



STUDENT HANDBOOK 2008-2009

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**STUDENT HANDBOOK
THE UNIVERSITY OF IOWA
COLLEGE OF LAW**

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ACADEMIC PROGRAM

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[First-year Program](http://www.law.uiowa.edu/academics/firstyear.php)

<http://www.law.uiowa.edu/academics/firstyear.php>

[Upper Class program](http://www.law.uiowa.edu/academics/second-third-year-curric.php)

<http://www.law.uiowa.edu/academics/second-third-year-curric.php>

Summer Session: The summer session consists of two five-and-one-half-week periods during which five to seven upper-class courses normally offered. All students may attend either or both periods.

[LLM Program](http://www.law.uiowa.edu/prospective/llm-main.php)

<http://www.law.uiowa.edu/prospective/llm-main.php>

First-Year Legal Analysis, Writing, & Research Guidelines

[Approved by the faculty on May 11, 2006]

Overview of the Program

The Legal Analysis, Writing and Research Program (“LAWR”) at the College of Law is a two-semester first-year course, two credits each semester, designed to equip students with effective skills in legal analysis, writing and research.

Analysis – The program develops the students’ skills at legal analysis throughout the year in connection with every assignment. Analytical skills include the spotting of legal issues in a fact pattern, the identification of legally relevant facts, the synthesis of legal rules, principles, policies and purposes found in the legal materials (e.g., precedents and statutes), and the understanding and formation of legal arguments of different kinds. (All courses in the law college are involved in teaching legal analysis.)

Written & Oral Communication – The program also develops the students’ skills at legal writing and oral advocacy. Legal writing centers on the effective communication of the legal analysis of a practical problem, whether the purpose is to predict what a court or other decision-maker will do, to persuade someone to agree with one’s conclusions, or to decide a case and explain one’s decision. Oral advocacy skills center on using legal analysis to persuade someone, such as a judge, to reach a particular conclusion.

Research – Legal research supports legal analysis primarily by identifying the legal materials, especially legal authorities that form the basis of effective legal arguments and legal conclusions.

Program Goals

Students are expected to achieve the following objectives during the first-year LAWR course:

- acquire the fundamentals of legal reasoning and analysis, including case analysis, fact analysis, application of law to facts, case synthesis, and analogizing and distinguishing cases;
- learn how to identify a legal problem and resolve it, as well as how to determine which facts in a fact pattern are legally significant;
- learn how to generate arguments and counter-arguments;
- develop and employ basic research skills within a limited universe of research tools in order to locate cases and statutes from citations, to find cases on a given subject, to determine the present status of a case, and to exercise judgment in selecting the most appropriate cases from a larger pool of cases (first semester);
- develop and employ a full range of research skills through assignments that place no limitations on the type of research necessary for their completion (second semester);
- develop the ability to write legal documents, including objective memoranda and persuasive briefs, that are clear, concise, analytically sound, and well organized;
- become familiar with how to cite properly legal authorities, and learn the appropriate style, tone, and diction for legal writing depending on one's audience;
- write an appellate brief;
- learn argumentative and persuasive legal writing; and
- craft and present a persuasive oral argument.

Required Writing in LAWR Courses

1. Writing Assignments –

A. Fall – In the Fall LAWR course, student writing assignments shall total between 28 to 33 pages (including the rewrites), and shall include the following assignments:

- (1) an objective writing on a factual problem requiring close legal analysis that requires students to locate cases in the library using known citations;
- (2) an objective writing on a factual problem requiring close legal analysis that requires students to identify appropriate cases from a “closed universe” of cases;
- (3) two rewrites; and
- (4) Other writing assignments in the form of short exercises to hone student writing at the sentence level and to introduce students to various documents. Examples of these types of assignments include plain-language revision of judicial opinions, case holdings, case briefs, case syntheses, draft contracts, and client letters.

B. Spring – In the Spring LAWR course, student writing assignments shall total between 30 and 40 pages (including the rewrites), and shall include the following assignments:

(1) two writings on a factual problem requiring close legal analysis, one of which must be a persuasive writing; and

(2) two rewrites.

All assigned writings in the spring semester shall require the students to engage in independent research. At least one assignment shall involve more than one legal issue, and at least one assignment shall include close textual analysis of a statute or regulation. One of the writings shall be in the form of an appellate brief that forms the basis of the required appellate oral argument (described in section IV, below).

C. Additional Rewrites – LAWR faculty members are strongly encouraged to identify those students who have writing difficulties and to work with them individually to address those concerns. To that end, LAWR faculty may require individual students to do additional rewrites which shall not count in the total page requirements stated in sections III.1.A. and III.1.B.

2. Feedback and Grades

A. Feedback – Regular feedback is essential to help students become effective legal writers. Thus, with regard to writing assignments other than those described in section III.A.4, LAWR faculty shall provide individual feedback for each student on each writing assignment. This individualized feedback may be delivered in a variety of formats, including written comments, conferences, and recorded audio comments. With regard to writing assignments described in section III.A.4, the manner and mode of feedback shall be in the LAWR faculty's discretion. The feedback shall be designed to let the student know whether and how his or her performance met or did not meet the pedagogical objectives of the exercise. In addition, LAWR faculty shall hold individual conferences with each student at least once during each semester and as needed beyond that.

B. Grades – The median grade in the LAWR course shall be between 3.2 and 3.4, with the following mandatory distribution:

3.6-4.3 A+/A/A-15-35%

3.3-3.5 B+ 20-30%

3.0-3.2 B 20-30%

2.9 and below B-/C+/C/D/F 15-35%

The Dean of the College of Law may approve deviations from the curve based upon a showing of good cause.

Required Appellate Oral Argument in the Spring LAWR Course

In the Spring LAWR course, each student shall make an oral presentation in the form of an appellate oral argument. The oral argument may be made during a regularly or specially scheduled time period, and it may be graded or not at the discretion of the LAWR faculty.

In-class Instruction

LAWR classes meet for up to two hours each week. LAWR faculty shall use in-class time to help students develop their analytical, writing and research skills by means of selected readings, exercises, and writing workshops. Course readings and writing exercises may come from required textbooks, selected by the LAWR faculty, or from material assembled by the LAWR faculty. The library staff shall join LAWR faculty in designing and implementing in-class research modules to give students experience in the use of both print and electronic research materials.

Guidelines for Small-Section Faculty

1. Fall – In the Fall small-section faculty are responsible for the following assignments:

- (1) A practice essay examination question with individualized written or oral feedback and
- (2) An oral exercise that requires students to explain legal concepts in “plain English” (e.g., in a simulated client-counseling session).

Both of these assignments shall be evaluated on a pass/fail basis by the small-section faculty members.

2. Spring – In the Spring small-section courses, faculty are responsible for designing and conducting an oral exercise that is aimed at developing skills in one or more of the following areas: (a) factual investigation; (b) counseling; (c) negotiation; (d) oral advocacy; or (e) other fundamental lawyering skills. The small-section faculty members shall evaluate the oral exercise on a pass/fail basis.

3. Organizational meeting – Early in each semester (or in advance of the semester if feasible), the Program Coordinator shall call a meeting of all faculty teaching small-section courses, inviting others involved in the first curriculum as appropriate, for the purpose of sharing their several plans for carrying out their responsibilities under these Guidelines.

4. Workload – Small-section faculty should assume that the burden of writing in the LAWR courses will preclude long or frequent or time-consuming writing assignments in the small-section courses. Small-section faculty shall have the

responsibility to schedule any writing assignments and practice examinations, so that they do not conflict with writing assignments in the LAWR courses.

General

1. Coordination – Prior to the beginning of the semester, and as necessary throughout the semester, LAWR faculty shall coordinate with each other and with the Program Coordinator with regard to the design of research and writing assignments. LAWR faculty also coordinate with members of the library staff to arrange instruction for students in legal research. Finally, LAWR faculty may find it useful to consult with small-section faculty in designing writing assignments.
2. Parity – While each LAWR faculty member has considerable flexibility in designing specific writing assignments for students in his or her course, it is necessary to ensure that there is general uniformity from one LAWR course to the next, both in terms of what we expect students to learn and the demands made on their time. Toward this end, LAWR faculty shall structure the substantive content of their courses so as to accomplish the goals listed above in section II and satisfy the required writing assignments outlined above in section III.
3. Scheduling of Writing Assignments – Writing assignments shall be scheduled so that students submit the last paper at least two weeks before the last day of classes for the semester. Papers shall be returned to students within three weeks of being handed in to the faculty member.
4. Texts – Each LAWR faculty member shall decide what text or texts he or she wishes to use in the course. However, to the extent possible, LAWR faculty are encouraged to use the same text or texts where it makes sense to do so.
5. Notice – At the beginning of the semester, each LAWR faculty member shall provide his or her students with a statement in writing referring to the First-Year Legal Analysis, Writing, & Research Guidelines in the Student Handbook and describing the schedule of student assignments, the basis of the final grade in the course, and whether writing assignments shall be graded anonymously.
6. Exceptions – For good cause, the Program Coordinator may approve exceptions to these Guidelines.

[Guide to Courses](#)(PDF)

<http://www.law.uiowa.edu/documents/courses.pdf>

Please note: the College of Law Guide to Courses contains a list of courses that have been offered within the past two academic years. It also lists courses the college expects to offer during the next academic year.

Required Law School Courses

Required law school courses include: all first year courses; Constitutional Law II; and a course emphasizing professional ethics.

Elective Courses

The law school policy relating to the sequencing and scheduling of upper-class electives should be consulted before choosing among elective courses. The purpose of this statement is to clarify the Law School's policy in this regard and provide information to help plan course schedules throughout second and third years.

From every course offered at the Iowa Law School -- and, indeed, at other law schools -- a student should gain knowledge of the substantive materials of the course and, at least as important, an understanding of the problem-solving methodology and approach of the person teaching the course. Most students find their educational objectives best served by an exposure to a variety of styles of analysis and to different approaches. For example, while all courses explore the policy considerations involved, classes vary widely in policy emphasis and analysis. Similarly, some courses offer greater opportunities than others to develop writing skills, an important element of a good legal education. Still another type of variation between the approaches taken in different courses involves the balance of case-oriented and other materials. As most law school courses are case-oriented, for the sake of balance, a deliberate effort should be made to take some courses that place special emphasis on statutory materials and analysis, on the procedures by which administrative agencies make and execute decisions, and on the planning of legal transactions. Thus, subject matter is only one of the major considerations in course selections, and perhaps not the most important.

Co-requisites and pre-requisites

Chart A lists the courses which are prerequisites or co-requisites; or alternate prerequisites to other upperclass courses. Chart B lists each course with its prerequisites.

Chart A

<u>Course</u>	<u>Prerequisite for</u>
A basic antitrust or macroeconomics course	Antitrust: Legal and Economic Analysis Federal Antitrust Policy
Appellate Advocacy I	All Advanced Moot Court offerings
Basic Federal Income Taxation	Business Planning Federal Tax Practice and Procedures Income Taxation of Estates and Trusts Tax of Gratuitous Transfer Taxation of Nonprofit Organizations

<u>Course</u>	<u>Prerequisite for</u>
	Taxation of Business Enterprise
Civil Procedure	Civil Procedure Pre-Trial Theory & Practice
Client Counseling I	Client Counseling Competition
Commercial Transactions	Bankruptcy
Constitutional Law II	Education Law (Co-requisite) Freedom of Speech Seminar Journalism & Freedom of the Press
Contract & Sales	Sales of Goods
Corporations I	Advance Topics in Corporate Law Business Planning Corporate Finance Corporate Governance and Control Corporate Law Practicum Federal Regulation of Health Care Industry Securities Regulation Taxation of Business Enterprise
Criminal Procedure: Investigation	Federal Criminal Practice
Debt Transactions	Bankruptcy
Environmental Law	Citizen Enforcement of Environmental Laws
Evidence	Stephenson Trial Advocacy Trial Advocacy Trial Advocacy Board
Family Law	Advanced Family Law Family Law in the World Community Law, Politics & the Family
Health Law	Medical Seminar for Law Students
Intellectual Property (<i>one course in this area</i>)	Advanced Topics in Intellectual Property Law International Intellectual Property Law
International Business Transactions	Advanced Problems in International Business and Economic Relations
International Economic Relations	Advanced Problems in International Business and Economic Relations
International Human Rights Law	International Human Rights & Child Labor
International Public Law	Family Law in the World Community International Human Rights & Child Labor
Introduction to Intellectual Property	<i>Recommended:</i> Patent Law Trademark and Unfair Competition Law Copyrights International Intellectual Property Law Any intellectual property seminar
Nonprofit Organizational Effectiveness I (recommended)	Nonprofit Organizational Effectiveness II
Patent Law	Patenting Prosecution

<u>Course</u>	<u>Prerequisite for</u>
Property	Property II
Trial Advocacy	Deposition Practice Federal Criminal Practice Stephenson Trial Advocacy Trial Advocacy Board
Trusts & Estates	Income Taxation of Estates & Trusts Taxation of Gratuitous Transfers

Chart B

Course	Prerequisite
Advanced Problems in International Business and Economic Relations	International Business Transactions OR International Economic Relations
Advanced Topics in Intellectual Property Law	At least one intellectual property course
Advanced Topics in Corporate Law	One law school or business school class in Corporate Law
Antitrust: Legal & Economic Analysis	A basic antitrust or macroeconomics course
Bankruptcy	Debt Transactions or Commercial Transaction
Baskerville Moot Court	Appellate Advocacy I
Business Planning	Corporations & Basic Federal Income Taxation
Chicago Moot Court Team	Appellate Advocacy I & Baskerville Moot Court
Citizen Enforcement of Environmental Laws	Environmental Law
Civil procedure Pre-trial Theory & Practice	Civil Procedure
Client Counseling Competition	Client Counseling I
Copyrights	(Recommended): Introduction to Intellectual Property Law
Corporate Finance	Corporations I
Corporate Governance and Control	(Recommended): Corporations I
Corporate Law Practicum	Corporations I
Education Law	(Co-requisite): Constitutional Law II
Family Law in the World Community	Family Law or International Law
Federal Antitrust Policy	One law school or business school antitrust class
Federal Criminal Practice	Criminal Procedure: Investigation (Recommended): Trial Advocacy
Federal Regulation of Health Care Industry	Corporations I or its equivalent
Federal Tax Practice and Procedures	Basic Federal Income Taxation
Freedom of Speech Seminar	Constitutional Law II (Or Co-requisite with special permission)
Income Taxation of Estates and Trusts	Basic Federal Income Taxation (Recommended): Trusts and Estates
International Human Rights & Child Labor	(Recommended) past exposure to International Law and International Human Rights Law
International Intellectual Property Law	(Recommended): Introduction to Intellectual Property Law

Course	Prerequisite
Jessup Moot Court Competition	Appellate Advocacy I
Journalism & Freedom of the Press	(Co-requisite): Constitutional Law II
Law, Politics & the Family	(Recommended): Family Law
Medical Seminar for Law Students	Health Law (or the equivalent)
Moot Court Board	Appellate Advocacy I & Any Spring Appellate Advocacy program
National Moot Court Competition	Appellate Advocacy I & Van Oosterhout
Nonprofit Organizational Effectiveness II	Nonprofit Organizational Effectiveness I (recommended)
Patent Law	(Recommended): Introduction to Intellectual Property Law
Patenting Prosecution	Patent Law
Property II	Property
Securities Regulation	Corporations I
Stephenson Trial Advocacy	(Recommended): Trial Advocacy and Evidence
Taxation of Business Enterprise	Basic Federal Income Taxation and (Recommended): Corporations I
Taxation of Gratuitous Transfers	Basic Federal Income Taxation & Trusts and Estates
Trademark and Unfair Competition Law	(Recommended): Introduction to Intellectual Property Law
Trial Advocacy	Evidence
Trial Advocacy Board	Trial Advocacy & Evidence
Van Oosterhout Memorial Competition	Appellate Advocacy I

Focused Study

While it is difficult to specialize during the three years in law school, students with a particular interest in a general subject matter area often can pursue that interest in selecting course work and independent research projects.

In selecting courses, students are advised to obtain a well-rounded exposure to law subjects. For example, such courses as Basic Federal Income Tax, Evidence, and Corporations - which are basic subjects to students intending to specialize in tax, litigation, or corporate law - are also important to the total education of other students who have no interest in such specialties. An awareness of the fundamental rules in one or more of these areas is necessary to planning and implementing almost any transaction in which a lawyer will be involved. Moreover, experience shows that specialization decisions made early in law school are commonly reversed later; obtaining an understanding of a broad range of subjects is essential in making sound career choices.

For examples of two areas of focused study available to students at Iowa:

[Innovation Business and Law](#) (PDF)

http://www.law.uiowa.edu/documents/uiowa_iblaw_brochure_fall05.pdf

[International and Comparative Law Program](#)

<http://www.law.uiowa.edu/academics/iclp/index.php>

Also, see the following document for examples of courses offered in other subject areas:

[Curriculum by Subject Area](#) (PDF)

<http://www.law.uiowa.edu/documents/Subject%20Areas%20-%20Student%20List%20rev.pdf>

[Legal Clinic](#)

<http://www.law.uiowa.edu/academics/legal-clinic/index.php>

Other Unique Opportunities for Courses of Study:

Independent Research: After securing an authorization by a faculty member who agrees to supervise a project, a student may sign up for one to three academic credit hours of Independent Research. When independent research involves a paper, the work must include research and the submission of at least one draft to the faculty member for comments. A second draft is generally required and additional drafts may be required by the faculty member. Students may be awarded additional credits for longer papers. In general, for each academic credit, there must be 20 pages of double-spaced text, exclusive of footnotes. However, exceptions may be made when projects involve substantial empirical work. No student may register for more than three credit hours for any single research project. Students may apply no more than six credit hours of independent research toward their J.D. degree, and may take no more than four of those credit hours with the same faculty member. The four-credit-hour limitation may be waived by the Dean or the Dean's delegate for good cause shown.

Supplementary Writing: Supplementary Writing involves a faculty member's supervision of one or more students in connection with a substantive course taught by the faculty member and for which the student has registered. Although the writing project builds on or proceeds from the materials covered in the related substantive course, the Supplementary Writing entails work going beyond the content of the substantive course. At the faculty member's discretion, the following Supplementary Writing may be available in the same semester as the substantive course or in the semester. A Supplementary Writing project is graded separately from the course to which it is related. Registration materials for Supplementary Writing typically include the following information: (a) the names of faculty members offering the course and, for each listed Faculty Member, (b)

the name of the related substantive course, (c) the number of writing credits available; (d) reasonable details specified for structuring the writing.

Directed Research and Writing: Directed Research & Writing involves a faculty member's supervision of an individual student's research and writing project unrelated to any substantive course; it is somewhat like Independent Research, but it differs in various respects as noted in the following description. Each Faculty Member who proposes to teach Directed Research & Writing lists the general subject area and/or specific topics s/he will supervise. The faculty member may specify other details about the way the writing supervision is to be structured (such as topic selection, submission dates, required outlines, preliminary submissions). Subject to a system of preferences comparable to those that apply to seminars, students register for the course without any need to obtain special permission from the faculty member offering the course. Registration materials for Directed Research & Writing typically include the following information: (a) the names of faculty members offering the course and, for each listed Faculty Member, (b) the subject matter (which can be a general category or more detailed topics, in the faculty member's discretion); (c) the number of writing credits available; (d) reasonable details specified for structuring the writing.

Writing Tutorial: Writing Tutorial is a hybrid arrangement combining features of Independent Tutorials and Directed Research & Writing. Like Directed Research & Writing, a faculty member offering writing credits for a Writing Tutorial lists the subject matter or topical area of study. Like an Independent Tutorial, it offers the writing supervision in a group setting (and, in contrast to an Independent Tutorial, writing credits will be available). The faculty member specifies the subject and the general approach for group meetings and the interaction of the group members in connection with their writing project. The faculty member may arrange the Writing Tutorial so that the group members are working on separate parts of a single project or separate but related projects. Enrollment in Writing Tutorials is limited by the number of writing credits the faculty member is offering. Students receive the same number of academic credits as they receive writing units for work in a Writing Tutorial. Registration materials for a Writing Tutorial typically include the following information: (a) the names of faculty members offering the course and, for each listed Faculty Member, (b) the subject matter (which could be a general category or more detailed topics, in the faculty member's discretion); (c) the number of writing credits available; (d) reasonable details specified for structuring the writing and the group process of the tutorial.

Seminars: Seminars, except where noted to the contrary in the individual descriptions, are available for up to 4 credit hours (including two writing units). Formats for seminars vary widely, and students are urged to check the course descriptions or to consult with the instructor for clarification before registration,

where possible. (You can choose to do 3 writing units with instructor approval.)

Historically, seminars run for two semesters, with student earning two credit hours for the class portion (usually in the fall) which is the substantial equivalent of the workload associated with a two-credit course. In the spring semester, students in the traditional seminar write their papers, which carry equivalent academic credit hours.

Over the past few years, instructors have offered innovative seminars which do not follow the usual fall/class and spring/writing format. The students in a seminar may be convened as if they were a legislative drafting committee or otherwise may be required to complete substantial research, drafting, and writing work over the entire year. The number of credit hours to be earned may be flexible or determined by the class as a whole. Seminars adopting this format may have required attendance and no-drop policies. Students are strongly encouraged to learn what is to be expected of them before registering for these seminars.

For additional information regarding seminars, see [Registering for Classes](#) (*infra* page 17).

In selecting topics for either independent research or the seminars listed, be advised that papers produced may be eligible for entry in one of the several competitions sponsored by various groups. Cash prizes are frequently available. Announcements of such competitions are posted on the bulletin boards outside the Writing Center in Room 480 and available online at <http://www.law.uiowa.edu/students/writing-center.php>.

Tutorial: A student may sign up for one to three academic credits for work undertaken as a tutorial, after securing an authorization of a faculty member who agrees to supervise a project. Tutorials may involve different types of pedagogical techniques, such as discussion sessions, assignments of problems, or short papers. In all tutorials, the student and faculty member must meet for at least 5 hours for each hour of academic credit that is awarded. No writing credit will be awarded for tutorials. Forms, available from the registrar, must be used for confirming the arrangement with a faculty member and for registering for the tutorial.

B. REQUIREMENTS OF STUDENTS

Graduation Requirements

To be eligible for a J.D. degree, a student must:

1. Receive course credit for eighty four (84)¹ semester hours; (no more than six of

1 Effective for the class beginning in the summer of 2007 Ninety (90) semester hours are required for all

which may be earned by participation in co-curricular or non-law school activities²);

2. Take and complete all required courses;
3. Satisfy the writing requirements;
4. Complete the course of study required for the degree in no fewer than 27 months and no more than 84 months after the student has commenced law study at the law school or at a law school from which transfer credit has been accepted; and
5. Achieve a cumulative grade point average of at least 2.1

Receiving Course Credit

Receiving credit in a course is dependent upon the successful completion of a final examination or all assigned work, or both. In order for a student to take the final examination, all requirements established by the instructor as to class attendance, written work, special readings, oral reports etc., must be satisfied.

Course Requirements

Required law school courses include:

1. All first year courses;
2. Constitutional Law II; and
3. A course emphasizing professional ethics.

Entering first-year students are expected to take all first-year courses and not register for different courses or fewer hours without permission of the Dean of Students.

Writing Requirements

General Requirement

Each law student, in the second or third years of study, must complete four writing units pursuant to writing program described in sections [2](#) and [3](#) in the appendix, with the following limitations:

students who began their studies before the summer of 2007.

²

Limitation applies to students who began study at the Law College on May 18, 1998 through Fall 2006. A student may apply up to seven academic credits earned through participation in co-curricular activities, but then is limited to earning no more than five credits through non-law classes.

- (1) two of the four units must be earned in courses (including seminars, externships, and clinic) or through independent research where there is direct and on-going faculty supervision. Journal papers which are read by faculty as part of the journal's policy and briefs read by faculty for various moot court programs will not qualify as faculty supervised writing under this rule;³
- (2) no more than two of the four units shall be awarded for legal drafting.

Please see the [Complete Requirements](#) available in the appendix (*infra* page 42).

Special Rule Concerning Written Work Submitted for More than One Purpose

Where writing or academic credit is sought for research or other work on a legal problem on which the student has previously or is simultaneously working for compensation or for academic credit in another course in the College of Law or elsewhere, the fact, nature, and extent of the related work must be fully and promptly disclosed to each faculty member awarding credit for the work. Where the attorney-client privilege precludes full disclosure of the related work product, at least the fact that a related work product has been done by the student must be disclosed to each faculty member awarding credit.

C. OPPORTUNITIES FOR STUDY OUTSIDE THE COLLEGE OF LAW

Iowa-Sponsored Study Abroad Opportunities

[Arcachon](#)

<http://www.law.uiowa.edu/academics/arcachon/index.php>

[London Law Consortium](#)

<http://www.law.uiowa.edu/academics/london/index.php>

[Bucerius](#)

<http://www.law.uiowa.edu/academics/bucerius.php>

“Catolica University – Lisbon, Portugal

<http://www.law.uiowa.edu/academics/portugal.php>

Courses Taken Outside the University of Iowa

[Study Abroad Opportunities](#) The International Law Society and the

³ Limitation (b)(1) applies only to those law students who commenced study on May 18, 1998, and thereafter.

Career Services office also have information on programs sponsored by other law schools for which Iowa students may apply. Additionally, posters and brochures introducing these offerings appear on the bulletin board outside of the locker room. For more information, please see the [ABA Web Site for Summer Programs](http://www.abanet.org/legaled/studyabroad/foreign.html) (<http://www.abanet.org/legaled/studyabroad/foreign.html>) and the [ABA Web Site for Semester Abroad Programs](http://www.abanet.org/legaled/studyabroad/semester.html) (<http://www.abanet.org/legaled/studyabroad/semester.html>). The ABA also provides a program for Independent Study Abroad that the College of Law supports. For information about that opportunity, please see: <http://www.abanet.org/legaled/accréditation/foreignprogramtf/studentstudycriteria.doc>

University of Iowa Non-College of Law Courses Students taking courses outside the College of Law must first obtain permission from the Dean of Students and have her approve the course. If “special permission of the instructor” is indicated, the student must also secure the instructor’s permission.

For students not enrolled in a combined-degree program, the maximum combined credit that may be applied toward the Juris Doctor degree for co-curricular activities and courses taken outside the College of Law is six (6) hours. Such courses will be approved if they either contribute directly to the professional competency of an attorney or if they provide additional perspective that will directly broaden the student’s understanding of law, the legal process, or any particular legal subject. Students should consult with the University’s online catalog for assistance in finding a suitable non-law class: <http://isis.uiowa.edu>. The following limitations on accreditation of non-Law College courses apply:

- (a) Upon request, students shall provide the Dean of Students with a course description of the proposed non-Law College class.
- (b) No course may be taken in another part of the University if its subject matter duplicates that of a course offered by the Law College.
- (c) All courses must be one-hundred (100) level classes or above, provided, however, that if a student can present a compelling argument demonstrating how a particular lower level course will specifically benefit his or her legal education, that course may be approved for law school credit.
- (d) No student shall repeat a course taken as an undergraduate or graduate student in another department.
- (e) Letter grades earned in non-law courses will be recorded on the students’ transcripts unless pass/fail status is specifically requested and approved by the department offering the course. Such grades, however, will not be used in computing a law student’s cumulative average. A “pass” or minimum grade of C is

required for law school credit.

- (f) Under no circumstances will correspondence courses be accepted for law school credit, nor shall on-line courses (“Directed Studies”) be counted toward the J.D.

A student may take no more than a total of 20 hours of course work for law school credit in clinic, non-clinical externships and non-law courses. This rule applies to joint degree candidates as well as to other students.

Students who take classes outside the law college are advised that they may be subject to course rules that are set by the instructor’s college and that these rules may be different from rules in the law college. For example, rules governing the last date for dropping and adding classes are governed by the college offering the course, while rules governing misconduct are governed by the law college. The University Provost Office’s full policy regarding cross-enrollment can be found at: <http://www.uiowa.edu/~provost/deos/crossenroll.doc>.

Non-clinical Externships

<http://www.law.uiowa.edu/academics/legalexternships.php>

In addition to extern placements supervised by the [Legal Clinic](#) subject to such conditions as may be imposed by the faculty, students may be able to arrange externships for academic credit with certain non-profit organizations and government agencies.

Six (or more) Credit Externships

Most externships are established for the summer, for six (6) credits, although it is also possible to schedule externships for the fall or spring semester. In unusual circumstances, externships for up to fifteen (15) credits may be approved. All students participating in externships are required to produce a research paper through which students may satisfy the faculty-supervised writing project requirement. For externships carrying six credits, the paper is required to be 40 pages in length. Externships for fewer than six hours carry a twenty-page paper requirement. Externship credits count toward the maximum allowable 20 credits permitted for clinic, non-clinical externships, and non-law classes.

Three Credit Externships

In the fall of 2006, the faculty approved a second type of Non-clinic legal externship (“summer legal placement”) for three credits. Students must spend at least 150 on-site hours. The paper requirement is suspended, though students will be required to complete a series of writings over the summer. It is graded pass-fail. A faculty member will be assigned to a group of students, so students need not find their own faculty supervisors. Enrollment may be limited based on the number of sections we offer in summer school.

Credit may be granted for externships with non-profit or governmental organizations abroad as well as in the United States, but the logistics of enabling the faculty supervisor to communicate freely with the extern about the extern's work and to review work-in-progress are obviously more difficult in placements outside the country, so the student's externship proposal must adequately address those difficulties and provide reasonable solutions.

Students considering externships are responsible for initiating contact with appropriate sponsoring organizations and for securing a faculty supervisor who will conduct regular conferences with the student (usually by phone) and review work-in-progress. Applications for summer externships are due by April 1, except in extraordinary circumstances. Students interested in an externship should contact the Registrar or chair of the faculty Curriculum and Externship Approvals Committee.

[Joint Law and Graduate Degree Program](http://www.law.uiowa.edu/academics/jointdegree.php)
<http://www.law.uiowa.edu/academics/jointdegree.php>

D. REGISTERING FOR CLASSES

The following sections provide information to help students better understand and plan for courses during the registration process.

Course Schedules

In the absence of stated prerequisites for specific courses, there is no great urgency about taking one course before another. For scheduling purposes, however, the law school attempts to schedule large enrollment courses that have predominantly second-year enrollments against those with predominantly third-year enrollments. Thus, students who wait until the third year to take a course with a predominantly second-year enrollment may find that schedule conflicts restrict choices. For example, the required course Constitutional Law II may be taken in either the second or third year. Most students take it during the second year. Thus, it should be viewed as a predominantly second-year course.

Based on previous years' course enrollments, other predominantly "second-year" courses are Corporations I, Criminal Procedure: Investigation, Evidence, Basic Federal Income Taxation, and Trusts and Estates. Predominantly third-year large courses are Employment Law, Federal Courts, and Remedies. Courses that are either second- or third-year are Family Law, Administrative Law, Professional Responsibility, and Debt Transactions.

Courses which tend to have a relatively low enrollment – 30 or under – also are often scheduled against each other. Therefore, students should consider dividing such courses between the second and third years. Also, courses that are sectioned will frequently be scheduled against other courses of more than one

section.

Overlapping Courses

A student will not be permitted to take a course if, after consulting relevant faculty, the Dean of Students concludes that the course substantially duplicates work done in other courses taken or being taken by the student.

Limitation on Clinic Credit Hours

No student may enroll for more than 15 hours of credit in clinic work. However, this limit may be waived with permission of the clinic faculty and the Dean of Students in order to allow students to complete cases or other projects in progress.

Limitation on Clinic, Externship and Non-law course credit

No student may earn more than a total of thirty (30) hours of credit toward the J.D. degree in any combination of course work in the following: non-law courses; clinical and non-clinical externships; independent research, supplementary writing, directed research and writing, and writing tutorial; and co-curricular programs. These rules apply to joint degree candidates as well as to other students.

Seminars

Because seminar enrollments are limited, students are admitted by lot and also according to a preference system. Preference is given to students in the following order

- (1) students who are 3L and need writing units,
- (2) students who need writing units, with a preference to those who apply for two or three writing units,
- (3) for students who do not need writing units, 3L is given preference over 2L.

Students may register for three writing credits (and a total of five academic credits) only with the seminar instructor's permission. Seminar instructors may not limit student research papers to one-credit (20-page) papers without prior approval of the Curriculum Committee.

Seminars are ordinarily capped at ten students. The instructor of a seminar may permit a larger number of students, and, although the instructor has no control over who is admitted to a seminar up to ten students, the instructor has discretion in selecting students in excess of the cap for pedagogical reasons at the instructor's discretion.

Above the ordinary ten-student cap, a seminar instructor has discretion to enroll students who will not write a research paper but who will be evaluated on

the basis of an exam or other specified means.

Under the present practice, students are graded on the basis of their research paper, supplemented at the instructor's discretion on the basis of the student's class participation and other requirements for particular seminars.

Other courses

Class lists will be determined with the incorporation of a student choice factor (in the form of assigned points) and graduation priority. The procedure is as follows:

- (a) The student body will be divided into 2 groups based on prospective graduation dates.
Group 1 - 2nd year students expecting to graduate in December, May or August of the upcoming year;
Group 2 - 1st year students expecting to graduate in December, May or August of the year following the upcoming year.
- (b) Group 1 students will receive 15 points per semester, and Group 2 students will receive 10 points per semester, which should be distributed by each individual among the limited enrollment courses, according to his/her preference.

NOTE: Students should carefully prioritize their desired classes. Obviously, the more desirable a course, the more points should be spent on the preference sheet. Assigning a point of 0 will not get a name added to a course if there are openings. The first students to notify the Registrar that they want an opening in a course after the lists are posted will be added to the course until we meet the course size limit.

Trial Advocacy

General preference is given to those in order of graduation date and to third year students. Preference is also given to those students who have accumulated points for the Trial Advocacy "lottery." Students can accumulate points by either serving as witnesses or jurors for the mock trials held at the conclusion of each session of Trial Advocacy. There is no limit on the number of points students can accumulate for the lottery, and students are strongly encouraged to participate on a repeated basis to increase their chances for enrollment.

Clinic

Open lotteries are generally for students who have completed the equivalent of three law school semesters and are in good academic standing. Lotteries generally take place a few weeks before general registration for a given semester. Watch for signs and notices in [The Docket](#), the college's weekly electronic newsletter. Students already enrolled in clinic have preference to continue with ongoing cases; preference is given to students who sign up for the

maximum number of permissible credits.

E. COURSE MATERIALS

Where to buy books?

Textbooks for all law school courses are available from the law school [bookstore](http://www.law.uiowa.edu/students/student-services-bookstore.php) (<http://www.law.uiowa.edu/students/student-services-bookstore.php>). Some faculty members will have photocopied materials assigned in addition to, or in lieu of, a textbook. These materials are available from the law school bookstore unless the professor announces otherwise.

Books for courses offered by another college of the University are usually available from either the Iowa Memorial Union Bookstore, Iowa Book and Supply on Clinton Street, or Prairie Lights Bookstore on Dubuque Street.

Teaching Materials Policy

In some courses and seminars teaching materials are used, either as the regular study materials for the course or to supplement an existing text. These teaching materials are normally made available to students through the Bookstore. A charge is made to students for these materials to cover the duplication costs.

Occasionally a professor, after the semester is under way, decides to put Xeroxed copies of supplemental materials on reserve in the library for the students in the class or to distribute supplementary teaching materials in addition to those materials initially bought by students. In many instances there will be no charge for supplementary teaching materials. But in those instances where a charge must be made the professor shall, as soon as possible before the distribution is to be made, give notice to the students in the class that a distribution for which there will be a charge is to be made.

The maximum charge for non-text teaching materials in any one course shall be \$90.00 if no other book is required. If another book is required, the combined charges for the book and distributed materials shall not exceed \$200. These maximum charges are exclusive of royalties for use of copyrighted materials, which will be added to the student's U-bill as they are known. These maximums apply only if the books were purchased at the ISBA Bookstore.

F. [EXAMS](#)

<http://www.law.uiowa.edu/students/exams.php>

[Policy on Exam Accommodations for Students with Disabilities](#) (*infra* page 55).

Policies for Exam Taking by Students Needing Extra Time

A student who is at a substantial disadvantage in taking a timed exam within the specified time limits by reason of not having English as a primary language, or owing to a physical or other recognized medical disability, may receive additional time to complete the exam commensurate with the extent of the disadvantage. A student seeking such additional time must make a request in the Dean of Students' Office by the deadline announced each semester unless the disability comes into existence after that deadline has passed, stating the nature of the disability and the examinations in which additional time is sought.

Students requesting exam accommodations on the basis of **disabilities** should consult the [Policy on Exam Accommodations for Students with Disabilities](#) (*infra* page 55).

Student requests for extra time on the basis of having English as a second language will be determined by the following policy: an undergraduate degree from an English speaking college or University shall be considered prima facie evidence that the student is not qualified for extra time because English is his or her second language. Generally speaking, additional time given is reduced each semester as students become more proficient in law study in English.

Examination Policy

With a few exceptions, one examination is given in each course. Prior to taking an examination, each student is assigned an identification number to insure anonymity in grading. The instructor will turn in to the Dean's Office a grade on the final examination for each number. (This grade listing will be kept on file for two years at the College of Law). After that grade is recorded, the names corresponding to each number will be given to the instructor's secretary to permit the instructor to award credit for class participation consistent with announced course policy. The Dean's Office will then be notified of the final grades for each student. The students and the Registrar's Office will receive only the final grades.

Laptop computers may **not** be used during examinations, except for those classes that participate in the laptop exam program.

If a student before or during an examination believes that he or she is unable to take or complete the examination, the student must immediately report his or her inability to the Dean of Students or other administrator (not the instructor); otherwise, it will be considered that insufficient grounds exist for the granting of permission to take the examination at a later time. An unexcused absence from an examination shall result in assignment of a grade of 1.5 for that course.

Students who have more than one examination scheduled for the same day, two exams within twenty-four hours (i.e. Tuesday afternoon and Wednesday

morning), or who have exams. four days in a row are automatically permitted to schedule a make-up time for one of the exams Students having exams three days in a row may reschedule only with permission from the instructor. If a student is permitted to reschedule an exam it will normally be taken on the make- up date immediately following the regularly scheduled examination unless an earlier make-up date is indicated on the exam schedule. In all cases where make-up exams may be permitted by these rules, students must follow the deadlines for requesting alternate exam dates as sent out in notices from the Dean's office. Whenever possible, the Dean will set aside one to three days for an upper class study period between the end of regular classes and the first regularly scheduled upper class exam.

G. ACADEMIC SUPPORT SERVICES

[Academic Achievement Program](http://www.uiowa.edu/~aap001/)

<http://www.uiowa.edu/~aap001/>

Academic Advising

1. Dean of Students

The Dean of Students is Carin Crain. She is the member of the administrative staff whom students should see to discuss problems related to course enrollment and scheduling not solvable by the Registrar. Besides providing academic advice, the Dean of Students is also available to counsel and make referrals concerning personal, family, and professional problems that are interfering with student's law school careers. Dean Crain administers the policy relating to academic and exam accommodations for students with disabilities, and students who anticipate requesting accommodations or who otherwise have questions are encouraged to consult with her as early in the academic year as possible. She is the joint degree advisor.

2. Faculty Advisors

The Law School provides curricular counseling through a system of individually assigned faculty advisors. Faculty advisors meet with their advisees during the first few weeks of the first term of study. Thereafter, students are encouraged to contact faculty advisors with questions or difficulties which cannot be handled satisfactorily by any of the law school's other established counseling resources.

3. Assistant Dean of Admissions

The Assistant Dean of Admissions is Collins Byrd. He is a full-time member of the college staff who serves on the admissions committee and carries out admissions policies set by the faculty.

4. Assistant Dean of Career Services

The Assistant Dean of Career Services is Steve Langerud. He is a counselor, facilitator and executive coach. He serves on the Student Services Committee.

5. Director of Financial Aid

The Director of Financial Aid is Susan Palmer. Susan is responsible for financial aid operations including the awarding and delivery of financial aid to students. She serves on the Admissions Committee, Student Services Committee, and the Iowa Law School Foundation Committee on Student Financial Aid.

6. Ombudsperson

Each year one or two tenured faculty members are selected by the Iowa Student Bar Association to serve as the law school ombudspersons. Any problem or grievance that a student may have concerning another student or faculty member should be taken to an Ombudsperson. All complaints will be handled in the strictest confidence, and no student need fear retribution from any faculty member. The names of the ombudspersons for the 2008-2009 academic year will be posted prominently in the Student Affairs glass case opposite the Administrative Suite on the second floor.

Any problem or grievance that a student may have concerning another student or faculty member should be taken to and followed through with only one of the ombudspersons.

7. Registrar

Deb Paul, the Law School Registrar, is the administrative staff member who is in charge of student record-keeping. In this capacity the Registrar should be your initial contact when seeking information about course enrollment, scheduling, joint degree program status, and your progress toward graduation. She may also be able to help with other miscellaneous questions you may want to ask. She serves on the Curriculum Committee, Internal Procedures and Long Range Planning Committee, Student Honors and Awards Committee and the Student Services Committee.

8. Academic Achievement Program Director

Brian R. Farrell, Interim Director, is a member of the law school's advising team. He plans and presents programs directed towards honing students' study and exam-taking skills, and is available for one-on-one consultation with students.

H. UNIVERSITY AND COLLEGIATE HONORS AND AWARDS

Graduation with Honors: In recognition of superior scholarship, the J.D. degree may be granted with special honors as follows: With Highest Distinction – cumulative weighted average of 3.9 or more; With High Distinction – top 12.5% of the graduating class; With Distinction – top 37.5% of graduating class. This is figured on final GPA.

Prizes and Awards for third-year students: Every year, in conjunction with graduation, the faculty recognizes outstanding contributions by third-year students. The current list of awards and prizes is as follows:

1. University of Iowa Awards

The *Hancher-Finkbine Medallion* is awarded to outstanding graduates who are selected from two nominations forwarded by each of the schools and colleges within the University. Recipients exemplify outstanding learning, leadership and loyalty.

The *Philip G. Hubbard Human Rights Award* is based on outstanding contributions to human rights and to equal opportunity as described in the University's Human Rights Policy.

2. College of Law Awards

The *John F. Murray Award* is awarded to recognize the highest academic standing in the graduating class.

Awards for *Outstanding Scholastic Achievement* recognize four graduates for outstanding performance in both the academic and co-curricular programs of the College.

The *Iowa State Bar Association Prize* is awarded to a student with the attitude, ability and other qualities that indicate success as a future leader of the Iowa Bar.

The *Donald P. Lay Faculty Recognition Award* is presented to the student who has made distinctive contributions to the College of Law community, the College's educational programs, or the College's co-curricular programs.

The *Alan I. Widiss Faculty Scholar Award* is presented to the student in the graduating class who has written the most outstanding and distinctive scholarly paper.

The *Robert S. Hunt Legal History Award* is presented in recognition of an outstanding scholarly paper in the field of legal history by a graduating student.

The *Randy J. Holland Award for Corporate Scholarship* is presented to a member of the graduating class who has the best scholarly paper on corporate law.

The *Antonia "D.J." Miller Award for Advancement of Human Rights* recognizes outstanding contributions by a student to the advancement of human rights in the law school community.

The *Michelle R. Bennett Client Representation Award* recognizes outstanding service in the College's clinic program.

The *Russell Goldman Award* is presented to member of the graduating class who has the most improved academic performance after the first year.

The *National Association of Women Lawyers Award* is awarded to an outstanding third year student who has contributed to the advancement of women in society and women in the legal profession and who has attained high academic achievement.

The *Iowa College of Law Appellate Advocacy Award* is presented to the student who has made the most outstanding achievement in appellate advocacy.

The *International Academy of Trial Lawyers Award* recognizes the student who has distinguished himself or herself in the area of trial advocacy skills.

The *Iowa Academy of Trial Lawyers Award* is presented to the student for the most outstanding advocacy in the Roy L. Stephenson Trial Advocacy Competition.

The *Erich D. Mathias Award for International Social Justice* is presented in recognition of outstanding contribution or demonstrated commitment to attaining international social, economic, and cultural justice by a third year student.

The *ALI/ABA Scholarship and Leadership Award* is presented to the student who best represents a combination of scholarship, leadership and the qualities embodied by the American Bar Association (ABA) and the American Law Institute (ALI).

The *ABA/BNA Award for Excellence in the Study of Intellectual Property* is awarded in recognition of excellence in the study of Intellectual Property Law.

The *Joan Hueffner & Stephen Steinbrink Real Estate Award* is presented to the student exemplifying excellence in the study of real estate law.

The *American Bankruptcy Institute Medal for Excellence in Bankruptcy Studies* is

presented in recognition of excellence in bankruptcy studies.

The *Sandy Boyd Prize* is presented to the student who has demonstrated outstanding ability and creativity in the development of written legal scholarship.

The *Judge J.F. Dillon Prize* is presented to a member of the graduating class in recognition of the most outstanding essay on legal history or intersection of law and another discipline.

The *Dean's Achievement Award* is awarded to a student who, through his or her achievements, has exemplified, promoted, or contributed to cultural, racial, or ethnic diversity in the law school.

The College's nominee for the *Burton Award for Legal Achievement* is awarded to a student in recognition of a plain, clear, and concise legal writing style in a student paper published in the prior calendar year.

Boyd Service Award <http://www.law.uiowa.edu/students/boydservice.php>

The Boyd Service Award recognizes law students who provide volunteer services to charitable, religious, civic, community, governmental and educational organizations in furtherance of those organization's missions to improve the community.

It is given to law students at the completion of their studies during graduation. Recipients receive a seal on their diploma and wear cords during the graduation ceremony. The Boyd Service Award is the only way to wear cords at graduation.

The level of distinction is based on the number of volunteer hours completed during the students' entire law school career, with the guidelines as follows:

- Honors: 100 hours total
- High Honors: 150 hours total (at least 75 of community service)
- Highest Honors: 200 hours (at least 100 of community service)

Order of the Coif: The Order of the Coif, a national legal honor society, has a chapter at The University of Iowa. The order is dedicated to scholarship and advancement of high ethical standards in the legal profession. Membership is drawn from the top 10 percent of the senior class and is highly coveted. Initiates are selected by the faculty after graduation. For more information see Deb Paul, Registrar.

II. POLICIES AND PROCEDURES

- A. [POLICY ON MISCONDUCT](#) (*infra* page 66)
- B. [RETENTION RULES](#) (*infra* page 91)

C. GRADES, RANKING, AND TRANSCRIPTS

Grading Policy - Numerical Grades

(Effective for students entering the College in May 2004 and thereafter)

NOTE: In November 2005, the faculty decided to adjust the grading scale and grading curve applicable to the students who entered the College in May 2004 and thereafter. This change included a retroactive adjustment of the grades of students entering in May 2004 or thereafter. Thus, transcripts for those students issued after December 9, 2005 will show correct grades. Earlier transcripts are no longer correct.

The new policy (as of November 17, 2005) is set out below:

Grades will be awarded on a scale of 1.5 to 4.3. No academic credit shall be given for a grade below 1.8 or for a grade of "Fail." A 2.1 average (the lowest "C" average) will be required for retention and graduation. A numerical grade may be translated into a letter grade for purposes of comparison as follows:

4.3-4.2 = A+	2.9-2.7 = B-
4.1-3.9 = A	2.6-2.4 = C+
3.8-3.6 = A-	2.3-2.1 = C
3.5-3.3 = B+	2.0-1.8 = D
3.2-3.0 = B	1.7-1.5 = F

Grade Distribution Policy (adopted by the Faculty on 4/20/2006)(effective Fall Semester 2006)

The faculty has adopted the following grading policy for all courses in the College of Law:

(a) The following grading norms shall be followed in all courses in the College of Law, except as otherwise provided below:

The median grade in a class shall be 3.3, with the following distribution:

4.2-4.3 [A+]	0 percent to 5 percent, with a norm of 2.5 percent
3.9-4.1 [A]	5 percent to 10 percent, with a norm of 7.5 percent
3.6-3.8 [A-]	10 percent to 20 percent, with a norm of 15 percent
3.3-3.5 [B+]	20 percent to 30 percent, with a norm of 25 percent
3.0-3.2 [B]	20 percent to 30 percent, with a norm of 25 percent
2.7-2.9 [B-]	10 percent to 20 percent, with a norm of 15 percent
2.4-2.6 [C+]	5 percent to 10 percent, with a norm of 7.5 percent
2.3 and under: [C, D, F]	0 percent to 5 percent, with a norm of 2.5 percent

(b) When awarding grades at the extremes of the scale (i.e. "A+" grades or "D/F" grades), faculty members must exercise their own judgment concerning what performances are outstanding (A+) or seriously deficient (D,F). To the extent a faculty member's grades at the extremes are below the distributional norms, the distribution of grades at adjacent grade levels can be adjusted to achieve the overall distributional norms of 25% of grades at the A+/A/A- level and 25% of grades at "B-" or below.

(c) For upper-level courses with fewer than 30 students in which the final grade is based primarily on a final examination, an alternative curve is mandatory. The median grade in such courses shall be between 3.2 and 3.4, with the following distribution:

3.6-4.3	A+/A/A-	15-35%
3.3-3.5	B+	20-30%
3.0-3.2	B	20-30%
2.9 and below	B-/C+/C/D/F	15-35%

(d) The curve is not applicable in upper-level seminars and other upper-level classes in which a student's grade is based primarily on the student's performance on graded skills-oriented tasks (including writing) other than a final examination.

(e) There shall be no deviations from this policy without showing good cause to the Dean of the College of Law.

Pass/Fail Grades

Students who are enrolled in a course for which a pass/fail mark is to be awarded must be aware that the faculty supervisors or instructors are required to assign a numerical grade (i.e. between 1.5 and 1.7 for failing academic performance). The individual faculty member has discretion to allow the student to withdraw rather than receive a failing grade.

Pass-fail grades in specific courses:

- (a) Work for the *Iowa Law Review* shall be awarded on a pass-fail basis as follows:
 - (1) 2 credit hours for satisfactory completion of 2 writing units.
 - (2) 3 credit hours for titled editors, except that the Editor-in-Chief shall receive 4 hours of credit.
 - (3) This credit shall be allocated between semesters at the student's discretion except that students must be registered for some part of the expected credit in each semester in which they are substantially engaged in the activity.
- (b) Work for the *Journal of Corporation Law*, *Journal of Transnational Law & Contemporary Problems*, and the *Journal of Gender, Race & Justice* shall be

awarded on a pass-fail basis as follows:

- (1) 2 credit hours for satisfactory completion of 2 writing units.
 - (2) 3 credit hours for titled editors who have completed 2 credits as a writer.
 - (3) This credit shall be allocated between semesters at the student's discretion except that students must be registered for some part of the expected credit in each semester in which they are substantially engaged in the activity.
- (c) Appellate Advocacy I and other Moot Court courses shall be taken on a pass/fail basis and shall each carry one hour of credit. Members of the Moot Court Board shall also be graded on a pass/fail basis and shall receive no more than two hours of academic credit.
- (d) Student participants in Client Counseling competition will earn pass/fail credit as follows:
- (1) Students enrolled in Client Counseling I will earn one hour of credit.
 - (2) The Student Director of the program will receive two academic credits and the Assistant Director will receive two academic credits.
- (e) Trial Advocacy may be graded pass/fail or numerically at the option of the instructor.
- (f) The clinic program will be graded under normal grading procedures.
- (g) Independent Research and tutorials will be graded under normal grading procedures.
- (h) Each student shall have the option to have his or her grades posted on the bulletin board as pass/fail (a failing grade being less than 1.8. Students wishing to exercise this option should notify the Registrar in the Dean's Office each semester. Transcripts containing all numerical grades of such students shall be maintained internally for possible retention purposes, to determine eligibility for Coif, and for general statistical purposes, and to the extent possible shall be kept in the strictest confidence. A student is free to exercise or withdraw this option at any time.

Release of Transcripts

Student grades will not be given to individuals outside the University (and others in the University who do not have a legitimate need to know) unless the student has given the law school written permission to do so; this limitation includes prospective employers.

Faculty Submission and Posting of Grades

There is a formal faculty policy regarding the time allowed for completing the grading of exams. Faculty members teaching small classes (35 or fewer students) are expected to submit their grades two weeks after the exam is given. Three weeks are allowed for larger classes. When faculty have exams from two classes to grade, the time period for the second exam begins at the end of the time period for the first.

Each faculty member shall post in some form the grade distribution for each course taught by him or her. Such posting of grades shall be done anonymously. Individual grades may be posted by examination number, but not by social security number (or any part thereof). The instructor makes available to students their respective grades by posting through the University's Student Information System ([ISIS](#)). No grades or grade distributions should be posted before the end of the last day of the examination period.

Because of concerns regarding student privacy rights, faculty secretaries have been instructed not to hand out grades to individual students or to give students their exam numbers. Thus, students must take responsibility for getting their grades by checking [ISIS](#).

Miscellaneous Grading Marks

The effect of marks other than "Pass" and "Fail" and numerical grades in all courses shall be as follows:

- (a) "W" equals withdrawn. This grade carries no course credit. This grade shall not be used in computing the cumulative average and shall be awarded only (a) upon withdrawal from the College; or (b) if the student remains registered in the College but is dropped from the course by the instructor; or (c) if the student remains registered in the College but withdraws from a course as permitted by these rules. Withdrawal without obtaining the requisite permission shall result in the awarding of a grade of 1.5 for the course.
- (b) "I" denotes incomplete. This grade carries no course credit toward a degree until changed to either a numerical grade or, where permitted, a pass-fail grade. This grade shall not be used in computing the cumulative average. A grade of "I" may be reported only in exceptional cases and then only if the unfinished part of the student's work in a course is small, the work is unfinished for reasons acceptable to the instructor, and the student's standing in the course is satisfactory. Grades of "I" which are not completed by the end of the semester following the initial entry of the "I", not including summer, shall automatically be converted by the Registrar to a 1.5 or an F, depending on whether the course is graded or pass/fail, unless the

supervising faculty member gives express written permission, upon a showing of good cause by the student receiving the “I”, to extend the “I” for another semester. The burden of seeking an extension of the “I” shall be on the student, and not the Registrar or the supervising faculty member. In any event, an “I” shall not be extended beyond three semesters following the initial entry of the “I”, whether or not the student is in residence. With the express written permission of the supervising faculty member, an “I” may be converted to a “W” unless doing so would be inconsistent with other rules relating to grading policy.

- (c) A mark of “R” is reported if the student is registered for a year-long course or program (such as a seminar or a journal) and has completed the first semester of the course or program satisfactorily, but a grade cannot be assigned until the second half of the course or program is completed.

D. VIDEOTAPING POLICIES AND PROCEDURES

Videotaping Classes and other Video Services for Individual Students

Subject to the college’s [policy on videotaping](#), Video Operations (VO) may videotape classes and skill exercises, i.e., oral arguments, trial ad exercises, for individual students. Students requesting taping must comply with their instructors’ or organization’s policies, and with VO procedures for requesting services and using tapes, to assure proper, effective use of service.

Faculty members are encouraged to announce their policies on the first day of class. VO staff also posts a list with faculty policies/tape location on their bulletin board, Room 110. First priority for service is given to students with disabilities (when request relates to disabilities) and to faculty.

Some faculty members do not permit taping while others do so only with advance permission. Those who limit the number of permissible absences in their classes may treat absent students for whom classes are videotaped as nonetheless absent for those classes. Students should familiarize themselves with their instructors’ policies (and tape location, once recorded.) Call VO staff if you don’t know a faculty member’s policy.

Students may also request training to use the Educational Technology (EdTech) display equipment, both installed in classroom and available as portable units, for their presentations, i.e., Power Point. (Contact Video Staff to reserve portable units.)

Procedure for requesting videotaping of a class:

For faculty who do not require signed permission (**blanket permission**), use any of methods below to request.

For faculty who require signed permission, submit to VO your instructor's signed permission on hardcopy Request Form before class begins.

For faculty who require signed permission but permit VO to **tape** classes **without their advance permission** (i.e., emergencies), use any of methods below to request. However, you must obtain instructor's signed permission before VO staff may release tape to its designated location.

Methods for Submitting Requests for Services

Online Request Form: <http://www.law.uiowa.edu/video/request.php>

law-video@uiowa.edu Include: Your name, telephone, instructor or organization's name, begin/end time of class, room, day(s) and date(s)

By Walk-in or Telephone: Video Control Room 110 PH# 319-335-9136

By Hardcopy Request Form: Dispensers found on bulletin boards outside 110, in Admin Suite, above student mail files, across from faculty lounge. Put form in VO mailbox (Admin Suite) or give to VO staff. If 110 is locked, slip under door.

College of Law General Videotaping Policy:

The College of Law recognizes as sound practice the videotaping of classes for students who are absent for reasons of serious personal or family illness, death, or medical emergency in the immediate family, out-of-town travel for clinical assignments or to represent the College in an official capacity, conflicts among make-up classes, religious holidays, and other emergencies or serious obligations involving unforeseen or non-reschedulable events. The College does not encourage videotaping to accommodate placement activity, vacation time, or conflicting obligations that students can foresee and reschedule. Unless a professor grants his or her express permission, tapes of classes will not be made available to students not enrolled in the class.

E. POLICIES RELATED TO COURSES

Class Attendance and Preparation

Class attendance must be regular and punctual, and students must be prepared for participation in class discussions. A student may be dropped from a course or failed, at the discretion of the instructor, for excessive absences or for repeated lack of adequate preparation for class. In addition, students are expected to attend special class meetings and be punctual in submitting course assignments.

[Teaching Materials Policy](#) (*supra* page 20)

F. POLICIES CONCERNING STUDENT REGISTRATION

Full-Time Policy

The faculty believes that students receive a better legal education when they are devoting substantially all of their time to educational pursuits. For this reason, students at Iowa are expected to pursue their law training on a full-time basis. This policy coincides with the accreditation standards of the American Bar Association and the Association of American Law Schools. In extraordinary circumstances, it may be possible for a student to enroll for fewer than 10 hours per semester. Students who believe they may be unable to attend on a full-time basis should contact the Dean's Office before registering for classes.

Limitations on Credit Loads

15 Hours Rule No student may be enrolled during any fall or spring semester for more than 15 hours, or for more than 12 hours during any two adjacent summer sessions, for credit that will be applicable to the student's J.D. degree. This limit may be increased to no more than 16 hours in one semester with permission from the Associate Dean for students (effective with the Summer 2007 entering class).

Co-Curricular Limitations Rule All students engaged in a co-curricular activity for which more than one academic credit is earned must be registered for some part of the expected credit in each semester in which they are substantially engaged in the activity.

Treatment of Intersession Courses Courses taken during the March intersession count toward the 15-hour maximum. Courses taken during the January, May or August intersessions do not count unless a substantial amount of the work required for the course will be completed during the subsequent regular or summer session. In cases where the work for an intersession course carries over into a subsequent school session, a portion of the total credit will be allocated to the subsequent session in the discretion of the associate dean only for purposes of determining whether a student's course workload is consistent with the policy of this rule.

Limitation on Employment A student may not be employed more than 20 hours per week in any week in which the student is enrolled in more than twelve class hours.

[Limitation on Clinic Credit Hours](#) (*supra* page 18)

[Limitation on Clinic, Externship and Non-law course credit](#) (*supra* page 18)

Auditing Classes

Students are allowed to audit classes with the permission of the instructor if the class is

not filled within the pre-registration period.

Drop/Add Policy

The following policy applies to seminars and to regularly scheduled courses, except as may be otherwise provided prior to registration:

Upperclass students may add or drop a course without penalty during the first two weeks it meets. Some exceptions may apply, such as in limited enrollment classes such as Trial Advocacy or some seminars, subject to due notice.

After the first two weeks during which a course meets, no student may drop the course without the consent of the instructor. In no event may a student drop any course after the distribution to that student of the final examination in the course. Instructors who wish to set policies in their courses of not permitting drops, except in hardship cases, beyond a particular period are encouraged to announce such policies through written notices distributed during the first week of class. If a claimed hardship is one of disability, illness or other temporary medical condition, or a mental or psychological condition, the Dean of Students shall determine whether the condition amounts to a hardship and shall decide, after consultation with the appropriate treating professional and the instructor, whether the student will be permitted to drop the class.

A student who, after two weeks, drops an elective course for non-hardship-related reasons may not enroll in the dropped course during a future semester without the permission of the instructor of the course in which the student seeks to enroll.

Drop/Add deadlines and policies for courses taken elsewhere in the university are set by the departments offering the courses.

Drop Policy in Advanced Moot Court Programs. Students wishing to drop Van Oosterhout, Baskerville, Jessup and AAI without a showing of cause may do so prior to the distribution of the problem and the finalization of participants in their rounds. After the problem has been distributed, only the faculty advisor may authorize a drop and then only upon a showing of cause.

Policy on Overlapping Courses

Enrollment in overlapping courses is ordinarily not permitted. Nevertheless, it may be allowed in limited circumstances where the law student has a compelling need to take two conflicting courses in a particular semester. No student may enroll in courses without the written permission of the instructors of both overlapping courses. A faculty member may permit a student to miss sessions of his or her course on account of overlapping enrollment only after reaching an

agreement with the student on how that student will fulfill the requirements of the course, despite the planned absences. Acceptable arrangements may include the required viewing of tapes of the classes missed, extra tutorial sessions, or the student's taking the course under an "independent tutorial" designation, under which the student would get reduced credit for attending the reduced number of class sessions. In no event, however, may the overlap exceed 1/3 of the credit hours of any course affected by the overlap. The Registrar will inform the Curriculum Committee annually of the number of students who enroll in overlapping courses.

G. REGARDING COURSES TAKEN OUTSIDE THE UNIVERSITY OF IOWA

Transfer Credit

A maximum of 30 credit hours may be transferred from an ABA-accredited law school.

No credit shall be transferred for any course in which a grade of less than a D was received. Grades received at another law school shall not be counted in ascertaining the student's weighted cumulative average for any purpose. However, a D grade from another accredited school shall be entered on the student's record as a grade of 1.8 and shall be counted in the weighted cumulative average.

Courses Taken Prior to Admission to the College of Law

Except in the case of a transfer student from another law school, no student shall receive credit toward the J.D. degree for courses taken prior to matriculation at this law school.

H. ACADEMIC COMPLAINT PROCEDURE

In the event that a complaint about academic matters cannot be resolved by speaking with the relevant faculty member(s), students may pursue complaints on academic matters within the College of Law by contacting (i) the Associate Dean of Student Affairs, (ii) the Associate Dean of Academic Affairs, or (iii) one of the college's ombudspersons. Students may also contact the Office of University Ombudsperson, as outlined in the University Operations Manual section II-29.7.

I. WITHDRAWAL AND LEAVES OF ABSENCE

First-year students: First-year students who withdraw during the academic year or who fail to re-enroll for the second semester are not eligible as a matter of right to return to school. Such students must compete for a place in the class with other applicants in the year they wish to return. In passing on an application for readmission, the reason for the withdrawal and the quality of work done prior to withdrawal or failure to re-enroll will be considered. For the purposes of the above rule, a student is deemed a first-year student if he or she has fewer than 27 hours of credit at the time of withdrawal or failure to enroll.

Unless they have been granted a leave of absence by the Dean, second- and third-year students who fail to enroll for any semester during the academic year must obtain permission from the Admissions Committee if they wish to re-enroll. Requests for permission to re-enroll must be submitted no later than 90 days prior to commencement of classes in the semester or summer session for which a student seeks re-enrollment.

The Dean of Students, for good cause shown, may grant a second or third year student a leave of absence for up to one year. First year students may be granted leaves of absence only under extraordinary circumstances, such as medical or family emergency, or as a reasonable accommodation for a disability.

Students withdrawing from the College of Law, after the payment of tuition, are entitled to a pro-rata refund of that tuition dependent on the effective date of withdrawal. See the Registrar for details.

J. DISABILITY POLICY

The College of Law is committed to making its academic and other programs accessible to students with disabilities consistent with federal and state law and University policy. Students with disabilities who wish to request accommodations for instruction programs – such as classroom arrangements, clinics, or externships – or extra- or co-curricular programs should speak with the Dean of Students as early as possible. Generally, the college's exam accommodations disability policy will guide decision making for other accommodations.

K. SPACE USE POLICY - COLLEGE OF LAW

(Note: The College's entire facilities policy is available from Gordon Tribbey, Assistant Dean for Finance and Administration)

1. With the exception of individual students or study groups who reserve classroom space for study activities, only University academic or administrative units and recognized student organizations may reserve space in the Boyd Law Building. Under special circumstances and subject to rental fees, the Dean may authorize other uses consistent with the mission of the College.
2. Under University policy, the use of the Boyd Law Building is restricted to activities that are consistent with the academic mission of the University and College of Law. Generally, efforts at using University facilities to sell commercial products or services to students and staff are prohibited. However, recognized student organizations may offer for sale products or services produced by outside, commercial vendors upon prior approval by the Dean, Dean of Students, or their designee. Permission will be granted if the commercial solicitation is related to the purposes of the organization as determined by the organization's constitution, and is consistent with the educational aims of the University. Any solicitation approved by the Dean, Dean of Students, or their designee must be scheduled at a table in the Boyd Law Building lobby reserved

for that purpose; must be undertaken as an activity of the organization, not the vendor; and must be staffed by member(s) of the organization.

3. The University of Iowa and the College of Law are communities whose members hold a variety of religious and philosophical views. As a public institution we respect the separation of church and state and hold as one of our core values a commitment to vigilantly protect free expression of thought. Institutionally-sponsored religious symbols are not appropriate in the College of Law. Uses of the law school lobby area and other public areas of the law school by student organizations or in relation to academic activities of the law college may not include display of or be accompanied by religious symbols that are likely to be seen as implying institutional endorsement of a religion or religious viewpoint.

4. Lobby Table Reservation

The lobby area of the Boyd Law Building is available for use by recognized law school student organizations and other University organizations on a first-come/first-served basis. The tables in the lobby are not to be used by non-University organizations which are selling products or services for profit and, if they are, they will be asked to leave.

- A. Tables will be reserved as tables #1, #2, #3 and #4. Table #1 is the table closest to the elevators on the left side of the lobby as one enters the building and table #2 is the table in front of the Boyd bust. Tables #3 and #4 can be set up on either side of the front entrance along the windows.

Groups are limited to the use of one table per day. Exceptions may be made with the approval of the Dean of Students.

- C. Tables can only be used/reserved by law student groups recognized by UISG. A table may be used by a non-law school group only if a recognized law student group sponsors it and at least one law student staffs the table at all times.
- D. Tables are reserved on a first come, first served basis and can only be reserved up to three months in advance.
- E. If the physical table is not already set up, it is the responsibility of the student group to locate a table for its use. In general, tables for such use are stored by the loading dock.
- F. Any promotional materials used by groups using these tables cannot be affixed to the walls behind the tables or to windows. Materials may be secured to the table itself or otherwise displayed. The full facilities policies and procedures statement for the Boyd Law Building can be viewed on the college's web site.

Guidelines for Scheduling Events at the Law School

At the beginning of each semester, an e-mail will be sent asking for law faculty, staff, and students to consider what events and programs will be taking place during the current or upcoming semester as well as for the next year. The goal is to plan events a year in advance, so that all collegiate programs and symposia can be scheduled without conflict whenever possible. Once events are scheduled they will be placed on the master web calendar.

L. THE UNIVERSITY OF IOWA POLICIES

[Policy on Consensual Relationships Involving Students](http://www.uiowa.edu/~our/opmanual/ii/05.htm)
<http://www.uiowa.edu/~our/opmanual/ii/05.htm>

[Policy on Sexual Harassment](http://www.uiowa.edu/~our/opmanual/ii/04.htm)
<http://www.uiowa.edu/~our/opmanual/ii/04.htm>

[Policy on Violence](http://www.uiowa.edu/~our/opmanual/ii/10.htm)
<http://www.uiowa.edu/~our/opmanual/ii/10.htm>

[Code of Student Life](http://www.uiowa.edu/~vpss/policies/ii/a.shtml#main)
<http://www.uiowa.edu/~vpss/policies/ii/a.shtml#main>

[Extreme Weather Protocol](http://www.uiowa.edu/~our/opmanual/ii/22.htm)
<http://www.uiowa.edu/~our/opmanual/ii/22.htm>

[Facilities Use Policies](http://www.uiowa.edu/~our/opmanual/v/35.htm)
<http://www.uiowa.edu/~our/opmanual/v/35.htm>

[General Building Policies](http://www.uiowa.edu/~our/opmanual/v/35.htm#355)
<http://www.uiowa.edu/~our/opmanual/v/35.htm#355>

[Professional Ethics and Academic Responsibility Policy](http://www.uiowa.edu/~our/opmanual/iii/15.htm)
<http://www.uiowa.edu/~our/opmanual/iii/15.htm>

M. COLLEGE OF LAW GOVERNANCE POLICY

As part of the University of Iowa, the College of Law is subject to University Policies and Regulations. With respect to some matters, the College of Law sets its own policies. College policies are often considered by committees. Committees are made up of faculty members, staff members, and students. Changes to policy and/or practice are charged to the committees to investigate and make recommendations to the faculty for its consideration. Some committees, however, are advisory to the Dean in her administrative capacity. Committees and assignments for 2007-08 are listed below.

Academic Standards and Review Committee: Baldus (chair), Allen, Burton, Matsumoto, Noblett-Feld, Onwuachi-Willig

Admissions Committee: Stensvaag (chair), Byrd, Carrasco, Cox, Sidel, Tomkovicz (fall), Ward, Whiston (spring), and Palmer (*ex officio*).

Curriculum Committee: Anderson (chair), Acton (fall), Bohannon, Linder (spring), Reitz, Whiston (spring), Carlson (*ex officio*), Liu (*ex officio*), Crain (*ex officio*), and Paul (*ex officio*).

Diversity Committee: Schwartz (chair), Boyd, Buss (spring), Carrasco, Crain, Gittler (fall), Matsumoto, Sandler and Wing.

Faculty Appointments Committee: Estin (co-chair) Smith (co-chair), Carlson, Hines, Onwuachi-Willig, Raymond, Yin, and C. Jones (*ex officio*)

Internal Procedures and Long Range Planning Committee: Kurtz (chair), Acton (fall), Bauer, Bonfield, Sale, Schwartz, Vandervelde, Ward, Carlson (*ex officio*), and Paul (*ex officio*).

Physical Facilities and Information Technology Committee: Sandler (chair), Bauer, Bonfield, Boyd, Wetlaufer, Carlson (*ex officio*), Corey (*ex officio*), De Young (*ex officio*), Crain (*ex officio*), Nelson (*ex officio*), and Tribbey (*ex officio*), Liebig/Sheerin/Falkoff (*ex officio*).

Post Tenure Peer Review Committee: Bezanson (chair), Pettys, Hovenkamp, Noblett-Feld and Wing (*ex officio*).

Speakers and Professional Development Committee: Burton (chair), Osiel, Pettys, Porter, Reitz, Schneider (spring), Vandervelde, Wetlaufer, Smith/Estin (*ex officio*), and Wing (*ex officio*).

Student Honors and Awards Committee: Allen (chair), Bohannon, Schneider (spring) Smith, Stone, N. Jones (*ex officio*), Klouda (*ex officio*) and Paul (*ex officio*).

Student Services Committee: Cox (chair), Linder (spring), Porter, Sale, Stensvaag, Stone, Langerud (*ex officio*), Liu (*ex officio*), Crain (*ex officio*), Palmer (*ex officio*), and Paul (*ex officio*).

Other Assignments:

Iowa Law Review Adviser: Yin

Journal of Corporation Law Advisers: Janis and Sale

Journal of Gender, Race and Justice Adviser: Bezanson

Journal of Transnational Law and Contemporary Problems Adviser: Reitz

Moot Court Adviser: Schantz
Trial Advocacy Adviser: Whiston
Sexual Harassment Officer: Noblett-Feld

III. STUDENT SERVICES AND SUPPORT

[Academic Achievement Program](#)

<http://www.law.uiowa.edu/academics/academic-achievement.php>

[Academic Advising](#) (*supra* page 22)

[Career Services](#)

<http://www.law.uiowa.edu/careers/index.php>

[Computer Services](#)

<http://www.law.uiowa.edu/library/studentstech.php>

[ICON](#)

<http://icon.uiowa.edu/index.shtml>

[ISIS](#)

<https://login.uiowa.edu/uip/login.page?service=https://isis5.uiowa.edu/isis/>

[Counseling Services](#)

<http://www.uiowa.edu/~ucs/>

[Financial Aid](#)

<http://www.law.uiowa.edu/students/student-services-financial-aid.php>

[Research Assistant Information](#)

[Law Library](#)

<http://www.law.uiowa.edu/library/index.php>

[Legal Services for Students](#)

<http://www.uiowa.edu/~legal/>

[Video Operations](#)

<http://www.law.uiowa.edu/students/student-services-video.php>

[Writing Resource Center](#)

<http://www.law.uiowa.edu/students/writing-center.php>

[III. STUDENT ORGANIZATIONS](#)

<http://www.law.uiowa.edu/journals-orgs/index.php>

IV. GENERAL INFORMATION

[Alumni/Iowa Law School Foundation](#)

<http://www.uifoundation.org/law/>

During a law student's three years at the Iowa College of Law, many of the classes, programs and projects are partially or totally supported by private gifts and grants from alumni and friends.

The Iowa Law School Foundation was created in 1952 by the 1952 graduating class for the purposes of promoting close relations between the college and its alumni and attracting gifts for scholarships and other projects to benefit the college. Adhering to the tradition established by the Class of 1952, each year the graduating class selects a senior class gift to fund and solicits classmates to benefit the law school.

The Foundation provides significant funding for student scholarships, loans, and research assistantships; guest speakers; student orientation activities; the Legal Clinic; Moot Court, Trial Advocacy and Client Counseling programs, the Journal of Corporation Law, the Iowa Law Review, the Transnational Law and Contemporary Problem Journal, and Journal of Gender, Race, and Justice, and the Iowa Advocate (the law school's alumni magazine). In order to support these programs and activities, the Foundation actively seeks contributions from more than 8,700 alumni of the College of Law.

The Foundation Board of Directors consists of 34 members who direct the business of the Foundation: three are members of the law college student body; three are members of the faculty; one is the Law College Dean; and the remaining 27 are alumni of the Iowa College of Law, one being from the founding class of 1952.

For questions about the Iowa Law School Foundation, contact Andrew Sheehy, the College of Law's Executive Director and Director of Development at 335-3305.

[Bar Examination and Admission Information](#)

<http://www.law.uiowa.edu/careers/barexaminformation.php>

Students intending to take the Iowa bar examination must register with the Iowa Board of Law Examiners **by November 1 of the year in which they commence the study of law in an accredited law school.** The completed

Registration form should be sent to Clerk of Supreme Court, 1111 East Court Avenue, Des Moines, Iowa 50319. See Court Rule 112.31.2 or the Registrar for additional details. A substantially higher registration fee will be paid for late applications. Registration requires submission of three letters attesting to good moral character. Details will be posted on the bulletin boards early in the first semester and through [The Docket](#), the law school's electronic newsletter. For more information on bar registration requirements, please see:

<http://www.law.uiowa.edu/documents/barregistrationrequirements.pdf>

The Iowa bar examination is given in February and July of each year. Bar review courses are given at Drake University and at the Iowa College of Law. Students are expected to make their own arrangements for bar review courses, the Iowa bar examination, and bar review courses and examinations in other states. Information about registration/admission requirements for various state bar associations is available in the law library. The application and registration information are available online at: <http://www.judicial.state.ia.us/regs/barinfo/>.

Information about most states' bar examinations can be found at the web pages of state supreme courts. BAR-BRI's website (<http://www.barbri.com>) also includes such information as does the website of the American Bar Association (<http://www.abanet.org/legaled/baradmissions/bar.html>).

The Law College does not offer a single track of study to prepare for a bar examination. The law school's faculty members believe that a student's ability to pass a bar examination will not be adversely affected if the student follows his or her own interests in course selection. The general knowledge and problem-solving skills acquired in all law courses can be used effectively in substantive areas not specifically covered. And self-study – with the aid of bar review notes and lectures – will permit competent performance on the bar. Areas which will be examined on the bar examination should not be ignored, but concern for the bar examination should not control course selection.

Bicycle Racks

Bicycle racks are located south of the law school, adjacent to Lot 34, and north of the law school, at the lower level entrance to the law building.

Bookstore

The bookstore is located in Room 218 on the second floor (hours are posted outside the door). The bookstore carries all of the assigned texts and materials for law classes. In addition, the bookstore stocks a variety of professionally-prepared outlines, hornbooks, and other study aids. Purchases may be charged to the student's University bill by use of the photo ID or may be covered by cash or check transactions. Other charge cards are not accepted. Photocopied handouts and teaching materials, which have been assigned by professors, are made

available through the Bookstore or are handed out in class. Ordinarily, these materials are purchased as are other materials. When such materials are distributed in class rather than purchased in the bookstore, the students will automatically be billed for assigned materials unless they notify the Registrar that they will not be taking them. For more information, please see the [Teaching Materials](#) (*supra* page 20) policy.

Bulletin Boards

Reading the bulletin boards in the building is the best – sometimes the only – way to find out what’s going on. Course assignments are usually placed on the boards outside the Bookstore. You will also find the Career Services board near the Administrative offices. Other notices are placed in various places throughout the building. Please note and follow restrictions for use posted on bulletin boards; such as spaces reserved for posting of student organization notices, grades, etc. We realize it may be difficult to tell where the boards leave off and the walls begin, but notices and other materials are allowed only on bulletin boards. Do not post items on doors, windows, walls, elevator panels, or any other surface not specifically designated for posting. All posted materials should be dated. Administrative staff will remove undated materials or materials that are posted in inappropriate places.

Campus Information

<http://www.law.uiowa.edu/community/index.php>

Child Care and Children in the Law Building

<http://www.uiowa.edu/hr/oe/worklife/famserv/ccs/>

Minor children at the law school must be in the company of their parents, or a designated adult, at all times. Parents are strictly responsible for the conduct and safety of their children while at the law school. In special situations, children may be able to attend a class with parents. Advanced permission should be obtained from the instructor.

College of Law Calendars

[Master Calendar](http://www.law.uiowa.edu/news-events/calendar.php) <http://www.law.uiowa.edu/news-events/calendar.php>

[Academic Calendar](#) (PDF)

http://www.law.uiowa.edu/documents/academic_calendar_law.pdf

College of Law Events

Student groups at the college of law host a variety of events throughout the year, from speakers to bakes sales, there is never a shortage of activities in the building. For a sampling of annual events by student groups and the College of Law, please see the links below.

[Student Events](http://www.law.uiowa.edu/community/studentevents.php) <http://www.law.uiowa.edu/community/studentevents.php>

[The Levitt Lecture Series](http://www.law.uiowa.edu/community/levittlectures.php) <http://www.law.uiowa.edu/community/levittlectures.php>

Copy Services and Printing

Copy machines are available in the Law Library and operate by means of “CopiCards” purchased at the Circulation Desk (at a rate of 10 cents per page). Law students may use high-speed laser printers in the law library. At a fee of 10 cents per page, students pre-pay to their Hawk ID accounts at the circulation desk (\$5 minimum, payable by cash, check or charge to the University bill with a University ID card). Once payment is made, students may either print from their laptops (properly configured with an Ethernet card) through the local network, or use a diskette on one of the library computers. There is one laser printer that operates by means of a CopiCard. For better quality and/or large volumes of copying, there is a University-operated copy service on the first floor of the law building. While service there may be a little slower than the places downtown, prices are comparable, and at the Law Copy Center you may charge copying to your University bill.

[Directory - UI](http://www.uiowa.edu/homepage/directories/index.html)

<http://www.uiowa.edu/homepage/directories/index.html>

[The Docket](http://www.law.uiowa.edu/students/thedocket.php)

<http://www.law.uiowa.edu/students/thedocket.php>

Docket Policy

The Docket is the weekly electronic newsletter of the University of Iowa College of Law. It is sent by e-mail to students, faculty and staff at the end of every week. It provides announcements of particular relevance to law students. Except in extraordinary circumstances, the college administration does not send mass e-mails to the student body. Instead, official notices are collected and disseminated once a week through the Docket. Recognized student organizations may submit entries to the Docket regarding their activities. All announcements for the Docket are due to law-docket@iowa.uiowa.edu by 9 a.m. on Thursday. Each submission should be print ready when submitted. All announcements must have a contact person and must be directly connected to the students and activities of the law school. Each announcement will appear in the Docket for one week. Announcements may run for longer than a week at the discretion of the editor. Announcements should concisely convey necessary information. The editor reserves the right to shorten announcements for the purpose of keeping the Docket an easily accessible document.

Emergency Information

[Important Emergency Phone Numbers](http://www.uiowa.edu/hr/relations/helpcard.html) <http://www.uiowa.edu/hr/relations/helpcard.html>

[Extreme Weather Protocol](http://www.uiowa.edu/~our/opmanual/ii/22.htm) <http://www.uiowa.edu/~our/opmanual/ii/22.htm>

Building Maintenance The University is committed to an extensive maintenance program for the building. If, during normal working hours, you see anything that is in disrepair please report it to Rene Schilling-Arps in the Dean's Office. If the building is damaged or repairs are needed at times other than normal business hours, please contact Campus Security, telephone number 319-335-5022. If you observe any vandalism, please report it immediately to Campus Security, telephone number 319-335-5022.

Food Services/Court Café

For information about UI dining opportunities in the law building (Court Café is located on the first floor of the Boyd Law Building) or nearby (Hillcrest Marketplace), please click on the links below.

Court Café http://imu.uiowa.edu/dining/satellite_locations/law_canteen.php

Hillcrest Marketplace

<http://housing.uiowa.edu/departments/residentialdining/locations.htm>

Grades and Transcripts

For information regarding transcripts, please see <http://www.law.uiowa.edu/alumni/transcripts.php>.
(See also [Grading Policy](#) *supra* page 26).

Additional information is available at:

Class Ranking (PDF)

<http://www.law.uiowa.edu/documents/ClassRanking.pdf>

Grading Policy (PDF)

<http://www.law.uiowa.edu/documents/Grading-Policy2004andon.pdf>

Health Services

Insurance http://www.uiowa.edu/hr/benefits/healthinfo/index_grad.html

Medical Care <http://www.uiowa.edu/~shs/>

Dental Care http://www.uiowa.edu/hr/benefits/dental/dental_grad.html

Housing

<http://www.law.uiowa.edu/students/student-services-housing.php>

ID Cards

<http://www.uiowa.edu/~idcard/>

Iowa City - things to do?

<http://www.uiowa.edu/admissions/graduate/community/iowa-city.htm>

Lactation Facilities

Please contact Carin Crain, Dean of Students, for support within the College of Law. For general information about University of Iowa facilities, please see the link below.

<http://www.uiowa.edu/hr/oe/worklife/famserv/various.shtml>

Lockers

Student lockers are located on the first floor of the building, adjacent to the Court Café. Lockers are available for rental on a yearly basis: full-length rent is \$10, and half-length is \$5. Locker fees support ISBA social activities which are open to all members of the law school community. Consult the Dean's Office for more information.

Lost and Found

The law library maintains a Lost & Found service behind the Circulation Desk for the entire Law Building. This insures that people will only have to look in one place for their lost items. The Library Assistant IV, Circulation Supervisor, will send items placed in Lost & Found during the week and not claimed to the Iowa Memorial Union Parking Ramp office on Monday of each week. The Iowa Memorial Union Parking Ramp office is on Madison Street, across from the IMU. Hours for that service are Monday, Wednesday, and Friday 9:00 a.m. to 4:30 p.m., Tuesday and Thursday 9:30 a.m. to 4:30 p.m. Telephone number is 319-335-1483.

Mail

Student messages and correspondence are exchanged via student mailboxes across from the Dean's Office on the second floor. Each student has a folder with his/her name on it, arranged in alphabetical order and grouped by class (1st, 2nd, 3rd year). Students may use the Campus and U.S. mail boxes located in the Dean's Office suite to deposit outgoing mail. You must deposit it by 11:45 a.m. in order for it to go out that day. Students should not use the law school as their address for personal mail.

Parking and Transportation

For information about parking at the College of Law, please see

<http://www.uiowa.edu/~parking/index.html>.

For information about public transportation, please see <http://www.uiowa.edu/~cambus/>.

Photo Directory

A photo directory of new law students is put together each year by the Dean's Office (your picture is taken at registration). Once it's printed, copies may be picked up in the Dean's Office on the second floor. A compilation of the directories from the last few years is available from the Circulation Desk of the Library. Using it is a great way to connect names with some of the faces that you keep seeing around the building. The directory is also made available to employers who interview on campus.

Reserving a Classroom or the Lobby

Student groups can obtain reservations to use classroom space for meetings, study sessions, and the like when the rooms are not in use for classes or other academic meetings. Additionally, tables in the law school lobby may be reserved and used by recognized law school organizations. To obtain information about room availability, check at the front desk in the Dean's Office. See [Space Use Policies](#) (*supra* page 36).

Changing/Restricting Address information

Students who need to change or restrict their personal contact information must do so through [ISIS](#). Once in ISIS, click on change/restrict address information to make the necessary modifications.

Telephones

Telephones available for free local calls are located in the hallway across from the bookstore and in the student lounge across from the Canteen.

V. APPENDIX

Writing Requirements [\[BACK to Handbook, *supra* page 13\]](#)

1. General Requirement

Each law student, in the second or third years of study, must complete four writing units pursuant to writing program described in sections 2 and 3 below, with the following limitations:

- (1) two of the four units must be earned in courses (including seminars, externships, and clinic) or through independent research where there is direct and on-going faculty supervision. Journal papers which are read by faculty as part of the journal's policy and briefs read by faculty for various moot court programs will not qualify as faculty supervised writing under this rule;⁴
- (2) no more than two of the four units shall be awarded for legal drafting.

2. Student-Supervised Writing Programs

- 2.1 A maximum of one writing unit may be awarded for successful completion of the Appellate Advocacy II/Van Oosterhout competition program or for problem preparation in connection with Client Counseling.

¹ Limitation (b)(1) applies only to those law students who commenced study on May 18, 1998, and thereafter.

- 2.2 Writing units may be awarded for participation on the Moot Court board, in Appellate Advocacy III (including the Frederick Douglass, Jessup, and National Moot Court programs), on the *Iowa Law Review*, the *Journal of Corporation Law*, the *Journal of Gender, Race, and Justice*, or *Transnational Law & Contemporary Problems*.⁵
 - 2.3 Writing units awarded under this section shall be awarded exclusively on a credit/no credit basis.
3. Faculty-Supervised Writing Programs
- 3.1 Varieties of Writing Experience
 - 3.1.1 Faculty have the discretion to award upper level writing units for any substantial analytical writing experience, whether the primary mission of the writing project is legal advocacy; the analysis and criticism of legal doctrine, theory or policy; the presentation of original research in law or related fields; or the drafting of legal documents.
 - 3.1.2 No writing units shall be awarded for writing that was prepared in any significant degree either prior to the student's entry into the College of Law or in connection with a student's previous or present employment.
 - 3.1.3 A student enrolled for law school credit in courses offered by faculty members in other Colleges of the University may obtain up to a total of two writing units for writing done in connection with any such course or combination of courses if a full-time member of the law faculty reads the written work involved and determines that the project is of a kind eligible for crediting and otherwise meets all relevant standards set forth in this policy statement.
 - 3.2 Settings in which Writing Credit is Available
 - 3.2.1 Students may receive writing credit in a variety of academic settings, as set forth in subsections 3.2.2. and 3.2.3., below. Writing offered for credit in any setting is subject to the standards set forth in this statement of policy. In any course in which a writing experience is either an option or a requirement, the faculty member shall inform the students at the beginning of the semester as to the

² The availability of credit may vary with the particular student-supervised writing program involved and is governed by the limitation set forth in section (1)(b), *supra*. Students should consult the Registrar or each program's faculty advisor for precise information on the availability of credit.

potential impact the writing may have on the students' grades and on the number of academic credits available through that course.

3.2.2 Formats for Obtaining a Single Writing Unit

3.2.2.1 Clinical or nonclinical courses that are designated "W" courses for registration purposes require writing that is sufficient to earn one unit of writing credit. The writing required for "W" courses is either graded on a credit/no credit basis, or the numerical grade for the writing counts for less than 20 per cent of the student's overall course grade. The writing unit earned does not carry any academic credit beyond the academic credit that is awarded based on the number of semester hours that the class meets.

3.2.2.2 Clinical or nonclinical courses other than "W" courses may also require writing that is sufficient to earn one unit of writing credit. If the faculty member's assessment of such writing counts substantially towards the students' grades under paragraph 3.3.3.1., the faculty member may determine that the writing unit shall carry one academic credit beyond the academic credit that is awarded based on the number of semester hours that the class meets.

3.2.2.3 In any clinical or nonclinical course in which writing is not required and fewer than 30 students are enrolled, students may have the option of writing one-unit papers, which either will count for less than 20 per cent of the their course grade or will be graded on a credit/no credit basis. Such papers do not carry any academic credit beyond the academic credit that is awarded based on the number of semester hours that the class meets. These courses include (a) courses in which the small size of enrollment is regularly anticipated and in which the writing option regularly exists [designated "WI" for registration purposes], and (b) courses that wind up enrolling fewer than 30 students in a particular semester. In either case, faculty shall afford the writing option to any interested student in any course in which fewer than 15 students are enrolled; and, in courses in which 15 to 30 students are enrolled, faculty shall afford the writing option to a number of

students equal to 30 minus the number of students enrolled.

3.2.3 Formats in Which One to Three Writing Units May be Awarded

3.2.3.1 Faculty may award up to three writing units for independent research, which is numerically graded. Independent research carries academic credit equal to the number of writing units awarded. After securing an authorization by a faculty member who agrees to supervise a project, a student may sign up for 1 to 3 academic credit hours of independent research. When independent research involves a paper, the work must include research and the submission of at least one draft to the faculty member for comments. A second draft is generally required and additional drafts may be required by the faculty member. One academic credit and one writing credit will be awarded for papers that are at least 20 pages in length, double-spaced, exclusive of footnotes. Students may be awarded additional credits for longer papers. In general, for each academic credit, there must be an additional 20 pages of double-spaced text, exclusive of footnotes. However, exceptions may be made for projects involving substantial empirical work. No student may sign up for more than 3 credit hours for any single research project. When independent research involves the drafting of legal documents, the work must include research and the submission of at least one draft to the faculty member for comments. Additional drafts may be required by the faculty member. One academic credit and one writing credit will be awarded for original drafting of documents (e.g., a will or trust) that are 4 to 10 pages in length, accompanied by one or more explanatory documents (e.g., a cover letter to the client) that are 4 to 10 pages in length. No student may sign up for more than 3 credit hours for any single drafting project.

3.2.3.2 Faculty may award up to three writing units for ungraded independent writing, which is assessed on a credit/no credit basis, and which carries no academic credit. Faculty may award credit for ungraded independent writing that does not depend

on research to the extent required for independent research. Students who wish to sign up for independent writing credit should complete a special form provided by the Registrar.

3.2.3.3 Faculty may award up to three writing units in connection with seminars. Although a particular instructor may decide otherwise, seminars ordinarily enroll no more than eight writing students each and may meet over one or two semesters. Each writing student is required to prepare a one-to-three unit paper, the assessment of which counts substantially towards the student's overall seminar grade.⁶ Depending on the nature of the student work involved, faculty members have discretion to award each writing student up to one academic credit for each semester hour that the seminar meets as a group and one academic credit for each writing unit earned.

3.3 Standards

3.3.1 Quantity – The normal expectation concerning the award of writing units is as follows:

3.3.1.1 If the aim of the writing project is primarily the drafting of legal documents, the number of pages of original drafting work required will vary in relationship to the nature of the material drafted. One writing unit shall ordinarily be awarded for 4 to 10 double-spaced pages of original drafting work accompanied by one or more explanatory documents of 4 to 10 double-spaced typewritten pages, exclusive of footnotes.

⁶ In assigning students to limited enrollment seminars, priority is given to third-year students over second-year students, and students who are committed to writing three or two unit papers over students committed to writing two or one unit papers, respectively.

3.3.1.2 For writing projects not covered by paragraph 3.3.1.1., one writing unit shall ordinarily be awarded for each 20 pages of double-spaced typewritten text, exclusive of footnotes.

3.3.2 Feedback

3.3.2.1 Unless a faculty member determines that requiring a rewrite of the particular project or projects for which writing credit is sought is inconsistent with the pedagogical design of the writing experience in question, writing units shall only be awarded for work that is subject to a rewrite requirement.

3.3.2.2 In addition to providing written feedback on student writing projects, faculty members who supervise upper-level writing (a) may require their students to have individual conferences to discuss their writing, or (b) if such conferences are not required, shall inform their writing students that they are entitled to the opportunity to have such conferences.

3.3.3 Academic Credit for Writing Units

3.3.3.1 At a faculty member's discretion, one academic credit may be awarded for each writing unit awarded by the faculty member (a) if the writing project involved is numerically graded as independent research, or (b) if the writing is done in connection with a course and the faculty member's assessment of the writing project counts substantially⁷ towards the student's grade in the course for which the writing is completed.

3.3.3.2 With respect to faculty-supervised writing covered by section 3 of this policy statement, no academic credit shall be awarded for a writing unit awarded under section 3.1.3. or otherwise graded on a credit/no credit basis.

⁷ To count "substantially" towards a student's course grade, the weight attached to a writing project shall be no less than the number of academic hours to be awarded to the writing project divided by the number of academic hours to be awarded for the entire course, including the writing component. That is, "Weight of grade must be $>$ or $'$ $\frac{\# \text{ of credits sought for writing}}{\# \text{ of credits sought for writing} + \# \text{ of credits awarded based on semester hours that class meets}}$." For example, if a student seeks four academic credits for a course that meets three hours, based on the student's completion of one additional hour of supervised writing, then the student's grade on the one hour of writing must count at least 25% (1 academic hour for writing divided by 4 academic hours for the entire course, including writing) towards his or her overall grade for the course.

3.3.4 Criteria for assessment – Students should realize that different faculty members supervising upper-year writing may apply different criteria for evaluating such writing, depending in part on the nature of the project involved. Faculty are encouraged to communicate those criteria to students, just as students are encouraged to inquire whenever they are uncertain of their instructors' expectations for their work. The following list indicates many of the qualities that are typically associated with good legal writing, and which, therefore, students may expect that faculty are likely to consider whenever they are relevant:

1. Ability to state clearly a plausible thesis, and to defend it resourcefully and persuasively, based on sound argument;
2. Ability to communicate ideas and data accurately and precisely;
3. Ability to organize a written presentation for maximum effectiveness in communication;
4. Ability to identify relevant issues and to show good judgment in the scope of coverage given to issues of differing importance;
5. Ability to advance a thesis without omitting reference to strong arguments that support the thesis;
6. Ability to defend a thesis against the most likely plausible arguments casting doubt on the thesis;

7. Ability to identify and comprehend relevant research materials and integrate into a written presentation, with appropriate attribution, the data or insights derived from those materials;
8. Ability to use legal authority appropriately;
9. Ability to distinguish between constitutional, statutory, or common law arguments and arguments or positions that are based on extralegal considerations;
10. Ability to follow the requirements of form, including spelling and grammar;
11. Ability to perform a task as instructed, including the ability to examine a problem from a particular assigned role, and the ability to follow formal requirements specific to the assigned task (e.g., page limits);
12. Ability to translate legal insight into legal documents prepared in connection with specific policy problems or legal transactions;
13. Ability to present argument, analysis, or data in a fresh way or from a distinctive perspective.

[\[BACK to Handbook, *supra* page 13\]](#)

Policy on Exam Accommodations for Students with Disabilities [\[BACK to Handbook, *supra* page 20\]](#)

General

A physical or mental disability may put a law student at a substantial disadvantage in taking an examination. Commensurate with the nature and extent of that disadvantage, the law school will make reasonable accommodations in exam conditions for such students, while respecting faculty members' discretion to decide how to test the substantive knowledge and analytical skills essential to the course or the legal profession, and preserving the fairness of exams for students without disabilities. It is the goal of this policy to eliminate the disadvantages caused by a disability that interferes with a student's demonstration

on an exam of his or her level of mastery of what is being taught in the course. This policy is not intended to compensate for disabilities that may reduce or interfere with such mastery by altering what is tested for, or by lowering academic standards.

In order to resolve questions about exam accommodations in an appropriate, orderly manner, the law school administration should give students ample notice of this policy at the commencement of and throughout their studies; the faculty should make known to students at their earliest practicable time information about the formats of their exams and the conditions under which they will be given; and students who believe they may be entitled to exam accommodations should make their circumstances known to the law school administration at the earliest practicable time.

This policy addresses only the question of exam accommodations for students with disabilities. It does not affect the right or obligation of the College of Law to make other accommodations for such students relating to graduation requirements or to their participation in the programs of the College of Law.

Principles and Procedures

1. Dissemination of information
 - (a) The Dean of Students is responsible for administering this policy. As part of orientation for incoming students, and as a general announcement to the entire law school community at the beginning of each academic year, the Dean of Students shall publicize this policy. Students who believe they may be entitled to exam accommodations on the basis of a disability shall be invited to contact the Dean of Students as soon as practicable. The Dean of Students shall inform all students interested in exam accommodations of the resources available to them in the University's Office of Student Disability Services. The Dean of Students shall remind faculty members of their obligation to disclose the formats and conditions of their examinations.
 - (b) Faculty members shall keep the Dean of Students informed, on a continuing basis, of the formats and the conditions under which their exams are administered. This information, which shall be made available to all students, shall be given to the Dean of Students no later than the beginning of the semester, summer school term, or interim term in which the course in question is taught. The Dean of the College of Law may grant exceptions to this deadline for good cause, such as when a faculty member is teaching a course for the first time. Faculty members may reserve the right to alter the format of the exam after the course has commenced, but must promptly notify the students in the course and the Dean of Students if a change is made.

2. Entitlement to exam accommodations

- (a) For purposes of this policy, a student with a disability is one who has a physical or mental impairment that substantially limits one or more of the student's major life activities. (The effects of current, illegal use of drugs are not considered a disability under this policy.)
- (b) A student whose disability puts him or her at a substantial disadvantage in taking a particular exam is entitled to reasonable accommodations, if available.
- (c) A reasonable accommodation is one that:
 - (i) remedies, or helps to remedy, the specific disadvantage that, as a result of the disability, the student will experience in taking the exam.
 - (ii) does not impose an undue burden, such as excessive expense, on the College of Law; and
 - (iii) does not seriously undermine the capacity of the exam to test the knowledge or skills essential to the course or the legal profession that the faculty member intends to evaluate, or provide an unfair advantage to the student relative to other students being examined in the same course.

3. Requests for exam accommodations

- (a) Students who believe they may be entitled to exam accommodations are encouraged to consult with the Dean of Students as soon as practicable after entering law school. That contact is appropriate even if the student has not yet decided whether to request an exam accommodation. Early communication between the student and the Dean of Students will facilitate the process of considering requests for accommodations that may be made later.
- (b) Requests for accommodations shall be made to the Dean of Students in writing, using a standard form promulgated for that purpose. The request shall:
 - (i) Describe the student's disability and its affect on the student in relation to the exam(s) in question;
 - (ii) describe and justify the accommodation(s) desired; and

- (iii) provide the information required by Appendix A.
- (c) The Dean of Students shall establish deadlines by which requests for accommodations are to be submitted, absent good cause for an exception. The deadlines shall provide a reasonable time for the consultations and decision making required under this policy. Students who seek a decision on exam accommodations before registering for a course or prior to the deadline for withdrawing from courses must submit their requests early enough for a decision to be made during times when the law school is open for regular operations. In such cases, the Dean of Students and faculty member(s) concerned shall make reasonable efforts to reach a decision prior to the date for registration or withdrawing from courses.
- (d) Students are free, but not required, to discuss exam accommodation requests with faculty members.

4. Decisions about disabilities

- (a) The Dean of Students is responsible for determining whether a student claiming a disability satisfies the requirements of paragraph 2.a and Appendix A and, if so, whether the disability puts the student at a substantial disadvantage in taking a particular exam. The Dean of Students shall consult with experts outside the law school as needed. The student has the burden of establishing the existence of a disability and the disadvantage resulting from it.
- (b) If the Dean of Students concludes that the student does not have a disability, or that a disability does not put the student at a substantial disadvantage in taking a particular exam, the Dean of Students shall give the student a brief written statement of the reasons for the decision and put a copy of the statement in the student's file.

5. Decisions about exam accommodations

- (a) Upon determining that a student has a disability, and that the disability puts the student at a substantial disadvantage in taking a particular exam, the Dean of Students shall consult with the student about possible exam accommodations. Thereafter, consistent with the obligation to maintain the anonymity of the student as set out in paragraph 8, the Dean of Students shall promptly notify the faculty member(s) concerned. The notice shall inform the faculty member(s) of:
 - (i) the general nature of the disability and its effect on the student in relation to the exams in question as verified by the professional

- evaluating the student; and
- (ii) the accommodation requested by the student, and the justifications offered in support of the request.
 - (iii) any accommodations suggested by the professional who examined the student.
- (b) The faculty member(s), the Dean of Students, and (if the student so chooses) the student shall consult to consider possible accommodations and to decide which, if any, shall be made. The faculty member may propose or consider accommodations other than those requested by the student. The Dean of Students may suggest possible accommodations and shall do so if requested. The faculty member is entitled to know the prior history of exam accommodation requests for the student in question, described in paragraph 7.b.
- (c) The Dean of Students shall be responsible:
- (i) for deciding whether a proposed accommodation would remedy, or help to remedy, the specific disadvantage the student would suffer on the exam in question as a result of the disability; and
 - (ii) where the matter is in doubt, for seeking a decision from the appropriate person or entity about whether a proposed accommodation would impose an undue burden, such as excessive expense, on the College of Law.
- (d) The faculty member shall be responsible for deciding whether a proposed accommodation would seriously undermine the capacity of the exam to test the knowledge and skills essential to the course or the legal profession that the faculty member intends to evaluate, or would provide an unfair advantage to the student relative to other students being examined in the same course. If the faculty member concludes that all accommodations remedying or helping to remedy the student's disadvantage would have either of those effects, then no accommodation is to be approved.
- (e) If the faculty member declines to grant an accommodation acceptable to the student, he or she shall give the Dean of Students, for delivery to the student, a brief written statement of the reasons for the decision. The Dean of Students shall place a copy of the decision in the student's file.
- (f) If the student is dissatisfied with a decision not to grant an exam accommodation, or with the accommodation that is granted, the student may seek review of the decision under paragraph 6.

- (g) Notice to students about exam accommodation decisions shall be made in writing, placed in a sealed envelope in the student's mail folder. Students may make alternative arrangements for notice directly with the Dean of Students.

6. Review Committee

The Dean of the College of Law shall appoint a committee consisting of three faculty members (not including the Dean of Students) to provide general oversight of the operation of this policy and to review cases in which the student is dissatisfied with the decision of the Dean of Students or the faculty member concerning a requested exam accommodation.

- (a) If a student seeks review of a decision concerning an exam accommodation:
 - (i) The committee shall affirm a decision by the Dean of Students under paragraph 4 or paragraph 5 unless that decision is clearly erroneous in light of the information available to the Dean of Students.
 - (ii) The committee shall affirm a decision by the faculty member under paragraph 5 unless that decision represents an abuse of discretion.
 - (iii) The committee may reach its own decision, consistent with the standard set out in this policy, on issues as to which the judgment of the Dean of Students or faculty member is not affirmed.
 - (iv) If the committee declines to grant an accommodation acceptable to the student, it shall give the student a brief written statement of the reasons for its decision. A copy of the statement shall be given to the Dean of Students to be placed in the student's file.
 - (v) The Dean of the College of Law shall appoint a temporary substitute for any member of the committee who, as a faculty member, has made an accommodation decision to be reviewed by the committee.
 - (vi) The law school faculty as a whole may choose to grant a further review of the decision of the committee at the request of the student, the Dean of Students, or the faculty member. If such a review is undertaken, the standards of review applicable to the committee shall apply to the faculty as well.

(vii) A student dissatisfied with the decision of the committee or (if the faculty grants a further review) of the faculty as a whole may file a complaint with the appropriate University authority.

(viii) The Dean of Students may set reasonable time limits within which students must give notice of their intention to seek further review of decisions of the Dean of Students and the Review Committee concerning a requested exam accommodation.

(b) The committee shall generally advise the Dean of Students concerning exam accommodation requests and review the record described in paragraph 7.a on a regular basis. The committee shall report annually to the faculty on actions taken under this policy. The report shall be based on the data described in paragraph 7.a, but shall be written as to preclude identification of particular students' identities. Either the committee or the Dean of Students may recommend to the faculty changes in this policy or in the way it is administered.

(c) In both its review and advisory function, the committee shall consult as needed with experts outside the law school, including the University's Office of Student Disability Services and Office of Affirmative Action. The committee shall give notice to and invite comments from those two University offices before making an accommodation decision unacceptable to the student concerned.

7. Records

The Dean of Students shall maintain a record of accommodation requests, arranged to minimize the possibility of disclosing particular students' identities, showing

(a) for each semester, summer session, or interim session:

(i) the total number of requests for accommodations received, the number of requests for which some accommodation was made, the number for which no accommodation was made, and the grade received by the requesting student on each exam (whether or not an accommodation was granted); and

(ii) a classification of the data described in the preceding paragraph by general disability type, accommodation type, grades received, and reasonably identifiable cost to the College of Law.

(b) for each student requesting exam accommodations:

(i) the general nature of the disability and its effect on the student;

- (ii) for each exam on which accommodations were requested:
 - (1) the course, faculty member, and semester, summer session, or interim session involved;
 - (2) what accommodations were requested by the student;
 - (3) what accommodations, if any, were approved, and their reasonably identifiable costs to the College of Law.

8. Confidentiality and Access to Information

- (a) Except as otherwise provided in this paragraph 8:
 - (i) the Dean of Students shall keep in confidence all medical or clinical records and data, and all other information submitted by or in connection with a particular student, concerning requests for exam accommodations; and
 - (ii) the Dean of Students shall not disclose the student's identity to any other person.
- (b) The Dean of Students may disclose the identity of a student claiming to have a disability and information about the student to:
 - (i) The Dean of the College of Law;
 - (ii) necessary support staff;
 - (iii) members of the review committee in connection with a particular request for review; and
 - (iv) qualified professionals who need that information to advise the Dean of Students or the review committee, or to test or evaluate the student in connection with a request for accommodations.
- (c) The Dean of Students may disclose the identity of a student to a faculty member involved in a particular request for exam accommodations if:
 - (i) the student consents to the disclosure; or
 - (ii) maintaining the student's anonymity is impracticable under the circumstances, such as the obviousness of the disability; or
 - (iii) good cause exists for disclosing the student's identity. An example

of good cause for disclosing a student's identity is a decision by the student to file a complaint against the individual faculty member (as opposed to the College of Law of the University) which the appropriate University authority or with any court or tribunal outside the University on the basis that required exam accommodations have not been made.

(d) The Dean of Students shall disclose the following information (excluding the identity of the student unless otherwise permitted under this paragraph 8) to a faculty member involved in a particular request for exam accommodations:

(i) the data described in paragraph 7.b for the student in question, provided that such data shall be made available for inspection, but not copying.

(ii) the information described in paragraph 5.a for the student in question.

(iii) other information concerning the student that is essential to the faculty member's decision about an exam accommodation. Medical and clinical information shall not be disclosed to the faculty member unless the student files a complaint against the individual faculty member (as opposed to the College of Law or the University) with the appropriate University authority or any court or tribunal outside the University.

(e) The Dean of Students shall make the data described in paragraph 7.a available only to the Dean of the College of Law and the review committee described in paragraph 6. The report referred to in paragraph 6.b shall be made available to the students, faculty, and staff of the College of Law.

(f) Any member of the law school community who is given access to information about a student and his or her request for an exam accommodation shall keep the same confidential except as to others also entitled to the same information.

APPENDIX A

Verification of Disabilities

1. This Appendix describes the requirements for verifying the disabilities of students seeking an exam accommodation. In all cases:

(a) the student shall provide the verification documentation to the Dean of Students. The documentation shall include a questionnaire, promulgated by the law school and completed by the professional examining the student. The questionnaire shall:

(i) require the professional to state whether the requirements of this Appendix are satisfied for the disability in question;

(ii) request the professional's suggestions about accommodations that would remedy, or help to remedy, the specific disadvantage that, as a result of the disability, the student will experience in taking an exam; and

(iii) invite the submission of any other relevant information the professional wishes to provide.

(b) The cost of obtaining the professional verification shall be borne by the student.

(c) If the initial verification is incomplete or inadequate to determine the present extent of the disability and appropriate accommodations, the College shall have the discretion to require a supplemental assessment of the disability. The cost of the supplemental assessment shall be borne by the student.

(d) The College may, in its discretion, require a second opinion by an appropriate professional of its choice. The College shall bear any cost of the second opinion not covered by any third party payer. Second opinions generally will be required when the student has no pre-law-school, professional diagnosis of a learning disability or attention deficit disorder.

(e) Students who have submitted information adequate to establish the existence of a disability in connection with on request for exam accommodations need provide only new or changed information in support of later ones, unless in the judgment of the Dean of Students the nature of the disability is such as to make the submission of new information necessary.

2. Physical Disabilities

A student with a physical disability must provide verification certified by a licensed physician, psychologist, audiologist, speech pathologist, rehabilitation counselor, physical therapist, occupational therapist or other professional health care provider who is qualified in the diagnosis of the particular disability in question. The verification must reflect the student's present level of functioning in the major life activity affected by the disability, to the extent that activity is relevant to the student's capacity to take a law school examination.

3. Learning Disabilities

A student with a learning disability must provide professional verification based on testing and evaluation results which reflect the individual's present levels of processing information, current general intellectual level, and present achievement levels.

(a) The four criteria necessary to establish a learning disability are:

(i) average or above average intelligence as measured by an individual standardized

intelligence test which includes assessment of verbal and non-verbal abilities;

- (ii) (1) the presence of a cognitive-achievement discrepancy indicated by a score on a standardized test of achievement which is 1.5 standard deviations or more below the level corresponding to a student's sub-scale or full-scale IQ; or
 - (2) the presence of an intra-cognitive discrepancy evidenced by performance in a specific domain of cognitive processing that is highly discrepant from the student's level of overall intellectual ability, and the discrepant cognitive domain underlies the achievement deficit.
- (iii) the presence of disorders in cognitive or sensory processing such as those related to memory, language, visual/spatial function, or attention; and
- (iv) An absence of other primary causal factors accounting for achievement below expectations such as visual or hearing disabilities, emotional or behavioral disorders, a lack of opportunity to learn due to cultural or socio-economic circumstances, or deficiencies in intellectual ability.

(b) Documentation verifying the learning disability must:

- (i) be prepared by a professional qualified to diagnose learning disabilities. Tests of intelligence, achievement, or cognitive or sensory processing must be administered by a licensed psychologist experienced in the diagnoses of learning disabilities.
- (ii) include the testing procedures followed, identify the instruments used to assess the disability, and a written interpretation of the test results by the professional.
- (iii) reflect the individual's present level of functioning in the achievement areas of at least reading comprehension, reading rate, and word recognition. Functioning in other achievement areas such as written expression, writing mechanics and vocabulary, writing, grammar, and spelling shall be reflected if relevant to the claimed disability.
- (iv) reflect the individual's present level of functioning in the areas of intelligence and cognitive processing skills, such as memory, language, and visual/spatial functions.

4. Attention Deficit Disorders

For purposes of this policy, a student with an attention deficit disorder must provide professional verification certified by a licensed psychologist or psychiatrist who is experienced in the diagnosis and treatment of such disorders. The verification must:

- (a) be based on an evaluation showing that an attention deficit disorder seriously impairs the student's ability to demonstrate his or her mastery of the skills and knowledge tested by

the exam in question, and such impairment exists despite any current medication or treatment; and

- (b) provide evidence of a clinical or diagnostic history establishing the presence of the disorder during the student's childhood, or provide evidence that the disorder existed, but remained undiagnosed, during childhood.

5. Other Disabilities

Students seeking exam accommodations on the basis other than those identified elsewhere in this Appendix must provide professional verification from a licensed clinician or health care provider who is qualified in the diagnosis of the particular disability in question. The verification shall include sufficient, medical, clinical, or other relevant information, including the results of professional testing and evaluations, to establish, in the judgment of the Dean of Students, the existence of the disability. The verification must reflect the student's present level of functioning in the major life activity affected by the disability, to the extent that activity is relevant to the student's capacity to take a law school examination.

6. Temporary Disabilities

Students seeking exam accommodations on the basis of a temporary disability must provide documentation verifying the nature of the condition, stating the expected duration of the condition, and describing the accommodations requested. Such verification must be provided by a professional health care provider who is qualified in the diagnosis of such conditions. The assessment or verification of disability must reflect the student's current level of disability, and shall be no older than 60 days.

[\[BACK to Handbook, *supra* page 20\]](#)

The University of Iowa College of Law Policy on Misconduct [\[BACK to Handbook, *supra* page 26\]](#)

TITLE I
PREAMBLE; SCOPE

§ 101. Preamble

Academic misconduct violates fundamental norms of legal education, the legal profession, and the development of citizen-lawyers. Academic misconduct compromises the quality and reduces the effectiveness of the educational mission. Academic misconduct also disadvantages those who play by the rules. For example, measures of academic performance are used by prospective employers and others to compare students. Academic misconduct is inconsistent with standards of the legal profession which require honesty, candor, and fair play.

In addition to avoiding academic misconduct, law students are expected to conduct themselves ethically and responsibly as members of a community of learning. In part, this ideal requires students to avoid dishonest conduct aimed at achieving unfair advantages outside the academic setting, as with employers. Moreover, students should conduct themselves in a manner that respects the rights of all individuals in the law school community to exercise fully their freedom to teach, learn, work and express their views without undue interference by others.

While enrolled in the College of Law, students are bound by a variety of University policies aimed at preserving the integrity of the educational mission of the University of Iowa. These are typically compiled annually in a University publication available to students entitled, "Policies and Regulations Affecting Students." Students interested in the rationale behind such rules should consult the explanations accompanying University regulations. In addition, the College of Law has adopted the following regulations, which apply general University norms more specifically to the College of Law setting.

The sanctions that may be imposed by the College of Law for academic or non-academic misconduct reflect the seriousness of its individual and collective harm. It should be emphasized, however, that these sanctions may be slight in comparison to the direct and indirect adverse effects that academic misconduct may have in a range of future settings. Good moral character is required for admission to the bar, and both academic and non-academic misconduct may be a matter of substantial concern to boards of bar examiners. More generally, lawyers are held to high standards of integrity across the full spectrum of their professional activities, and academic or non-academic misconduct while a student may cast a shadow upon an otherwise unblemished personal reputation. Law students who aspire to become lawyers and respected members of society should endeavor to develop a personal sense of honesty and integrity and avoid involvement in any kind of misconduct.

§ 102. Scope

These regulations apply to all students enrolled on a full-time, part-time, or visiting basis in the University of Iowa College of Law, or who are enrolled in any course or other program for which the University of Iowa College of Law awards academic credit.

§ 103. Honor Pledge

As a condition for matriculation at the College of Law, each student shall execute a written pledge that (a) the student has read the rules on academic and non-academic misconduct in the College of Law student handbook; (b) on the basis of that reading, the student understands the standards of ethical conduct contained in those rules; (c) the student pledges to comply with those ethical

standards; and (d) the student understands the potential sanctions for violation of the law school's academic and non-academic misconduct rules.

Potential sanctions for violations of the law school's academic and non-academic misconduct rules include, but are not limited to, a failing course grade, lowering of a course grade, community service, the production of an essay, deregistration, suspension, or expulsion from the College of Law. Students should be aware that the law school may be required to disclose to bar authorities any proceeding under this policy (regardless of its outcome) upon the execution of a written release by the student, which a bar committee may require as a condition for taking the bar exam.

TITLE II STUDENT MISCONDUCT

§ 201. Culpable states of mind

In the absence of another express standard, a student shall be deemed to have violated any of the rules of conduct in this Title if the student knew, or a reasonable student would have known, that the student was performing the act being proscribed.

PART A – ACADEMIC MISCONDUCT

§ 202. Plagiarism

Submitting any plagiarized writing to an instructor or supervisor for academic or writing credit constitutes academic misconduct. Plagiarism is an objective offense and does not require any specific subjective intent. Plagiarism includes the following forms of conduct:

- (a) Quoting another's words without placing those words in quotation marks and attributing the words to the original author.
- (b) Paraphrasing another's words without attributing the words to the original author.
- (c) Expressing another's specific ideas or specific analysis without attributing them to the original author.
- (d) Submitting another's work as your own.

COMMENTS

1. The prohibition on plagiarism applies to papers at any stage of preparation (i.e.,

including drafts) once they are submitted to an instructor or supervisor for review.

2. While plagiarism does not require intent, the presence or absence of intent may be relevant to the appropriate sanction. If lack of intent is to be considered in determining an appropriate sanction, the burden to show the lack of intent is on the person charged with plagiarism.
3. There is no minimum number of words that can be borrowed from another without attribution. A unique phrase of as few as two or three words may require quotation marks and attribution. As a general rule, however, any string of seven words or more should always be placed in quotation marks and attributed. When any doubt exists, attribution should be provided.
4. The prohibition on expressing the ideas of another without attribution calls for the exercise of judgment in its application. Obviously, certain ideas are in the public domain, so to speak, and require no attribution. Where, however, a writer uses a particular argument or adopts a rhetorically specific idea from another person, the source should be credited even when no direct quotations are used. In case of doubt, students should err on the side of attribution.
5. The prohibition on plagiarism applies to any paper submitted in circumstances involving any eventual possibility of academic or writing credit. This includes, but is not limited to, small section writing assignments, moot court briefs, seminar papers, papers for student-edited journals, exercises for student-run academic programs, clinical written work (both in-house and externship programs) and independent study papers.
6. Avoiding plagiarism fulfills one of a student's basic ethical obligations in conducting academic work. Taken most literally, however, avoiding plagiarism is unlikely to fulfill most faculty members' expectations as to the level of independent thought worthy of research credit. Students may avoid plagiarism, and yet be denied course credit for papers consisting entirely of even properly annotated paraphrases of other people's work, if those paraphrases appear with but minimal alterations in other authors' analytic structures and arguments.

§ 203. Dishonesty on writing assignments

- (a) A student shall not engage in unauthorized collaboration or use unauthorized materials or methods in completing a writing assignment.
- (b) A student shall not submit any work or portion thereof for credit in more than one class or program unless the student makes full disclosure to, and obtains the prior written consent, of all persons to whom the work is being submitted for credit.

COMMENTS

1. In imposing limits on class assignments or examinations instructors employ their best judgments about those conditions which maximize the educational benefit of the academic exercise. Sometimes those constraints are similar to those that exist in the legal profession; sometimes they are not. Thus, some instructors may permit collaboration with others or the use of outside materials on a given assignment. Other instructors may prohibit consultation with class members or others or any recourse to other materials as the condition for an assignment. Violating those proscriptions diminishes the quality of the student's educational experience while simultaneously providing the student with an unfair advantage in completing the assignment.
2. It is a student's obligation to be aware of the rules, instructions, or directives communicated to the class by the instructor. Instructors should inform students in writing concerning the degree of allowed collaboration, permissible use of outside materials, and other regulations governing the completion of a writing assignment.
3. When an instructor permits it, it is not cheating to seek the non-substantive assistance of professionals within the College of Law who are available to assist in the development of students research and writing skills. These include, for example, the Director of the Writing Center and her staff, and research librarians (for the location of relevant materials).

§ 204. Cheating on exams

Cheating on examinations constitutes academic misconduct. Cheating on examinations includes:

- (a) Using materials during an examination that the instructor does not permit to be used.
- (b) Attempting to obtain or provide assistance during an examination, for example, by looking at another's examination materials or by communicating with another.
- (c) Obtaining information from any source about the contents of a regular or make-up examination in advance of the examination.
- (d) Providing improper assistance to another by communicating the contents of an examination or answers to another when the provider knows or should have known that such communication is occurring.
- (e) Violating examination instructions in a material way that could reasonably be expected to give the student an unfair advantage.

COMMENTS

1. The prohibition on use of improper materials during an examination assumes that no materials are permitted unless they are expressly authorized by an instructor. Thus, if the instructor provides no information about materials permitted to be used during an exam, nothing may be used. In situations involving any uncertainties, students are responsible for asking the instructor if the use of particular materials will be permitted during the examination.
2. The prohibition on obtaining advance information about the content of an examination does not extend to any information provided by the instructor.
3. Although the prohibition on providing improper assistance encompasses only knowing misconduct, students should exercise caution about discussing the contents of examinations in public settings when the possibility exists that others may be taking the examination at a later date.
4. As a matter of good practice, the faculty has adopted certain guidelines for itself regarding examinations. Under such guidelines, in the absence of good cause:
 - a) Instructors should inform students at least one week in advance of the examination of any materials that students will be permitted to use during the examination. This information should be in writing and should be posted on the instructor's bulletin board or at some other accessible place in the law building.
 - b) Instructors should avoid discussions of an examination with individual students that could give those students an unfair advantage. Any material discussion of a pending examination should be made available to all members of the class.

Students should be aware, however, that a faculty member's failure to follow these guidelines will not excuse an incident of cheating.

5. At the time of their request for a make-up examination, students shall be required to sign a statement that they will not seek or obtain any information about the examination from anyone who has already taken the examination. Furthermore, at the time the make-up examination is taken, students shall be required to sign a statement that they have not received any information about the examination from anyone who has already taken the examination.

§ 205. Falsification or misrepresentation

- (a) A student shall not falsify, forge, alter, or misuse any law school record or

document.

- (b) A student shall not misrepresent any material fact to any College of Law official, staff member, or instructor, in order to gain an unfair academic advantage or a benefit or service to which the student would otherwise not be entitled.
- (c) A student shall not falsify material or misrepresent facts, cases, methods, or other material information in connection with academic or scholarly activities.

COMMENTS

1. Students should be aware that misrepresentation includes a calculated failure to correct a false statement, even if the statement was originally in good faith, when an opportunity exists for correction in order to avoid giving the student some unfair academic advantage.
2. The prohibition on falsifying or misrepresenting facts, cases, or methods is not intended to encompass honest and zealous advocacy. Our advocacy system contemplates that advocates will present and argue existing law and facts in the light most favorable to their clients. Code of Professional Responsibility EC 7-23.
3. For purposes of paragraph (b), student office holders responsible for the administration of co-curricular programs are deemed to be officials of the College of Law.

§ 205A. Misconduct in Clinical Practice

A violation of the Iowa Rules of Professional Conduct (IRPC) committed by a law student in the course of legal work performed in the Clinical Law Programs shall constitute academic misconduct.

COMMENTS

1. Rule 31.15 (1) of the Iowa Rules of Court, "Permitted Practice by Law Students," provides that "[a] law student enrolled in a reputable law school ...certified to the supreme court of Iowa by the dean of the school to have completed satisfactorily not less than the equivalent of three semesters of the work required by the school to qualify for the J.D. or LL.B. degree, may, ...engage in the practice of law or appear as counsel in the trial or appellate courts of this state." (Emphasis added) Thus students engaged in clinic practice are practicing attorneys and may be subject to bar discipline for violations of the IRPC. In clinic orientation sessions and throughout their clinic work, students are made aware of their responsibility to follow the IRPC. A copy of the IRPC is made available to each clinic student at the beginning of his or her work in the clinic.

2. Clinic faculty members (and field supervisors in the case of externs) having direct supervisory responsibility over the work of clinic students must make reasonable efforts to ensure that the students' work conforms to the demands of the IRPC (IRPC 32:5.1 (b)). At a minimum, supervisors share responsibility for violations of the IRPC committed by students if the supervisor knows of and orders or otherwise approves the violation (IRPC 32:5.1 (c)). In keeping with the spirit of these provisions of the IRPC, students who commit IRPC violations at the behest of or with the cooperation of a supervisor should be exempt from law school discipline attributable to the violations.
3. Where a student's violation of the IRPC is not covered by Comment 2 immediately above, and where the student is solely or primarily responsible for the violation, the student shall be subject to law school discipline for academic misconduct. See IRPC 32:5.1, Comments 7 and 8, IRPC 32:5.2.

§ 206. Other unfair academic behavior

A student shall not engage in any conduct that a student knows or a reasonable student should know will unfairly advantage or disadvantage any student academically. An unfair academic advantage is an improper gain by a student in an academic endeavor to the detriment of other students or a benefit that would not have been available absent the improper conduct.

COMMENT

Academic misconduct is prohibited even if it occurs beyond the physical premises of the College of Law. For example, a student assigned to work on an interdisciplinary assignment for a College of Law course would be violating this section if the student hid relevant materials in any University of Iowa library for the purpose of depriving other students of fair access to those materials.

PART B – NON-ACADEMIC MISCONDUCT

§ 207. Falsification or misrepresentation

- (a) A student shall not falsify, forge, alter, or misuse any law school record or document. Nor shall any student falsify, forge, alter, or misuse any document in connection with an application for admission or financial aid.
- (b) A student shall not misrepresent any material fact regarding that student's academic performance or status with regard to the College of Law or any College of Law program in order to gain an unfair professional advantage.

COMMENT

Students should be aware that misrepresentation includes a calculated failure to correct a false statement, even if not originally culpable, when an opportunity exists for correction in order to avoid giving the student some unfair professional advantage. Thus, for example, a student who knows at the time of a job interview that an earlier representation to the employer of the student's class rank is no longer accurate is obliged to correct the inaccuracy.

§ 208. Misuse or misappropriation of property

- (a) A student shall not, without permission, damage, alter, or deface, or take the notes, books, papers, other academic materials, or other property of another member of the law school community.
- (b) A student shall not tear, mutilate, alter, write on, or otherwise deface or destroy College of Law library materials, or hide or secrete such materials.
- (c) A student shall not remove materials from the College of Law library without complying with library rules and regulations.

§ 209. Obstruction or disruption of facilities, services, or programs

No student shall obstruct or disrupt College of Law teaching, research, administration, disciplinary processes, or other functions or events, or obstruct or prevent access to College of Law programs, services or facilities by those entitled to use such programs, services or facilities.

§ 210. Interference with rights of others

No student shall engage in conduct prohibited by (a) the Policy on Sexual Harassment, The University of Iowa Operations Manual, Part II, Chapter 4.1(b)(1); (b) Paragraph 10 of the General Regulations Applying to Students, The University of Iowa Operations Manual, Part IV, Chapter 1; or (c) the Policy on Violence, The University of Iowa Operations Manual, Part II, Chapter 10, Section 3.

COMMENT

The University rules here incorporated by reference into the disciplinary code of the College of Law include the University's prohibitions against assault, threat, physical or sexual abuse, harassment, endangerment, and damage to the personal property of another, in addition to the University's ban on specified acts proscribed also by the Iowa Criminal Code.

§ 211. Other non-academic misconduct

A student shall not engage in any conduct that a student knows or reasonably should know will unfairly advantage or disadvantage any student professionally. Examples of such unfair professional advantages include improper gains in employment opportunities to the detriment of other students or in employment benefits that might not have been available absent the improper conduct.

TITLE III PROCEDURES FOR ACADEMIC MISCONDUCT

§ 301. Applicability

These Procedures apply to any student academic misconduct as defined in the Academic Rules and Practices, University of Iowa College of Law, Policy on Misconduct, Title II, "Academic Misconduct," sections 201-06.

COMMENT

Nothing in the College of Law's Misconduct Policy affects a faculty member's responsibility and authority to make academic judgments about the quality of student work. When student academic misconduct is believed to have occurred, it is often difficult to separate the effect of that misconduct on the student's academic performance from the rest of the student's academic performance. Insofar as it is possible to disentangle academic misconduct from the rest of the student's academic performance, the faculty member should exercise reasonable judgment in good faith in the enforcement of the Misconduct Policy and otherwise remains free to exercise customary academic judgment in evaluating a student's work.

§ 302. Decision-Makers

- (a) The "Responsible Faculty Member" is the faculty member who teaches the course or, as determined by the Dean, supervises or has primary responsibility for the activity in connection with which misconduct is alleged to have occurred.
 - (i) The "Panel on Student Conduct" (or Panel) shall consist of two faculty members and one student member.
 - (ii) The faculty members shall be appointed by the Dean after consultation with the faculty; and the student member shall be appointed by the Dean after consultation with the officers of the Iowa Student Bar Association.

- (iii) Each faculty member shall be appointed for two years in alternating years (except one of the first two appointees shall be appointed for only one year); and faculty members shall not be appointed to consecutive terms.
- (iv) Each student member shall be appointed for one year and shall be a second year student at the beginning of the regular term for which appointed.
- (v) If a case continues beyond the termination of a Panel Member's term, that Panel member may continue to serve on the Panel until the case has been decided.
- (vi) If, for any reason, a Panel member does not serve the full term, the Dean, after consultation, shall appoint a successor, who, in the Dean's discretion, shall be appointed to fill out the term of the predecessor or shall be appointed as an early appointment for the next regular term.
- (vii) After consultation with the officers of the Student Bar Association, the Dean shall also appoint a second-year student "Alternate Member," who shall participate in the Panel's investigation and deliberations but who shall have no vote except as a substitute for the regular Student Member when the regular Student Member is unable to vote.

COMMENT

When a member continues beyond the term to complete a case into the term of a successor, there may be four or five panelists eligible to serve at the same time, but newly appointed panelists will not actually participate in a case that has continued from the previous term and on which a panelist has continued to serve beyond his or her appointed term.

§ 303. Alternative decision-making channels

A complaint alleging student misconduct will proceed to decision through one of the following decision-making channels:

- (a) The complaint may be referred to the Panel at the discretion of the Responsible Faculty Member without any preliminary evaluation of the complaint by the Responsible Faculty Member.
- (b) The complaint shall be referred to the Panel if, based on the nature and seriousness of the alleged misconduct (as indicated by the complaint, any evidence accompanying the complaint, and a brief preliminary investigation if any is conducted by the Responsible Faculty Member), it appears that the sanction is likely to be more serious than grade lowering and/or course deregistration.

- (c) The complaint, if not referred to the Panel under subsection 303(a), shall be retained by the Responsible Faculty Member if, based on the nature and seriousness of the alleged misconduct (as indicated by the complaint, any evidence accompanying the complaint, and a brief preliminary investigation if any is conducted by the Responsible Faculty Member), it appears that the sanction is likely to be no more serious than grade lowering and/or course deregistration.
- (d) If, at any point during a proceeding under subsection 303(c), the Responsible Faculty Member concludes that a sanction more severe than what is permitted under subsection 303(c) will be appropriate, at that point the complaint shall be treated as a complaint requiring referral to the Panel under subsection 303(b), and the complaint shall be referred to the Panel forthwith.

COMMENT

The option under subsection 303(a) is available for a faculty member who would be the Responsible Faculty Member but who prefers not to evaluate the merits of a complaint related to alleged misconduct in that faculty member's course or area of academic responsibility.

§ 304. Initiation of complaint and initial procedures

- (a) Any student, faculty member, or administrator of the Iowa College of Law may initiate a complaint, in writing, alleging student academic misconduct with the Dean of Students or with the Responsible Faculty Member. A complaint initially received by the Dean of Students shall be referred forthwith to the Responsible Faculty Member for appropriate action under these procedures.
- (b) If the Responsible Faculty Member wishes to exercise discretion under subsection 303(a), the complaint shall be referred to the Panel forthwith.

§ 305. Evaluation of the complaint

The Responsible Faculty Member or the Panel having initial responsibility to evaluate the complaint shall promptly determine whether the complaint (with any accompanying evidence) provides adequate grounds for proceeding under the Misconduct Policy.

- (a) In evaluating the complaint, the Responsible Faculty Member (or, in a case coming within subsection 303(a), the Panel) may determine that, because of the minimal or technical nature of the misconduct or other mitigating considerations, the misconduct should be treated pedagogically without invoking the procedures otherwise applicable under the Misconduct Policy.

- (b) If it is concluded that there are inadequate grounds to justify proceeding or if the misconduct is treated as a pedagogical matter under subsection 305(a), the matter shall be deemed closed, and no record of the complaint will be maintained.

COMMENTS

1. The authorization in subsection 305(a) to treat the misconduct “pedagogically” means that any action taken by the Responsible Faculty Member as a result of academic misconduct should be treated as an integral part of the teaching function.
2. Because the applicability of subsection 305(a) depends on a judgment that any misconduct is minimal or technical or otherwise subject to mitigating considerations, an appropriate resulting sanction, if any, would be commensurately minor in severity.
3. A judgment by the Responsible Faculty Member that action under section 305(a) is appropriate entails a conclusion that the student’s action does not reflect adversely upon the student’s character or integrity or eventual fitness to practice law.

§ 306. Notice and initial decision

- (a) If the Responsible Faculty Member or the Panel having initial responsibility to evaluate the complaint concludes that there are adequate grounds to proceed, the Responsible Faculty Member or Panel will promptly give the student alleged to have engaged in misconduct a copy of the complaint and inform the student, in writing:
- (i) of the specific provision or provisions in the College of Law Misconduct Policy alleged to have been violated, and
 - (ii) of the location of this Policy (in the Student Handbook or otherwise). The student’s participation in and exercise of any rights under these Procedures will not entail any loss of the student’s rights under the Iowa Administrative Procedure Act.
- (b) A copy of the complaint and the written information shall be given to the Dean of Students at the same time that it is given to the student. If the Dean of Students finds that the conduct identified in the complaint may not be within the definition of “academic misconduct” in the University Code of Student Life (UCSL), the Dean of Students shall immediately forward a copy of the complaint to the University Vice-President for Student Services (VPSS).
- (c) On the basis of the complaint and any accompanying evidence and, if necessary, a brief preliminary investigation conducted in a manner determined at the discretion of the Responsible Faculty Member, the Responsible Faculty Member shall make an initial

decision to retain the case and proceed under subsection 303(c) or refer it to the Panel under subsection 303(b).

- (i) If the VPSS notifies the Dean of Students that the University will exercise its jurisdiction over the case under its Judicial Procedure for Alleged Violations of the UCSL (Judicial Procedures), the Responsible Faculty Member or the Panel will be so informed by the Dean of Students and no further action will be taken under the College of Law procedures until the conclusion of the University's proceeding.
- (ii) If the VPSS notifies the Dean of Students that the University will not exercise jurisdiction over the case (or does not respond within seven (7) business days of receipt of the copy of the complaint from the Dean of Students), the Responsible Faculty Member or the Panel will be so informed by the Dean of Students and the case will continue under these procedures.
- (iii) When the University has exercised its jurisdiction and returned the case to the College of Law, the Dean of Students shall refer the case to the Panel for further action under section 311.

COMMENTS

1. Ordinarily, complaints involving misconduct in violation of sections 202, 203(a), and 204 of the College's academic misconduct policy will not be subject to the notice requirement under section 306(b), because the misconduct identified in those sections is also identified as academic misconduct in the University Code of Student Life.
2. In making a determination whether the misconduct contained in a complaint may not be within the University definition of academic misconduct, the Dean of Students may consult with any persons the Dean of Students believes may be helpful in reaching that determination.
3. A decision by the Dean of Students to notify the VPSS does not suspend proceedings on the complaint in the College of Law. Proceedings should continue until the VPSS notifies the College that the University is exercising jurisdiction.

§ 307. Responsible faculty member procedures and decision

When a Responsible Faculty Member proceeds to an initial decision under subsection 303(c), the procedures provided may be informal but shall include the following elements:

- (a) The Responsible Faculty Member shall conduct a thorough and impartial investigation in light of the nature and seriousness of the misconduct alleged.

- (b) Subject to the Responsible Faculty Member's determination of the appropriate scope and extent, the student shall have the right
- (i) to respond, orally and/or in writing, to the allegation(s) by identifying evidence that would support the student's position and/or by denying or explaining any evidence that would support the allegation of misconduct;
 - (ii) to be accompanied, assisted, and/or represented by any other person except as limited by section 319.

§ 308. Written decision

- (a) As expeditiously as possible under the circumstances, which will ordinarily be within 45 days of the written notice given to the student under subsection 306(a), the Responsible Faculty Member shall make a decision under subsection 303(c) and prepare a concise statement explaining the decision.

The explanatory statement shall include:

- (i) an identification of the provision or provisions of the Misconduct Policy allegedly violated and a description of the alleged misconduct ;
 - (ii) the nature of the investigation that has been conducted (including names of all persons questioned);
 - (iii) a concise summary of the evidence that has been obtained (attaching a copy of the complaint and any written or other documentary evidence);
 - (iv) the evidence relied upon in determining that misconduct did or did not occur;
 - (v) if misconduct is found, the sanction to be imposed and the reasons for the sanction (including the influence of sanctions imposed for similar conduct as revealed in the written Notices filed under section 318).
- (b) The statement shall be given to the student and a copy shall be given to the Dean of Students.
- (c) If misconduct is found, and if no appeal from the Responsible Faculty Member's decision is taken within 30 days, the Responsible Faculty Member shall also prepare and submit the Notice described in section 318.

COMMENTS

1. Proceeding “expeditiously” under subsection (a) will often mean completing a case in a shorter time than 45 days. The 45-day period is stated only as the “ordinary” time “within” which the case can be completed to allow for the many circumstances that may affect a conscientious effort to proceed “as expeditiously as possible under the circumstances.” Relevant circumstances would include teaching schedules and other conflicting faculty duties and the academic calendar, including both vacations and exam periods.
2. In determining relevant facts, the Responsible Faculty Member will use a “preponderance of the evidence” standard, under which a fact will be found to exist when the evidence available makes it more likely than not that the fact is true.

§ 309. Appeal

- (a) A student found to have engaged in misconduct by a Responsible Faculty Member under subsection 308(a) may appeal that decision by filing with the Dean of Students a concise statement requesting an appeal to the Panel on Student Conduct within 30 calendar days of receiving the copy of the Responsible Faculty Member's decision. The statement shall indicate whether the appeal is being taken from the finding of misconduct, the sanction imposed, or both; and it shall state the grounds of the appeal.
- (b) No one other than a student found to have engaged in misconduct shall have the right to appeal the Responsible Faculty Member's decision.

§ 310. Transmission of record of proceeding before the responsible faculty member

- (a) When a complaint is referred to the Panel on Student Conduct under subsection 303(b) or (d), the reference will include:
 - (i) a copy of the complaint;
 - (ii) a description of the nature of any investigation that has been conducted up to the time of reference (including names of all persons questioned); and
 - (iii) a concise summary of any evidence that has been obtained (attaching any written or other documentary evidence).
- (b) When a decision of the Responsible Faculty Member is appealed by the student under subsection 309(a), the Dean of Students shall give each member of the Panel a copy of the Responsible Faculty Member's explanatory statement and shall notify the Responsible Faculty Member of the appeal.

§ 311. Panel function and goals

The Panel on Student Conduct is both an investigatory and decision-making body. It has broad discretion to adopt procedures that are designed to achieve several goals: fairness for the student alleged to have engaged in misconduct; consistency of treatment; sensitivity to variations in fact and context; efficiency of operation; and the enforcement of the law school's Misconduct Policy.

§ 312. Procedures following University's disciplinary proceedings

When a case has been suspended pending conclusion under the University's Judicial Procedures and is returned to the College of Law for possible further action under section 306, the procedures otherwise applicable (beginning with section 313) shall be followed, subject to the following qualifications:

- (a) any findings of fact made under the Judicial Procedures shall be binding;
- (b) if, based on these findings of fact, there is no longer a reasonable basis from which to conclude that misconduct has occurred, the matter shall be deemed closed and no record of the complaint will be maintained;
- (c) the Panel shall determine the appropriate scope of any investigation in light of the findings of fact determined in the Judicial Procedures;
- (d) the explanatory statement required under section 315(a) shall include a brief description and explanation of the effect of the binding facts from the Judicial Procedures on the case in the College of Law and shall include a brief statement of the reason for adding to any sanction imposed by the University.

COMMENTS

1. The University acknowledges the College of Law's interest in a case that has been through the University's procedures under the Code of Student Life because student misconduct within the College is inextricably related to ethical norms of the profession for which the student is preparing. As the first paragraph of section 101 of the College's misconduct policy states, "Academic misconduct is inconsistent with standards of the legal profession which require honesty, candor, and fair play."
2. In determining whether the University's sanctions have adequately vindicated the College of Law's interests, the Panel should take into account the professional norms of honesty and integrity expected of those who are members of the legal profession and which, as described in section 101 of the misconduct policy, are pervasively reflected in the College's academic misconduct rules.

3. In giving binding effect to findings of fact under the Judicial Procedures, any factual determinations that were necessary to the outcome of the proceeding under the Judicial Procedures should also be treated as binding in any further proceedings on the case in the College of Law.

§ 313. Panel proceedings

- (a) In pursuing the goals set forth in section 311, the Panel shall conduct a thorough and impartial investigation in light of the nature and seriousness of the misconduct alleged and, in carrying out its investigation, may obtain the assistance of other persons as appropriate under the circumstances.
- (b) Subject to the Panel's determination of the appropriate scope and extent, the student shall have the right
 - (i) to respond, orally and/or in writing, to the allegation(s) by identifying evidence that would support the student's position and/or by denying or explaining any evidence that would support the allegation of misconduct;
 - (ii) to be accompanied, assisted, and/or represented by any other person except as limited by subsection 319;
 - (iii) to testify and to present testimonial and/or documentary evidence.

COMMENT

These procedures apply both to cases in which the Panel makes the initial investigation and decision and to cases which the Panel decides on appeal. In exercising its discretion in investigating cases on appeal, the Panel may be influenced by the investigation already conducted by the Responsibility Faculty Member as described in the explanatory statement required by subsection 308(a).

§ 314. Scope of review

- (a) Review of Facts. When the Panel is deciding an appeal from a Responsible Faculty Member's initial decision under subsection 308(a), it shall not make a de novo decision concerning the relevant facts but shall give such weight to the Responsible Faculty Member's decision as, in its discretion, the Panel believes is justified under all of the circumstances. In exercising this discretion, the Panel shall take into account the following factors:
 - (i) the thoroughness of the Responsible Faculty Member's investigation;

- (ii) the content of the Responsible Faculty Member's written explanation of her or his determination;
 - (iii) the nature and amount of the evidence relied upon by the Responsible Faculty Member; and
 - (iv) the extent to which the fact determination implicated judgments about academic matters within the Responsible Faculty Member's expertise, including matters related to the subject matter and pedagogy involved.
- (b) Review of Sanctions. When the Panel is deciding an appeal from a Responsible Faculty Member's initial decision under subsection 308(a), it shall defer to the Responsible Faculty Member's choice of sanction except to the extent that:
- (i) the Panel's fact findings are significantly different from those of the Responsible Faculty Member;
 - (ii) the Responsible Faculty Member's choice of sanction is grossly disproportionate to the misconduct; or
 - (iii) the Responsible Faculty Member's choice of sanction is substantially out of harmony with other cases involving comparable misconduct (as indicated by an evaluative comparison with the Notices filed under section 318).

§ 315. Decision of panel

- (a) The Panel shall make a preliminary decision and prepare a concise statement explaining the decision as expeditiously as possible under the circumstances, which will ordinarily be within 45 days from the date on which the written notice was given to the student under subsection 306(a) (for cases decided under subsection 303(a) or 303(b)), from the date on which a case is referred under subsection 303(d), from the date on which the University notifies the College that it has completed its processing of a case in which the University has exercised jurisdiction pursuant to section 306, or from the date on which an appeal is filed by a student under subsection 309(a).

The explanatory statement shall include:

- (i) an identification of the provision or provisions of the Misconduct Policy allegedly violated and a description of the alleged misconduct;
- (ii) the nature of the investigation that has been conducted (including names of all persons questioned);
- (iii) a concise summary of the evidence that has been obtained (attaching a copy of the complaint and any written or other documentary evidence);

- (iv) the evidence relied upon for determining that misconduct did or did not occur (including an explanation of the effect given to the prior investigation and fact finding by the Responsible Faculty Member);
 - (v) if misconduct is found, the sanction to be imposed and the reasons for the sanction (including the effect given to the sanction imposed by the Responsible Faculty Member and the influence of sanctions imposed for similar conduct as revealed in the written Notices filed under section 318).
- (b) Distribution. The explanatory statement of the preliminary decision shall be given to the student alleged to have engaged in misconduct, and a copy shall be given to the Responsible Faculty Member. The explanatory statement of the preliminary decision shall not otherwise be distributed.
- (c) Response to comments. The student and the Responsible Faculty Member shall be given a short time, specified by the Panel at the time its preliminary decision is distributed, to comment on the preliminary decision and explanatory statement. Following the specified time period and based on any comments received, the Panel may revise its decision and/or explanatory statement or make its preliminary decision final, with or without conducting any further investigation.
- (d) Final decision. When the Panel makes its decision final, the Panel shall distribute copies of its explanatory decision (after any revision) to the student, to the Responsible Faculty Member, and to the Dean of Students. The Panel shall also prepare and submit the Notice described in section 318.

COMMENTS

1. The ordinary 45-day time period under subsection (a) will start running from the time that the Panel itself has served notice under subsection 306(a) if it is a case referred to the Panel “forthwith” under subsection 303(a), and it will start running from the time that the Responsible Faculty Member has served the notice under subsection 306(a) if it is a case (under subsection 303(b)) referred to the Panel because of the seriousness of the alleged misconduct. Otherwise, a new 45-day time period starts running only when the Panel gets a case, initially investigated by the Responsible Faculty Member, either by reference (under subsection 303(d)) because the serious nature of the alleged misconduct appears during that investigation, because the University exercised jurisdiction as contemplated under section 306, or on appeal after a decision by the Responsible Faculty Member.
2. In determining the relevant facts under subsection (b), the Panel will use a “preponderance of the evidence” standard, under which a fact will be found to exist when the evidence available makes it more likely than not that the fact is true.

3. Nothing in subsection 315(b) limits the Panel's discretion to inform a witness of its tentative findings in carrying out its investigation in order to insure that it receives the most complete and accurate relevant evidence from that witness.

§ 316. Grade lowering as recommendation

If, in any case before the Panel, the Panel determines that the appropriate sanction includes a grade reduction that has not been previously imposed by the Responsible Faculty Member, or a grade reduction that is greater in amount than that previously imposed by the Responsible Faculty Member, for the misconduct of the same student in the same case, that part of the Panel's decision shall be a recommendation only. The Responsible Faculty Member may accept or reject the recommendation.

§ 317. Decanal review

A student found to have engaged in academic misconduct in a final decision by the Panel may, within 30 days of the Panel's final decision, request the Dean to review the Panel's decision by filing a request for such a review in a writing which states succinctly the reason for the request. On the basis of such a request, the case shall be reviewable by the Dean in the Dean's discretion. In exercising that discretion, the Dean

- (a) shall give great weight to the Panel's decision and its explanatory statement,
- (b) may affirm, reverse, or modify the Panel's decision,
- (c) may direct the Panel to give further consideration to specified matters, and
- (d) shall explain his or her decision in a written statement, for which the Panel's explanatory statement may be adopted and/or incorporated in whole or in part.

§ 318. Reports and records

- (a) Whether the final decision of the Responsible Faculty Member or the Panel determines that the student has or has not engaged in academic misconduct, the explanatory statement of the Panel and/or the Responsible Faculty Member (supplemented by the Dean's explanatory statement, if any) will be kept in a permanent file in the Dean's Office.
- (b) When a final decision under these Procedures has determined that a student has engaged in misconduct in violation of the law school's Misconduct Policy, a Notice will also be submitted to the Dean. The Notice, based on the explanatory statement of the Panel or

Responsible Faculty Member, shall exclude all references that could identify any student charged with misconduct or any student named as a witness in the explanatory statement and shall contain only the provision(s) of the Misconduct Policy that was/were violated, a succinct description of the misconduct and the sanction imposed, and a succinct summary of the evidence relied upon and the reason for the sanction. Subject to modification or reversal by the Dean under section 317 and subject to the Dean's determination that the Notice complies with legal requirements designed to protect student privacy, the Dean will post the Notice for informational purposes for a period of 60 days.

- (c) The Notice will also be kept in a permanent file in the Dean's Office, and on reserve in the Law Library, where it will be available to all members of the law school community.

COMMENT

This policy should not be read to require the permanent maintenance of records that no longer serve any useful function in furthering the purposes of the Academic Misconduct Policy or, at such time, to foreclose administrative decisions about record retention and management.

§ 319. Representation by faculty or administrators

Faculty members or administrators of the College of Law may not represent students charged with misconduct under the College's Misconduct Policy.

COMMENTS

1. The purpose of this provision is to prevent faculty members from becoming adversaries of other faculty members or students and to reduce the likelihood of the occurrence of a conflict of interest between a faculty member's duty to the College of Law and the duty to a represented student.
2. Consistent with this purpose, "represent," as used in this provision, should be read broadly to include every form of participation, informal as well as formal, whether or not speaking for the student, at every stage of the proceedings triggered by the filing of a complaint, whether prior to or part of the investigatory or decision-making process.
3. This provision does not prevent a faculty member or administrator from giving general advice, based on the student-teacher/administrator relationship, to a student against whom a misconduct complaint has been filed when that advice is requested by the student and when giving the advice does not entail an adversarial role under the Academic Misconduct Policy.

4. Any faculty member or administrator from whom advice is requested by such a student would have to exercise a reasonable, good faith judgment in drawing the line between permitted advising and prohibited “representing.”

Effective Date: These procedures will be effective for all proceedings initiated by a complaint filed on or after May 17, 1998.

TITLE IV Procedure for Non-Academic Misconduct

A. Claims of Non-Academic Misconduct

1. If a complaint of non-academic misconduct is received from any source, the faculty member or academic administrator exercising jurisdiction over the complaint under paragraph 2 below, shall promptly evaluate the complaint and determine whether the allegations in the complaint (with any accompanying evidence) provide adequate grounds for a proceeding under the law school’s non-academic misconduct policy. If it is concluded that there are inadequate grounds to justify a proceeding, the matter shall be deemed closed, and no record of the complaint will be maintained. If the faculty member or academic administrator concludes that there are adequate grounds to justify a proceeding, a preliminary investigation will be made.

2. If the complaint concerns acts or omissions in a specific course or student-supervised program, the instructor in the course or faculty advisor of the program may elect to conduct the preliminary investigation. If the faculty member does not so elect, the matter will be investigated by the associate dean for student affairs, unless the Dean appoints another academic administrator to investigate the complaint. The student about whom the complaint was made will be informed, in writing, of the specific provision or provisions in the College of Law Misconduct Policy alleged to have been violated and of the location of the College’s Policy and Procedure governing such matters (in the Student Handbook or otherwise). In the subsequent course of these proceedings, the student shall have the right to be accompanied, assisted, and/or represented by any other person other than faculty members or administrators of the College of Law. If a complaint of non-academic misconduct is alleged to have occurred in a context other than a specific course or student supervised program, the matter will be investigated by the associate dean for student affairs or other academic administrator appointed by the dean. If the Dean of Students determines that the conduct alleged in the complaint may fall under the definition of non-academic misconduct in the University’s Code of Student Life, the Dean of Students will immediately consult with the University Vice-President for Student Services (VPSS) concerning the exercise of initial jurisdiction over the complaint. If that office elects to prosecute

the complaint, jurisdiction over the complaint returns to the law school upon termination of the VPSS's prosecution.

a. If, as the result of the preliminary investigation, it is found that no probable cause exists to believe that prohibited acts or omissions occurred, the matter shall be deemed closed.

b. If, as the result of the preliminary investigation, it is found that probable cause exists to believe that non-academic misconduct occurred, the investigator may propose a sanction to the student and indicate that a statement of the facts as found by the investigator will be placed in the student's file. The student and her or his counsel may read such statement of facts before deciding whether to accept or reject the proposed sanction. (The investigator's statement will not be placed in the student's file if the student rejects the proposed sanction).

c. If the student accepts the proposed sanction, the investigator forwards the statement and proposed sanction to the Dean. The Dean may approve the proposed disposition and act to implement it, or, in his or her discretion, the Dean may reject the proposal, in which case further proceedings are required, including consideration by the investigator of a different proposed sanction.

d. If the investigator does not propose a sanction to the student, or if the student or the Dean rejects the proposed sanction, the Dean will refer the matter to the Panel on Student Conduct, which will investigate and resolve the complaint in a manner which accords due process taking into account the policy and spirit of § 311. After completing its proceedings, the Panel may determine that non-academic misconduct did not occur. If the Panel determines that non-academic misconduct did occur, it will file a report of its determination with the Dean and will recommend to the Dean what action or actions, if any, the College of Law should take. The recommended action, while not limited to the following, may include a failing course grade and suspension or expulsion from school. *See* Honor Pledge, Section 103.

e. The Dean may implement the recommendations or, in his/her discretion, may refer the matter to the faculty for review of the Panel's recommendations. The student may appeal the Panel's recommendation to the law faculty and shall have a right to be heard and represented by counsel before the faculty. If the student appeals the Panel's recommendation to the faculty or the Dean refers the matter to the faculty, the faculty may approve, disapprove, or modify the Panel's recommendations. Following a faculty review, at either the student's or the Dean's initiative, the Dean will implement the faculty recommendation.

f. Notwithstanding the foregoing allocation of responsibilities, at her or his discretion the appropriate academic administrator may, with or without

preliminary evaluation, refer to the Panel on Student Conduct any complaint of non-academic misconduct, in which event the Panel will investigate and resolve the matter according to the foregoing procedures.

g. When a final decision under these Procedures has determined that a student has engaged in misconduct in violation of the law school's Misconduct Policy, a Notice will also be submitted to the Dean. The Notice shall exclude all references that could identify any student charged with misconduct or any student named as a witness and shall contain only the provision(s) of the Misconduct Policy that was/were violated, a succinct description of the misconduct, and the sanction imposed, and a succinct summary of the evidence relied upon and the reason for the sanction. Subject to modification or reversal by the Dean and subject to the Dean's determination that the Notice complies with legal requirements designed to protect students privacy, the Dean will post the Notice for informational purposes for a period of 60 days. The Notice will be kept in a permanent file in the Dean's Office, and on reserve in the Law Library, where it will be available to all members of the law school community.

B. Oversight of Non-Academic Misconduct Cases

1. Within sixty days following the mid-May close of each academic year, the Dean of Students or another academic administrator with responsibility for handling complaints of non-academic misconduct under Section A of this rule shall report to the Academic Standards and Review Committee (ACRC) (or its successor in interest) (a) his or her disposition during the preceding academic year of all such complaints, including cases that are handled informally during student orientation as a result of student requests to amend their law school applications for failure to disclose all requested information, and (b) the disposition of all non-academic misconduct cases processed by the Panel on Student Conduct during the preceding academic year. The academic administrator's report shall summarize all such claims and outcomes, and include for each case a brief narrative description of its facts and outcome.

2. Upon its receipt of the academic administrator's annual report, the ACRC shall transmit the report to the faculty.

[\[BACK to Handbook, *supra* page 26\]](#)

Retention Rules [[BACK to Handbook, supra page 26](#)]

(Note: For purposes of the grades referred to herein, please see [Grading Policy supra page 26](#)).

The following rules apply only to those students who are currently enrolled in the College of Law:

1. (a) A student who fails to maintain a cumulative average of 2.1 after the completion of two semesters following matriculation, regardless of hours registered or earned, shall be ineligible to continue registration in the College of Law. For purposes of this rule, the first summer in the accelerated program constitutes a semester. A semester in which a student is granted a leave of absence is not considered a semester for purposes of this rule. Students who fail to maintain the minimum cumulative average required by this paragraph may petition the faculty Retention Committee for reinstatement under paragraphs 3-6 of this Retention Policy.
- (b) A student who fails to complete all the requirements for a J.D. degree within 84 months (7 calendar years) of the student's initial matriculation at Iowa or (in the case of a transfer student) at another law school shall be ineligible to continue registration at the College of Law and shall not be eligible for reinstatement under paragraphs 3-6 of this Retention Policy.
2. (a) A student who fails to make reasonable progress toward a J.D. degree shall be ineligible to continue registration in the College of Law. Failure to make reasonable progress toward a J.D. degree shall be defined as follows:
 - i) Failure to complete the first year requirements, with a grade or pass/fail, within twenty-four months of a student's initial matriculation at Iowa or at another law school from which the College of Law has accepted transfer credit; OR
 - ii) Failure in any fall or spring semester to complete 10 semester hours toward a law degree, except insofar as the Dean of Students has granted a leave of absence to the student or permitted the student to register for or complete fewer than 10 hours.
- (b) A student who fails to make reasonable progress under paragraph 2(a)(ii) solely because of one or more grades of "incomplete" in a particular semester shall be eligible to continue registration in the law school, provided that each "incomplete" received during a

particular semester must be replaced by a grade of at least 1.7 by the end of the semester (not including the summer) following the initial entry of the grade of incomplete or the student will become ineligible to continue registration in the law school.

- (c) The preceding provisions of this rule (Rule 2) apply irrespective of the reasons for a student's failure to make reasonable progress toward a degree. Students who withdraw from courses, who are repeating courses they previously failed, who are receiving credit for transferred course work, or who are engaged in non-credited course work of any sort must meet the reasonable progress standards established above.
 - (d) Students who fail to make reasonable progress toward a degree under paragraphs 2(a) - (c) may petition the faculty Retention Committee for reinstatement under paragraphs 3-6 of this Retention Policy. However, no petition for reinstatement may be granted to a student who has failed to satisfy the 84-month limit set out in paragraph 1(b). The 84-month limit is a maximum limit and all time since a student's original matriculation shall count in the calculation of this limit, even if the student has been granted a leave of absence, has been allowed to take a reduced load, or is not attending classes for other reasons.
3. A student ineligible to continue registration under paragraph 1(a) or paragraph 2 may petition the faculty Retention Committee for reinstatement. Petitions for reinstatement must be filed within 30 days after mailing of the letter to the student's address (as indicated on the student's official transcript) formally notifying the student of ineligibility to continue registration. The student's complete record, academic and otherwise, shall be examined by the Committee and, upon the student's request, the Committee shall interview the student whose record is being considered. The Committee may consult with some or all of the student's instructors. After finishing its investigation, the Committee may reinstate the student under the standards provided in paragraph 5. The Committee may impose such conditions on the reinstatement as will serve the best interests of the student and the school, provided, however, that all reinstatements will be conditional upon the student achieving in each subsequent semester an average of 2.1 (65.0) or more on a minimum of 12 semester hours of work. The 12 hour requirement may be waived when warranted as a reasonable accommodation to a student with a disability.
 4. For purposes of retention, averages shall be computed at the end of the semester (counting the full summer session as one semester). Averages

shall be computed on the basis of all grades received. The fact that a retention decision will not be made until after the beginning of a summer session or academic semester for which the student has enrolled shall not be considered by the Committee in its investigation and consideration of a student's petition for retention.

5. The Committee may act to reinstate a student if it determines that (a) for students who are ineligible to return under Paragraph 1 of this policy, that their prior performance would have resulted in a cumulative average of 2.1 (65.0) but for adverse circumstances which reasonably accounted for past performance; (b) for students who are ineligible to return under Paragraph 2(a)(i) of this policy, that they would have completed the required first year courses within two years but for adverse circumstances which reasonably accounted for their failure to make satisfactory progress toward a degree; and (c) for all students who are ineligible to return for whatever reason, that they are likely to maintain a 2.1 (65.0) average in subsequent semesters, to make reasonable progress toward graduation, and to satisfy the requirements for graduation in a timely manner. Among the factors that will be considered in making these judgments are: (1) extraordinary hardship, such as extended illness or disability, and other personal problems productive of serious emotional strain or loss of study time; (2) significant improvement in performance from semester to semester, coupled with good faith efforts by the student to improve his or her academic performance; or (3) identifiable deficiencies in the student's academic background that have been or can be shown to be corrected or substantially improved at the time of the retention decision.

Except in the most extraordinary cases, a student who has achieved neither a 2.0 (64.0) cumulative average nor a 2.1 (65.0) average in the second semester should not expect to be reinstated on probation.

A student denied reinstatement may appeal to the faculty as a whole by filing a written notice to the Dean within 10 days of the adverse decision. The student may appear, with or without counsel, or other representative, to make an oral presentation to the whole faculty and may make such written submissions as he or she deems appropriate. At the conclusion of the student's presentation, if any, the faculty will go into executive session to consider the appeal on the merits.

6. The Retention Committee shall, at each earliest opportunity, report to the full faculty on each case involving the question of reinstatement it investigates and on what action it has taken in each case.

[\[BACK to Handbook, *supra* page 26\]](#)

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