek to resolve every report of gender-based misconduct within approximately sixty calendar days of an initial report, not counting any appeal. Generally, the time line will be as follows:

- Investigation begins within 5 days after the initial report
- Investigation completed within 30 days after the investigation begins
- Hearing (if any) held within 15 days after the conclusion of the investigation
- Determination of the hearing panel issued within 5 days after the hearing
- Notice of sanctions issued within 5 days after the determination of the hearing panel
- Notice of appeals filed by either/bot complainant and respondent within 5 days after the notice of determination and sanctions received by the complainant and respondent
- Decision on the appeal within 10 days after notice of appeal received

Each of these stages is explained in greater detail below. Time frames may vary depending on the details of a case and at certain times of the academic year (for example, during breaks, study periods or final exams). The University may extend any time frame for good cause, with a written explanation to the complainant and respondent.

Notice
The Gender-Based Misconduct Office will give the complainant and respondent, respectively, a written explanation of their rights and options, and any available accommodations, as soon as possible after an incident is reported. The Office will also ensure that both the complainant and respondent are updated throughout the investigative process, including with timely notice of meetings where either or both the complainant and the respondent may be present.

More specifically, the complainant and respondent will simultaneously be given the following written notices:

- Conclusion of the Investigation
  - Notice of an opportunity to review in the Gender-Based Misconduct Office the investigative report and any other information that will be used in the disciplinary proceedings, consistent with federal law governing the privacy of student information.

- Administrative Resolution
  - Notice of whether the respondent accepts responsibility for violating the Policy.

- Hearing Panel
  - Notice of the date and time of any hearing and list of hearing panel members.
  - Notice of the hearing panel's finding of "responsible" or "not responsible," along with the rationale for the outcome. This notice will include an explanation of the University's appeals process.

- Sanctioning
  - Notice of the sanctions imposed and the reasons for the sanctions. This notice will include an explanation of the University's appeals process.

- Appeals Process
  - Notice of whether an appeal has been filed.
  - Notice of whether the responsibility determination or sanctions have been modified.
  - Notice when the responsibility determination and sanctions become final.

Conflicts of Interest
The University requires any individual participating in the investigation, hearing process, sanctioning or appeal determinations to disclose to the Gender-Based Misconduct Office any potential or actual conflict of interest. If a complainant or respondent believes that any individual involved in the process has a conflict of interest, he or she may make a request to the Office that the individual not participate. A complainant or respondent who believes that a member of a hearing panel has a conflict of interest must submit this written request to
the Gender-Based Misconduct Office within three days after notification of the panel’s membership. Any request should include a description of the conflict. If the Office determines that a conflict of interest exists, the University will take steps to address the conflict in order to ensure an impartial process.

Investigation

The Gender-Based Misconduct Office will inform the complainant before starting an investigation. The complainant may request that an investigation not be undertaken. The Office, in consultation with the appropriate Title IX Coordinator(s), will consider such a request in light of the University’s commitment to provide a safe and non-discriminatory environment for all students. If the Gender-Based Misconduct Office determines not to investigate, it will notify the complainant in writing, including that the determination was made at the complainant’s request. At the complainant’s request, the Gender-Based Misconduct Office will also notify the respondent in writing, including that the complainant asked the University not to investigate.

If an investigation proceeds, the University will notify the respondent in writing that a report has been filed. The notice will describe the allegations in the report. The complainant and respondent will be given the opportunity to meet separately with the Gender-Based Misconduct Office to review the Policy and these Procedures.

The University’s process for responding to, investigating and adjudicating gender-based misconduct reports will continue during any law enforcement proceeding. The Gender-Based Misconduct Office may need to temporarily delay an investigation while the police are gathering evidence but it will resume the investigation after it learns that the police department has completed its evidence-gathering and will generally not wait for the conclusion of any related criminal proceeding.

The Gender-Based Misconduct Office will designate a specially trained investigator (or team of investigators) to interview the complainant, respondent and any witnesses. The investigator will also gather pertinent documentary materials (if any) and other information. The investigator will follow the protocols set forth below:

- **Preserving Evidence.** The investigator will direct the complainant, respondent, witnesses, and other interested individuals to preserve any relevant evidence.
- **Character Witnesses.** The investigator will not interview witnesses whose sole purpose is to provide character information.

- **Romantic or Sexual History in Sexual Assault Cases.** The investigator will not consider information concerning the romantic or sexual history of either the complainant or the respondent, except from either the complainant or respondent regarding their shared sexual history. If either offers such information, the other will have the right to respond.
- **Prior Conduct Violations.** The investigator will not consider the respondent’s prior conduct violations, unless the Gender-Based Misconduct Office or the respondent’s school provides information because:
  - The respondent was previously found to be responsible, and
  - The previous incident was substantially similar to the present allegation(s) and/or the information indicates a pattern of behavior by the respondent.

The investigator will prepare a report detailing the relevant content from the interviews and the documentation gathered. The report will include the investigator’s assessment of individual credibility and recommended findings of responsibility.

The respondent and complainant will each have the opportunity to review a copy of the investigative report and any other information that will be used during the disciplinary proceedings. The names and other identifying information of other students will be redacted from such materials in accordance with the Family Educational Rights and Privacy Act (FERPA), except to the extent that doing so would interfere with the purpose of Title IX to eliminate sex-based discrimination. The Gender-Based Misconduct Office will supervise this review and ensure that reasonable time is afforded for review prior to the hearing.

Informal Resolution

The Gender-Based Misconduct Office may seek to resolve certain gender-based misconduct cases through an informal process involving both the complainant and respondent. (For example, a complainant and respondent may agree with the Office that education and training for the respondent are an appropriate and sufficient response in a particular case). This type of informal resolution can take place during the investigation or after its conclusion. If, based on the information known about the incident, the Gender-Based Misconduct Office believes such a resolution is possible, the Office will speak with the complainant. If the complainant agrees, the Office will then speak with the respondent. If both complainant and respondent are satisfied with a proposed resolution and the Office believes the resolution satisfies the Uni-
versity’s obligation to provide a safe and non-discriminatory environment for all students, the resolution will be implemented, the disciplinary process will be concluded and the matter will be closed. If these efforts are unsuccessful, the disciplinary process will continue. Before starting these discussions, the Gender-Based Misconduct Office will notify the complainant and respondent that each has the right to end the informal process at any time. The University will not use informal resolution for cases involving allegations of sexual assault.

Mediation
A student may request mediation from the Gender-Based Misconduct Office at any stage of the process. The complainant and respondent will be asked not to contact each other to discuss mediation. Mediation will be used only with the consent of both the complainant and respondent, and either has the right to terminate the mediation process and resume the regular disciplinary process at any time. The mediation process will typically commence within ten days after consent is received from both complainant and respondent and will continue until concluded or terminated by either the complainant or respondent. If the mediation results in a resolution, the disciplinary process will be concluded and the matter will be closed. If a resolution cannot be reached, the disciplinary process will proceed. The University will not use mediation for cases involving allegations of sexual assault.

Administrative Resolution
After the complainant and respondent have had an opportunity to review the investigative report and related material, the Gender-Based Misconduct Office will ask the respondent to respond to the alleged violation in one of the following ways: 1) Responsible; 2) Not Responsible; or 3) No Response. If the respondent accepts responsibility, the matter will proceed to the sanctions stage. If the respondent declines responsibility, or chooses not to respond, the University will convene a hearing panel.

Hearings

Hearing Panel: If informal resolution, mediation or administrative resolution is not available, the University will convene a hearing panel following the end of the investigation. The hearing panel determines whether the respondent is responsible or not responsible for a violation of the Policy. If the respondent is determined to be responsible, the matter proceeds to the sanctions stage.

The hearing panel will generally have three members drawn from a small group of specially-trained University student affairs administrators. In certain matters, the University may include retired judges, lawyers or other individuals with relevant experience and special training. Panelists will not be from the school of either the complainant or the respondent. All panelists will receive training from experts in the field at least once a year. In addition to training on how the adjudicatory process works, the training will include specific instruction about how to approach students about sensitive issues that may arise in the context of gender-based misconduct. The complainant and respondent will be informed of the panel’s membership before the hearing process begins.

Written Submissions
Both the complainant and respondent will have the opportunity to submit written responses to the investigation report and other relevant information to the hearing panel. Each of the complainant and respondent will have the opportunity to review any written submissions by the other. The hearing panel may set reasonable parameters for these written submissions. The hearing panel will review the investigation report and written submissions. The panel may determine that a hearing is not necessary when all three panel members agree that the information in the investigation report and the written submissions (if any) is sufficient to make a determination (for example, where the complainant and the respondent do not disagree about the relevant facts). If the panel decides that a hearing is not necessary, the panel will proceed directly to make a determination, including an explanation of why a hearing is not necessary, as described below.

Hearing Procedures
The Gender-Based Misconduct Office will, whenever possible, give the complainant and respondent at least five days’ advance notice of the hearing. The hearing is a closed proceeding, meaning that no one other than the panel members, the complainant and respondent, their respective advisors, witnesses (when called), and necessary University personnel may be present in the hearing room or rooms during the proceeding. The Office will work with other University personnel so that any student whose presence is required may participate in the hearing.
In general, hearings will proceed as follows:

- Complainant statement
- Respondent statement
- Questions to the complainant by the hearing panel
- Questions to the respondent by the hearing panel
- Witness testimony and questioning by the hearing panel
- Questions to the investigator by the hearing panel
- Closing statement by complainant
- Closing statement by respondent

The panel may set reasonable time limits for any part of the hearing. Each of the complainant and respondent will have the opportunity to present witnesses and other information consistent with the Policy and these Procedures. The panel may determine the relevance of, place restrictions on, or exclude any witnesses or information. When the complainant and respondent are not able to be present for the hearing panel, arrangements will be made for participation via alternate means.

In cases where either the complainant or respondent opts not to participate in the hearing, the panel may still hear from the other.

Additional hearing rules include:

- **Testimony via Closed-Circuit Television.** Only the person testifying (and that person’s advisor, if applicable) is in the hearing room during his or her testimony. Each of the complainant and respondent is able to view testimony from a separate, private room via closed-circuit television.

- **Questioning.** Only the panel may ask questions of the complainant and respondent and any witnesses. Both the complainant and respondent will have the opportunity to suggest questions of the other and of witnesses by submitting suggested questions to the panel in writing. The panel may revise or not ask any or all submitted questions.

- **Information Regarding Romantic or Sexual History.** The panel will not consider the romantic or sexual history of allegations of gender-based misconduct, except for testimony offered by one or the other about the complainant’s and respondent’s shared sexual history that the panel deems relevant. If such information is offered by the complainant or respondent, the other has the right to respond. The existence of a prior consensual dating or sexual relationship between the complainant and respondent by itself does not support an inference of consent to alleged gender-based misconduct.

- **Prior Conduct Violations.** The hearing panel will not consider the respondent’s prior conduct violations, unless the Gender-Based Misconduct Office or the respondent’s school provided that information to the investigator because:
  - The respondent was previously found to be responsible, and
  - The previous incident was substantially similar to the present allegation(s) and/or the information indicates a pattern of behavior by the respondent.

- **Hearing Recording.** The University will keep an audio recording of the hearing for the use of the panel, for sanctioning, and for purposes of appeal. The panelists and the Sanctioning Officer (described below) and/or the Dean of the respondent’s and/or the complainant’s school(s) may request a transcript of the recording.

- **Cell Phones and Recording Devices.** Cell phones and recording devices may not be used in the hearing room(s) unless approved by the panel in advance.

**Panel Determinations/Standard of Proof**

The panel will use “preponderance of the evidence” as the standard of proof to determine whether a violation of the Policy occurred. Preponderance of the evidence means that a panel must be convinced based on the information it considers that the respondent was more likely than not to have engaged in the conduct at issue in order to find the respondent responsible for violating the Policy.

The panel will find a student responsible, or not responsible, based on a majority vote. The panel will generally render a decision within 5 days after the conclusion of a hearing. The panel’s decision will include an explanation of the basis for the decision.

If the panel finds the respondent responsible, the matter will proceed to the sanctions stage. The Gender-Based Misconduct Office will transmit the panel’s determination to the Sanctioning Officer (described below) of the respondent’s school, the respondent, and the complainant.

**Sanctions and Other Remedies**

**How Sanctions Are Determined**

Each school will designate a Sanctioning Officer. To promote consistency with the University’s handling of similar cases: (1) appropriate training will be provided to Sanctioning Officers at least once a year; and (2) prior to imposing any sanction, a Sanctioning Officer will consult with the Gender-Based Misconduct Office about sanctions imposed
in similar cases. Available sanctions will be consistent across all University schools. Similar offenses may result in different sanctions where there are distinguishing facts and circumstances in the opinion of the Sanctioning Officer.

All hearing panel determinations will be referred to the Sanctioning Officer of the respondent’s school. The Sanctioning Officer will impose sanctions that are:

• Fair and appropriate given the facts of the particular case;
• Consistent with the University’s handling of similar cases;
• Adequate to protect the safety of the campus community; and
• Reflective of the seriousness of gender-based misconduct.

The Sanctioning Officer will consider relevant factors, including if applicable: (1) the specific gender-based misconduct at issue (such as penetration, touching under clothing, touching over clothing, unauthorized recording, etc.); (2) the circumstances accompanying the lack of consent (such as force, threat, coercion, intentional incapacitation, etc.); (3) the respondent’s state of mind (intentional, knowing, bias-motivated, reckless, negligent, etc.); (4) the impact of the offense on the complainant; (5) the respondent’s prior disciplinary history; (6) the safety of the University community; and (7) the respondent’s conduct during the disciplinary process.

In determining what sanctions will protect the safety of the University community, the Sanctioning Officer will be advised by University Public Safety or other experts and will consider: (1) the risk that the respondent may engage in additional gender-based misconduct; and (2) the deterrent or permissive effect of a particular sanction on the campus community, including on particular individuals and organizations aware of the offense (keeping in mind that a sanction must always be fair and appropriate for the particular case).

The Sanctioning Officer will render a sanctioning decision within five days following the receipt of the panel’s determination. The sanctioning decision will be communicated in writing to the complainant and the respondent.

List of Sanctions
The University may impose any one or more of the following sanctions on a student determined to have violated the Policy:

• Reprimand/warning
• Changing the respondent’s academic schedule
• Disciplinary probation
• Revocation of honors or awards
• Restricting access to University facilities or activities (including student activities and campus organizations)
• Community service
• Issuing a “no contact” order to the respondent or requiring that such an order remain in place
• Moving the respondent’s residence
• Dismissal or restriction from University employment
• Removal from student housing
• Suspension (limited time or indefinite)
• Expulsion
• Revocation of degree

In addition to any other sanction (except where the sanction is expulsion or revocation of a degree), the University will require any student determined to be responsible for a violation of the Policy to receive appropriate education and/or training related to the gender-based misconduct violation at issue. The University may also recommend counseling or other support services for the student.

Ongoing Accommodations for Complainant
Whatever the outcome of the hearing process, a complainant may request ongoing or additional accommodations and the Gender-Based Misconduct Office, in consultation with the designated student affairs officer of the complainant’s school, will determine whether such measures are appropriate. Potential ongoing accommodations include:

• Providing an escort for the complainant
• Moving the complainant’s residence
• Changing the complainant’s academic schedule
• Adjusting the complainant’s work schedule
• Allowing the complainant to withdraw from or retake a class without penalty
• Providing access to tutoring or other academic support, such as extra time to complete or re-take a class

Additional Responses
The University may also determine that additional measures are appropriate to respond to the effects of the incident on the University community. Additional responses for the benefit of the University community may include:

• Increased monitoring, supervision, or security at locations or activities where the misconduct occurred
• Additional training and educational materials for students and employees
• Revision of the University’s policies relating to gender-based misconduct
• Climate surveys regarding gender-based misconduct
Appeals
Either the respondent or the complainant or both may appeal the determination of the hearing panel and/or the sanctions. Appeals are decided by the Dean of the respondent’s school. The three grounds for appeal are:
1. A procedural error affecting the determination or sanction;
2. New information that was not available at the time of the investigation or hearing and that may change the determination or sanction; and
3. Excessiveness or insufficiency of the sanction.
Disagreement with the finding or sanctions is not, by itself, grounds for appeals.
The appealing student must submit the appeal in writing to the Dean of the respondent’s school within five days after receiving the sanctioning notice. If either the complainant or respondent submits an appeal, the Gender-Based Misconduct Office will notify the other that an appeal has been filed and the grounds of the appeal. The non-appealing student may submit a written response within five days after notice of an appeal.

If the Dean concludes that a change in the hearing panel’s determination is warranted, the Dean may enter a revised determination, reconvene the panel to reconsider the determination, or return the matter for additional investigation. After consultation with the Gender-Based Misconduct Office, the Dean may also change the sanction. In cases where the complainant and respondent are in different schools, the Dean of the respondent’s school will consult with the Dean of the complainant’s school in considering any appeal. If both the complainant and respondent appeal, the appeals will be considered concurrently.

The Dean of the respondent’s school will notify the complainant and respondent of the final decision in writing. Appeals decisions will be rendered within ten days after the receipt of the written appeal. All appeal decisions are final.

Records Disclosure
Disciplinary proceedings conducted by the University are subject to the Family Educational Records and Privacy Act (FERPA), a federal law governing the privacy of student information. FERPA generally limits disclosure of student information outside the University without the student’s consent, but it does provide for release of student disciplinary information without a student’s consent in certain circumstances.

Any information gathered in the course of an investigation may be subpoenaed by law enforcement authorities as part of a parallel investigation into the same conduct, or required to be produced through other compulsory legal process.

Additional information about FERPA can be found in Essential Policies for the Columbia Community at www.essential-policies.columbia.edu/policy-access-student-records-ferpa and http://barnard.edu/Policy/FERPA and www.tc.edu/policylibrary/ferpa.

Amendments
The University may amend the Policy or the Procedures from time to time. Nothing in the Policy or Procedures shall affect the inherent authority of Columbia, Barnard or Teachers College to take such actions as it deems appropriate to further the educational mission or to protect the safety and security of the University community.

Gender-Based Misconduct Policy for Students (Policy):
Definitions and Scenarios
Definitions of Gender-Based Misconduct
• Sexual Assault—Non-Consensual Sexual Intercourse. Any form of sexual intercourse (vaginal, anal, or oral) with any object without consent. Intercourse means: vaginal or anal penetration (however slight) by a penis, object, tongue, or finger; and oral copulation (mouth to genital contact or genital to mouth contact).
• Sexual Assault—Non-Consensual Sexual Contact. Any intentional sexual touching, however slight, with any object without a person’s consent. Intentional sexual contact includes contact with the breasts, buttocks, or groin, or touching another with any of these body parts; making another person touch any of these body parts; and any intentional bodily contact in a sexual manner.
• Domestic Violence. The use of physical violence, coercion, threats, intimidation, isolation, stalking, or other forms of emotional, sexual or economic abuse directed towards (a) a current or former spouse or intimate partner; (b) a person with whom one shares a child; or (c) anyone who is protected from the respondent’s acts under the domestic or family violence laws of New York. This includes any behaviors that intimidate, manipulate, humiliate, isolate, frighten, terrorize, coerce, threaten, blame, hurt, injure, or wound someone. Domestic violence can be a single act or a pattern of behavior in relationships.
• **Dating Violence.** The use of physical violence, coercion, threats, intimidation, isolation, stalking, or other forms of emotional, sexual or economic abuse directed towards a person who is or has been in a social relationship of a romantic or sexually intimate nature with the victim. This includes any behaviors that intimidate, manipulate, humiliate, isolate, frighten, terrorize, coerce, threaten, blame, hurt, injure, or wound someone. Dating violence can be a single act or a pattern of behavior in relationships.

• **Sexual Exploitation.** Non-consensual abuse or exploitation of another person’s sexuality for the purpose of sexual gratification, financial gain, personal benefit or advantage, or any other non-legitimate purpose. Examples of sexual exploitation include: observing another individual’s nudity or sexual activity or allowing another to observe nudity or sexual activity without the knowledge and consent of all participants; non-consensual streaming of images, photography, video, or audio recording of sexual activity or nudity, or distribution of such without the knowledge and consent of all participants; exposing one’s genitals in non-consensual circumstances; and inducing incapacitation for the purpose of making another person vulnerable to non-consensual sexual activity.

• **Stalking.** A course of conduct directed at a specific person that would cause a reasonable person to feel fear or suffer substantial emotional distress. Stalking involves repeated and continued harassment against the expressed wishes of another individual, which causes the targeted individual to feel emotional distress, including fear or apprehension. Stalking behaviors may include: pursuing or following; unwanted communication or contact—including face-to-face, telephone calls, voice messages, electronic messages, web based messages, text messages, unwanted gifts, etc.; trespassing; and surveillance or other types of observation.

• **Sexual Harassment.** Unwelcome sexual advances, requests for sexual favors, and other verbal, physical, or visual conduct of a sexual nature constitute sexual harassment when:
  - submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s education, or educational or campus life activities; or
  - submission to or rejection of such conduct by an individual is used as the basis for academic or student life decisions affecting that individual; or
  - such conduct has the effect of unreasonably interfering with an individual’s academic performance or creating an intimidating, hostile, demeaning, or offensive campus or living environment.

• **Gender-based Harassment.** Acts of aggression, intimidation, stalking, or hostility based on gender or gender-stereotyping constitutes gender-based harassment. Gender-based harassment can occur if students are harassed either for exhibiting what is perceived as a stereotypical characteristic of their sex, or for failing to conform to stereotypical notions of masculinity or femininity. To constitute harassment, the conduct must unreasonably interfere with an individual’s education or educational activities or create an intimidating, hostile, demeaning, or offensive academic or living environment.

• **Intimidation.** Any threat of violence or other threatening behavior directed toward another person or group that reasonably leads the target(s) to fear for their physical well-being or to engage in sexual conduct for self-protection.

• **Retaliation.** Any adverse action, or attempted adverse action, against an individual (or group of individuals) because of their participation in any manner in an investigation, proceeding, or hearing under this Policy, including individuals who file a third-person report. Retaliation can take many forms, including sustained abuse or violence, threats, and intimidation. Any individual or group of individuals, not just a respondent or complainant, can engage in retaliation.

### Important Related Concepts

The definitions that follow provide further guidance as to the conduct this Policy prohibits:

• **Coercion.** Unreasonable pressure for sexual activity. When someone makes it clear that he or she does not want to engage in sexual activity or does not want to go beyond a certain point of sexual interaction, continued pressure beyond that point can be considered coercive. The use of coercion can involve the use of pressure, manipulation, substances, and /or force. Ignoring objections of another person is a form of coercion.

• **Consent.** Consent requires unambiguous communication and mutual agreement concerning the act in which the participants are engaging.
  - A sexual interaction is considered consensual when individuals willingly and knowingly engage in the interaction.
- Someone who is incapacitated (by alcohol or drug use, unconsciousness, disability, or other forms of helplessness) cannot consent.
- Consent cannot be procured by the use of physical force, compulsion, threats, intimidating behavior, or coercion.
- Consent to one form of sexual activity does not imply consent to other forms of sexual activity. Previous relationships or previous consent for sexual activity is not consent to sexual activity on a different occasion.
- Consent to engage in sexual activity with one person does not imply consent to engage in sexual activity with another.
- Silence or the absence of resistance is not the same as consent.
- Consent can be withdrawn at any time.
- Previous consent does not mean ongoing consent. (For example, consent to certain acts at one point in an evening does not mean consent to the same acts later in the same evening.)
- How drugs and alcohol affect consent:
  - Individuals should be aware of, and carefully consider, the potential consequences of the use of alcohol or drugs. Alcohol and other drugs can lower inhibitions and create an atmosphere of confusion over whether consent is freely and affirmatively given. If there is a question about whether someone consented to sexual activity after consuming drugs or alcohol, the University will examine the issue from the perspective of a reasonable person. Specifically, the University will consider whether the respondent reasonably should have known about the impact of alcohol and other drugs on the complainant's ability to give consent.
  - The use of alcohol or drugs does not justify or excuse behavior that constitutes gender-based misconduct.
  - The use of alcohol or other drugs never makes someone at fault for experiencing gender-based misconduct.
- **Force.** The use of physical violence and/or imposing on someone physically to engage in sexual contact or intercourse. Force can also include threats, intimidation (implied threats), or coercion used to overcome resistance.
- **Hostile Environment.** A hostile environment may arise when unwelcome conduct of a sexual or gender-based nature affects a student's ability to participate in or benefit from an education program or activity, or creates an intimidating, threatening or abusive educational and/or living environment. A single, isolated incident of sexual or gender-based harassment may, based on the facts and circumstances, create a hostile environment.
- **Incapacitation.** A state where a person cannot make a rational, reasonable decision because the person lacks the ability to understand his or her decision. A person can become incapacitated as a result of disability, involuntary physical constraint, sleep, or consumption of alcohol or other drugs.

**Other Definitions**
- **Complainant.** The person making the allegation(s) of gender-based misconduct.
- **Respondent.** The person alleged to have committed gender-based misconduct.

**Sexual Assault Scenarios**
- Pat and Dana met at a party. They spent the entire party getting to know each other and dancing. Dana had four shots of tequila and four beers over the course of the evening. At one point, Dana went to the bathroom. Pat noticed that Dana staggered upon returning from the bathroom. Dana's friend informed Pat that Dana had been vomiting. Pat volunteered to take Dana home. When they arrived at Dana's dorm room, Pat began kissing Dana and proceeded to have sexual intercourse with Dana. Upon waking up in the morning, Dana asked Pat what happened that evening. Pat told Dana that they had sex and that Dana had asked to have sex. Dana began crying and said “I didn’t want to have sex with you.” This is a violation of this Policy. A reasonable person could have concluded that Dana was incapacitated due to her alcohol use because Dana was stumbling and had vomited in the bathroom. Dana was therefore not able to give consent.
- Taylor and Hong have been dating for a few months. On several occasions, Taylor and Hong have engaged in consensual sexual intercourse. One night, Hong and Taylor were making out when Hong said, “I don’t feel like having sex tonight.” Taylor continued to kiss Hong and took off Hong’s clothing despite Hong’s verbal and physical objections. Eventually, Hong became silent and submitted to Taylor’s insistence to have sex. This is
a violation of this Policy. Hong objected to having sex and Taylor ignored these objections. Although Taylor and Hong have previously had consensual sexual intercourse, Hong did not consent to sexual activity on this particular evening.

- Peyton and Jordan were in the hallway of their residence hall with a group of their neighbors on the floor joking around and telling stories. Peyton placed his arms around Jordan’s waist as they continued their conversation. Jordan removed his hands from her body. A few minutes later, Peyton touched Jordan’s breasts, stating he did not understand why she was making such a big deal about him touching her. This is a violation of this Policy. After Jordan removed Peyton’s hands from her body, Peyton touched her breasts. This behavior constitutes intentional physical contact of a sexual nature.

### On-Campus Resources

All contact information for the listed resources was confirmed at the time of the Policy’s initial publication August 15, 2014. Up to date contact information can always be found on the University’s Sexual Respect website at www.SexualRespect.columbia.edu.

#### University Advocacy and Crisis Counseling (Confidential)

- Rape Crisis/Anti-Violence Support Center: 212-854-HELP (4357)
- Columbia Ombuds Office: 212-854-1234
- Teachers College Ombuds Office: 212-678-4169

**Note:** See the chart on the following pages for an explanation of these resources’ reporting obligations.

#### Medical Services (Confidential)

- Barnard: 877-941-1695
- Columbia Morningside: 212-854-9797
- CUMC: 212-305-3400
- Teachers College: 212-854-9797

**Note:** The medical treatment resources listed above can provide treatment for injuries and for potential exposure to sexually transmitted diseases. They also provide emergency contraception and other health services. They can assist in preserving evidence or documenting any injuries, including by helping find a Sexual Assault Nurse Examiner, who is specially trained to collect evidence. Taking these steps promptly after an incident can be very helpful in later criminal proceedings and/or in seeking a protective order.

#### University Mental Health and Pastoral Counseling (Confidential)

- Counseling and Psychological Services
  - Barnard (Furman Counseling Center): 212-854-2092
  - Columbia: 212-854-2878
  - CUMC: 212-305-3400
  - Teachers College: 212-854-2878

- Office of the University Chaplain (Ordained Clergy): 212-854-6242

**Note:** See the chart on following pages for an explanation of these resources’ reporting obligations.

#### University Gender-Based Misconduct Office (Not Confidential)

- Jeri Henry, Interim Director: 212-854-1717

#### University Title IX Coordinators (Not Confidential)

- Title IX Coordinator for Columbia University
  - Melissa Rooker, Associate Provost
  - Office of Equal Opportunity and Affirmative Action
  - 103 Low Library | 212-854-5918
  - mrooker@columbia.edu

- Title IX Coordinator for Barnard College
  - Amy Zavadil, Associate Dean for Equity
  - 105 Milbank Hall | 212-854-0037
  - azavadil@barnard.edu

- Title IX Coordinator for Teachers College
  - Janice Robinson, Vice President, Diversity and Community Affairs
  - 128 Zankel | 212-678-3391
  - jrobinson@tc.edu

#### University Public Safety (Not Confidential)

- Barnard College: 212-854-3362
- Columbia Morningside: 212-854-5555
- CUMC: 212-305-7979
- Teachers College: 212-678-3333

**Note:** See the chart on the following pages for an explanation of these resources’ reporting obligations.
Off-Campus Resources
All contact information for the listed resources was confirmed at the time of the Policy’s initial publication August 15, 2014. Up to date contact information can always be found on the University’s Sexual Respect website at www.SexualRespect.columbia.edu.

Off-Campus Advocacy, Counseling, and Health Services
• Safe Horizon: 212-523-4728
• Mt. Sinai/St. Luke’s Hospital Crime Victims Treatment Center: 212-523-4728
• New York Presbyterian/CUMC Emergency Room: 212-305-6204
• NYC Domestic Violence Hotline (24-hours): 800-621-HOPE (4673)
• Gay and Lesbian Anti-Violence Project (24-hours): 212-714-1141

Note: Mt. Sinai/St. Luke’s Hospital’s Emergency Room at 1111 Amsterdam Avenue (113th Street between Amsterdam and Morningside) and New York Presbyterian Hospital/CUMC Emergency Room at 630 West 168th Street (168th and Broadway) can provide treatment for injuries and for potential exposure to sexually transmitted diseases, emergency contraception and other health services. They can assist in preserving evidence or documenting any injuries and have personnel who are specially trained to collect evidence.

Off-Campus Law Enforcement
• New York City Police Department
  Emergency: 911
  26th Precinct: 212-678-1311
• NY County District Attorney’s Office
  Domestic Violence & Child Abuse Hotline: 212-335-4308
  Sex Crimes Hotline: 212-335-9373
  Special Victims Bureau at the Manhattan Family Justice Center: 212-335-4300

Requesting Accommodations for a Disability
Students seeking accommodations for a disability in connection with the process of reporting or responding to an incident of gender-based misconduct may contact the Gender-Based Misconduct Office or the office responsible for disability services at their institution, as listed below.
• Columbia University, Disability Services
  212-854-2388
  www.health.columbia.edu/ods
• Barnard College, Office of Disability Services
  212-854-4634
  www.barnard.edu/ods
• Teachers College, Office of Access and Services for Individuals with Disabilities
  212-678-3689
  www.tc.columbia.edu/oasid/staff.html

Additional Government Resources
The government resources listed here may provide additional assistance for students wishing to file an external complaint of gender-based misconduct or students with inquiries regarding the application of Title IX and its implementing regulations: www.notalone.gov
• U.S. Department of Education, Office for Civil Rights
  U.S. Department of Education
  Office for Civil Rights
  New York – Region II
  32 Old Slip, 26th Floor
  New York, NY 10005
  646-428-3800
  OCR.NewYork@ed.gov
  www.ed.gov/ocr
• U.S. Department of Justice, Office on Violence Against Women
  U.S. Department of Justice
  Office on Violence Against Women
  145 N Street, NE, Suite 10W.121
  Washington, DC 20530
  202-307-6026
  www.ovw.usdoj.gov

Revised August 15, 2014
Gender-Based Misconduct Office
Columbia University
### CONFIDENTIALITY PROTECTIONS & REPORTING OBLIGATIONS

As a reminder, confidential resources will not share information with anyone. Non-confidential resources are also required to respect and protect students’ privacy to the greatest extent possible. They will disclose identifying information to others only on a need to know basis.

<table>
<thead>
<tr>
<th>PERSONNEL</th>
<th>STATUS</th>
<th>REPORTING OBLIGATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Chaplains</td>
<td>Confidential</td>
<td>None, unless acting in a role described below.</td>
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<tr>
<td>(Ordained Clergy)</td>
<td></td>
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</tr>
<tr>
<td>Counseling and Psychological Services</td>
<td>Confidential</td>
<td>If a patient’s clinical state poses a substantial risk of harm to the patient or others, as manifested by conduct, this resource will report to New York County Mental Health officials. (NY Mental Hygiene Law) If there is reasonable cause to suspect that a minor has been sexually abused, this resource will report to the requisite state officials. (NY Social Services Law)</td>
</tr>
<tr>
<td>Rape Crisis/ Anti-Violence Support Center</td>
<td>Confidential</td>
<td>This resource will report on an aggregate, periodic basis incidents without any identifying information to the Gender-Based Misconduct Office to enable the University to understand the existence and extent of the problem. (Title IX) If there is reasonable cause to suspect that a minor has been sexually abused, this resource will report to the requisite state officials. (NY Social Services Law)</td>
</tr>
<tr>
<td>Columbia Ombuds Office</td>
<td>Confidential</td>
<td>This resource will report on an aggregate, periodic basis incidents without any identifying information to the Gender-Based Misconduct Office to enable the University to understand the existence and extent of the problem. (Title IX) If there is reasonable cause to suspect that a minor has been sexually abused, this resource will notify University leadership. (NY Social Services Law)</td>
</tr>
<tr>
<td>Physicians and Other Health Professionals</td>
<td>Confidential</td>
<td>These resources will report on an aggregate, periodic basis incidents without any identifying information to the Gender-Based Misconduct Office to enable the University to understand the existence and extent of the problem. (Title IX) If a patient’s clinical state poses a substantial risk of harm to the patient or others, as manifested by conduct, these resources will report to New York County Mental Health officials. (NY Mental Hygiene Law) If there is reasonable cause to suspect that a minor has been sexually abused, these resources will report to the requisite state officials.</td>
</tr>
</tbody>
</table>
# CONFIDENTIALITY PROTECTIONS & REPORTING OBLIGATIONS

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</table>
| Gender-Based Misconduct Office | Not Confidential | Unless a complainant requests otherwise and the request is granted, this resource will investigate and respond to reported gender-based misconduct incidents. (Title IX)  
If the incident is a crime, this resource will report it without any identifying information to Campus Public Safety for inclusion in the daily crime log and annual statistical report and for issuance of any required timely warning. (Clery Act)  
This resource will share information with University personnel who need to know it in order to carry out University policies and procedures. |
| Title IX Coordinators   | Not Confidential | Unless a complainant requests otherwise and the request is granted, this resource will supervise the investigation and response to reported gender-based misconduct incidents. (Title IX)  
If the incident is a crime, this resource will report it without any identifying information to Campus Public Safety for inclusion in the daily crime log and annual statistical report and for issuance of any required timely warning. (Clery Act)  
This resource will share information with University personnel who need to know it in order to carry out University policies and procedures. |
| Public Safety Personnel | Not Confidential | Public Safety will report to the Gender-Based Misconduct Office all information received about gender-based misconduct incidents so the University can investigate and respond. (Title IX)  
If the incident is a crime, Public Safety will include it in a crime log and annual crime statistics without identifying the alleged victim. (Clery Act)  
If the incident is a crime and poses a serious or continuing threat, Public Safety will issue an emergency notification or timely warning. (Clery Act)  
If the incident is a violent felony under the New York Penal Code, Public Safety will report it to the New York Police Department and cooperate in any investigation. (Memorandum of Understanding between NYPD and University)  
If there is reasonable cause to suspect that a minor has been sexually abused, Public Safety will notify University leadership. (NY Social Services Law)  
Public Safety will share information with University personnel who need to know it in order to carry out University policies and procedures. |
## CONFIDENTIALITY PROTECTIONS & REPORTING OBLIGATIONS

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<th>PERSONNEL</th>
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<tbody>
<tr>
<td>Other University</td>
<td>Not Confidential</td>
<td>Will report to the Gender-Based Misconduct Office all information received about gender-based misconduct incidents so the University can investigate and respond. (Title IX)</td>
</tr>
<tr>
<td>Personnel</td>
<td></td>
<td>If the incident is a crime, a “campus security authority” will report it without any identifying information to Campus Public Safety for inclusion in the daily crime log and annual statistical report and for issuance of any required timely warning. (Clery Act)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>If there is reasonable cause to suspect that a minor has been sexually abused, other university personnel will notify University leadership. (NY Social Services Law)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other University personnel will share information with University personnel who need to know it in order to carry out University policies and procedures.</td>
</tr>
</tbody>
</table>
University Regulations and Policies

In addition to Columbia Law School’s rules and procedures, there are many University regulations and policies that also govern your time at the Law School. Many of these can be found in *Essential Policies for the Columbia Community*, together with other applicable University regulations, and are available online at www.essential-policies.columbia.edu. We encourage you to familiarize yourself with these regulations.

Columbia University admits students of any race, color, and national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the University. It does not discriminate on the basis of race, color, sex, gender (including identity and expression), pregnancy, religion, creed, marital status, partnership status, age, sexual orientation, national origin, disability, military status, or any other legally protected status in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other University-administered programs.

The Office of Equal Opportunity and Affirmative Action (EOAA) has been designated as the University’s Compliance Office for Title IX, Section 504 of the Rehabilitation Act, and other equal opportunity, nondiscrimination and affirmative action laws. Students, faculty, and staff may contact Melissa Rooker, Associate Provost for Equal Opportunity and Affirmative Action (“EOAA”), in the EOAA Office (contact information below) to inquire about their rights under University policies, request assistance, seek information about filing a complaint, or report conduct or behavior that may violate these policies.

**Melissa Rooker**  
*Associate Provost for Equal Opportunity and Affirmative Action*  
mrooker@columbia.edu  
212-854-5918

Equal Opportunity and Affirmative Action Office (EOAA)  
103 Low Memorial Library  
535 W 116th Street.  
New York, NY 10027  
212-854-5511

For more information, visit: [http://eoaa.columbia.edu](http://eoaa.columbia.edu).
Campus Safety and Security

Columbia University’s Office of Public Safety is responsible for maintaining campus security. Their mission is to enhance the quality of life for the entire Columbia community by maintaining a secure and open environment in which the safety of all is balanced with the rights of the individual. Working closely with the local police, Public Safety strives to continually improve upon the ways in which it serves the community. This collaboration has been integral in ensuring that Columbia University and the surrounding neighborhoods remain one of the safest of the City’s 76 police precincts.

Public Safety is a very active part of the Columbia Law School community, from orientation through graduation. For further information, you are welcome to contact the Office of Public Safety.

Office of Public Safety: 212-854-2797
publicsafety.columbia.edu

Building Access
Your Columbia University ID card provides swipe access to Law School buildings during off-hours as well as to secured Columbia University locations throughout campus. See the schedule that follows on page 130 for Law School facilities and card reader hours.

Walking alone?
Call for University Security Escort Service
During the school year, Columbia University Security Escort Service will send two specially trained students to accompany students to their door any time from 7 p.m. to 3 a.m., seven nights a week. Escorts carry two-way Columbia Public Safety radios. This service is available from West 108th Street to West 110th Street between Amsterdam Avenue and Riverside Drive, and from West 111th Street to West 122nd Street between Morningside Drive and Riverside Drive. Please allow 5 to 15 minutes to arrive and ask them to show a Columbia University ID.

For escort service between 7 p.m. and 3 a.m., call:
212-854-SAFE (7233),
For escort before 7 p.m. or after 3 a.m., call Public Safety:
212-854-2797

Columbia University Safe Haven Program
Occasionally, Columbia students, faculty, staff may feel uneasy about walking home, waiting for a bus or walking to a car. If that ever happens to you, just look for the Red Lion at participating neighborhood merchants. The Red Lion is the logo for the “Lion’s Watching” Safe Haven program organized by Columbia University Department of Public Safety, which has screened more than fifty businesses near the Morningside and Medical Center campuses. At businesses featuring the Red Lion in their windows, you can ask the merchant to phone Columbia University’s Department of Public Safety or the police and wait for security personnel to respond.
Columbia Law School Building Hours and Card Access

The hours below indicate when an entrance/elevator is open and does not require a card swipe with your CUID. All other times and those indicated below as “CUID Only” require card swipe.

**Jerome Greene Hall**

**116th Street Entrance**
- Monday–Friday: 7 a.m.–10 p.m.
- Saturday–Sunday: CUID Only

**West Plaza (Revson)**
- Monday–Sunday: CUID only

**East Plaza (Ancel)**
- Monday–Sunday: CUID Only

**Elevator Floors (5–9)**
- Monday–Friday: 7 a.m.–8 p.m.
- Saturday–Sunday: CUID Only (upper floors)

**Wien Courtyard (East Entrance)**
- Monday–Sunday: CUID Only

**Law/SIPA (ADA door)**
- Monday–Friday: 7 a.m.–7 p.m.
- Saturday–Sunday: CUID Only

**Jerome Greene Annex**

**Entrance**
- Monday–Friday: 8:30 a.m.–8 p.m.
- Saturday–Sunday: CUID Only

**Lounge Entrance**
- Monday–Friday: 8:30 a.m.–9 p.m.
- Saturday–Sunday: CUID Only

**School of International and Public Affairs (SIPA)**

- Monday–Thursday: 7:30 a.m.–7 p.m.
- Friday: 7:30 a.m.–7 p.m.
- Saturday: 8 a.m.–6 p.m.
- Sunday: 10 a.m.–6 p.m.

**Greenhouse Entrance**
- Monday–Sunday: CUID Only

**William and June Warren Hall (Big Warren)**

**Entrance**
- Monday–Friday: 7 a.m.–8 p.m.
- Saturday–Sunday: 7 a.m.–8 p.m.

**Elevator Floors (5–8)**
- Saturday–Sunday: CUID Only (upper floors)

**Fifth Floor**
- Monday–Friday: 8:30 a.m.–6 p.m.

**Sixth Floor**
- Monday–Friday: 8:30 a.m.–8 p.m.

**Seventh and Eighth Floors**
- Monday–Friday: 8:30 a.m.–5 p.m.

**William C. Warren Hall (Little Warren)**

**Entrance**
- Monday–Friday: CUID Only
- Stairs at First Floor: CUID Only
- Stairs at Second Floor: CUID Only*
- Stairs at Third Floor: CUID Only

**Elevator Floors (Basement–10)**

**Basement**
- Monday–Friday: 9 a.m.–6 p.m.
- Saturday–Sunday: CUID Only

**Second Floor**
- Monday–Friday: 9 a.m.–6 p.m.
- Saturday–Sunday: CUID Only

**Third Floor**
- Monday–Friday: 9 a.m.–6 p.m.
- Saturday–Sunday: CUID Only

**Fourth–Eighth Floors**
- Monday–Friday: CUID Only (Law Review)

**Ninth Floor**
- Monday–Friday: 9 a.m.–6 p.m.
- Saturday–Sunday: CUID Only

**Tenth Floor**
- Monday–Thursday: 8 a.m.–8 p.m.
- Friday: 8 a.m.–5 p.m.
- Saturday–Sunday: CUID Only

* Second Floor Occupants

For updates, visit:
www.law.columbia.edu/law_school/buildingservice/cardaccess
University Shuttle Service

Columbia University provides a network of shuttle buses that travel among the Morningside campus, Lamont-Doherty Earth Observatory, the Studebaker building, the Columbia University Medical Center, Harlem Hospital, and the George Washington Bridge Bus Terminal. Shuttle service is available to all Columbia University affiliates with a valid University ID, free of charge. Shuttles are ADA compliant.

For detailed information about the University Shuttle Service, including maps and updated schedules, visit: www.transportation.columbia.edu.

Intercampus Shuttle

The Intercampus Shuttle connects the Morningside campus, the Medical Center, Manhattanville locations, and Harlem Hospital.

On the go? Columbia Transportation provides several ways for you to get the real-time location of all University shuttles, including apps for iPhone, Android, and BlackBerry users; mobile web; and SMS text messaging. Visit: columbia.transloc.com/info/mobile#app.

The Morningside Evening Shuttle

The Evening Shuttle Service utilizes two shuttle buses traveling on different routes, in thirty minute loops across the Morningside and Manhattanville areas. The Evening Shuttle operates seven days a week from 6 p.m. every evening until 4 a.m. the following morning, excluding University holidays. All riders must present a valid University ID upon boarding the shuttle. Detailed route information, schedules, and a route estimator may be found online at www.transportation.columbia.edu/evening-schedule.

The Arbor Shuttle Service

Columbia’s newest addition to apartment housing available to students is The Arbor, located at 3260 Henry Hudson Parkway in the Riverdale section of the Bronx. Shuttle service to and from The Arbor is available for all residents. For information, contact University Apartment Housing at 212-854-9300.
Bike Rack Location Map

Columbia University wishes to promote a bicycle-friendly environment. For your convenience, the University has provided a number of short-term bicycle storage racks at various high use points on campus. Please only lock your bicycle to labeled/sanctioned bicycle racks. Any bicycles illegally locked to stair rails or fences will be removed by the Department of Public Safety. Any bicycles located at a rack for an extended amount of time will also be removed and impounded by Public Safety. All bicycles are stored at your own risk. For more information on the Bicycle Parking Policy, visit the University’s policy library at [www.policylibrary.columbia.edu/bicycle-parking-protocols](http://www.policylibrary.columbia.edu/bicycle-parking-protocols) or contact Public Safety at publicsafety@columbia.edu.