

University of Florida Fredric G. Levin College of Law
2015 Strategic Plan for International Programs

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Committee Membership: Claire Germain (chair), Tom Ankersen, Yariv Brauner, Mark Fenster, Berta Hernandez-Truyol, Lyrissa Lidsky (ex officio), Pedro Malavet, Ken Nunn. Michelle Ocepek (ex officio).

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I. Planning Objectives

The Dean has charged the International Programs Committee with developing a strategic plan for international programs at the University of Florida Fredric G. Levin College of Law. This plan defines “international programs” broadly and examines (1) programs that provide domestic J.D students the opportunity to study, research, work, or obtain necessary credentials in the area of international or comparative law; (2) programs that bring international J.D. or LL.M. students to study at UF; (3) programs that allow UF faculty members to teach, research, or network in the area of international or comparative law; (4) programs that bring international faculty to teach or research at UF; (5) programs that project the expertise of UF faculty and students to international audiences; and (6) programs designed to bring increased revenues to the College of Law by providing international and comparative law knowledge to diverse audiences. This plan reviews existing programs within these categories and proposes others in light of the strategic priorities the plan identifies. Although the College of Law’s existing curriculum of international and comparative law courses is not a program per se, a number of existing programs contribute to the curriculum and vice versa.

a. The Mission of International Programs

The goal of the strategic planning process is to recommend where the College of Law should concentrate its limited resources to maximize the benefits of international legal educational offerings. Currently the international programs at UF Law lack a unifying theme or vision. The existing programs have developed and evolved organically over the last twenty or so years, often based on international relationships cultivated by individual faculty members. The first step toward a strategic plan, therefore, was the development of a mission statement for International Programs. The International Programs Committee adopted the following mission statement:

Florida is an increasingly international state. International Programs are indispensable for the JD program to be of the highest quality. International Programs enhance the academic experience of all students and enrich the intellectual life of the College of Law as a whole.

The mission of International Programs is to prepare students for the practice of law in this global society. To achieve this goal, students and faculty must expand their base of legal knowledge to include international and comparative law and practice.

Today's world is no longer contained by state boundaries. The lawyers being trained will interact with people from around the world. International Programs serve to expand legal education so as to develop skills and facilitate success in this globalized world in which students need to understand cross-border matters. For such understanding future lawyers must be familiar with the various and varied legal systems as well as the culture (and language) in which they operate.

Law students will benefit from exposure to international and comparative law courses that enable future lawyers effectively to handle cases with foreign/international content in the U.S., in foreign jurisdictions, and before international bodies. Such background will facilitate the crafting of documents and choice of law selections. In addition to coursework, International Programs' student and faculty exchanges and foreign programs provide rich experiences that contribute to the preparation of lawyers to practice law in the 21st century.

The mission of the College of Law's international is consistent with the University of Florida International Center's goal of motivating those within the UF Community "to think and act globally in fulfilling the missions of learning, discovery, and engagement."¹ Pursuing this mission also furthers the American Bar Association's efforts to ensure law students are prepared for global law practice..

b. Identifying Strategic Priorities for International Programs

In 2014 the International Programs Committee used the mission statement above to identify and articulate a set of strategic priorities for the college's international programs.

¹ This mission is also consistent with the University's Quality Enhancement Plan, which is designed to internationalize undergraduate education at UF. See <http://qep.aa.ufl.edu/>.

These priorities, in turn, provided the basis upon which the International Programs committee has assessed some individual programs and will continue to assess the remainder. Further, the Committee recommends that these strategic priorities also comprise the basis upon which all new programs should be evaluated. The Committee agreed upon the following **four strategic priorities**.

First, the college's international programs should emphasize the affordable provision of international and comparative legal knowledge, skills, and cultural competency by targeting regions of the world in which Florida's future lawyers are especially likely to practice or with which they are especially likely to have dealings on behalf of their clients. Stated more broadly, the mission of our international programs should be to provide our students with the best possible preparation to join an increasingly global profession and to have meaningful careers and lives in a global world. Everything our law school is or does should flow from the commitment to providing the highest quality legal education to our students. Providing students a rich array of international programs is essential to preparing them for practice today and in the future.

Second, our international programs should take advantage of the State's and the University's geographic, cultural, economic, and historical ties as well as the University's interdisciplinary strengths. Our international programs will be most effective if we focus them on regions of the world where the University and College have comparative advantages. As explained below, this recommendation implies that our international programs should focus predominantly on Latin America and the Caribbean, which is the region of the world with which the College of Law faculty, University of Florida faculty, students, and the citizens of Florida have the maximum number of ties and for which there is substantial support, interest, and expertise not only at the College of Law but also at the University. This report also recommends that our secondary focus should be on providing programs in China and Europe. All of these are regions in which the College of Law can tap interdisciplinary resources, including affiliated faculty, at the University. University resources include, for example, IFAS, UFIC, the Center for Latin American Studies, Center for European Studies, Center for African Studies, Center for Women's and Gender Studies, and the Warrington College of Business Administration. Although this plan recommends concentrating limited program resources in strategic regions, it should be noted that nothing prevents faculty members from teaching or conducting research in other regions of the world.

Third, existing and proposed international programs must be evaluated regularly to ensure they provide sufficient benefits relative to their costs. This Strategic Plan focuses especially on international programs that expand our law school's international footprint, provide our students with an excellent legal education, and generate the revenues needed to keep our tuition at a reasonable level.

Fourth, our programs should encourage and build the capacity of students to take advantage of opportunities for international and comparative study, research, and/or

employment. We must motivate our students to think globally. Law students cannot take advantage of our existing offerings if they are not made aware of them and of the importance of international engagement. Moreover, students need guidance about the courses and skills required for international law practice.

The International Programs Committee has already begun applying these four strategic priorities when asked over the past year to make decisions about specific international programs. Our recommendations below seek the faculty's approval of these priorities, as well as approval of some specific applications of them.

II. The Process of Strategic Planning: The International Programs Committee strategic planning process involved an assessment of the strengths and weaknesses facing existing international programs as well as opportunities to improve program offerings and threats to the implementation of this strategic plan.

A. The strengths of international programs at the College of Law include:

- a. a substantial number of faculty or affiliated faculty who have international or comparative expertise and/or who speak other languages and have developed competencies within other legal cultures, including Latin America, the Caribbean, Africa, France, Spain, Canada, China, India, Taiwan, Germany, and the European Union;
- b. a substantial number of J.D. students who speak other languages and have cultural ties to other regions, especially Latin American and the Caribbean.
- c. the College's location in Florida, which is the third most populous state in the United States, with geographic ties to Latin America and the Caribbean; economic ties to Latin America, the Caribbean, China; and strong cultural ties to Latin America, the Caribbean, and Europe;
- d. a substantial number of alumni with expertise in delivering legal services to Latin America and the Caribbean;
- e. associations with the Center for Latin American Studies, the Center for Women's Studies, the Center for European Studies, the Department of Spanish and Portuguese, IFAS, and the English Language Institute;
- f. experience in obtaining international grant funding;
- g. growing expertise in providing online legal education;

B. The weaknesses of international programs the College include:

- a. the College's location in Gainesville, which limits connections with international law firms and practitioners;
- b. limited financial resources with which to broaden international offerings;
- c. financial and career pressures on students to gain domestic legal experience rather than study abroad;
- d. insufficient innovations within the curriculum to insure that all students are exposed to international or comparative law;
- e. insufficient curricular offerings for those students who wish to specialize in

- international or comparative law;
- f. insufficient communication about and promotion of existing programs;
- g. structural impediments to interdisciplinary cooperation within the University;
- h. insufficient international externship opportunities.

C. The following is a list of opportunities for the College’s international programs to overcome existing weaknesses and build on existing strengths to achieve strategic priorities:

- a. ability to deliver international or comparative law content both nationally and internationally in ways that enhance the revenues of the College of Law and its international programs;
- b. geographic and cultural ties to developing legal systems in Latin America and the Caribbean;
- c. potential to expand the number of LL.M. students;
- d. potential to provide international and comparative law education to professionals both nationally and internationally, both in person and digitally;
- e. potential to capitalize on the success of our Massive Open Online Course on Coursera to expand our international “brand” and recruit international students to study at the College;
- f. potential to capitalize on international consortia to expand student access to international educational opportunities.

D. The threats to international program at the College include:

- a. insufficient funding;
- b. competition from a growing number of LL.M. and professional certificate programs;
- c. inability to maintain balance in student exchange programs;
- d. pressure on law students to pursue only opportunities that they believe lead directly to employment within Florida;
- e. inability to attract international students as a result of tuition costs that are not competitive internationally.

III. The College of Law has a substantial number of international programs, which are outlined below.

A. Our international programs for J.D. students include the following:

- 1. Programs that provide UF students the opportunity to study outside the U.S.²
 - a. Summer Study Abroad Program in Montpellier, France
 - b. Summer Study Abroad Program in San Jose, Costa Rica
 - c. Summer Study Abroad Program in Cape Town, South Africa (expired)

² Study Abroad programs are described in Appendix A.

- as a result of low enrollment in Spring 2014)
- d. Belize Spring Break Study Abroad Program
 - e. Caribbean Spring Break Study Abroad Program
 - f. New Spring Break Study Abroad Programs, as developed by faculty
 - g. Student Exchange Programs³
 - i. Bar Ilan University
 - ii. Goethe University
 - iii. LUISS University Rome
 - iv. Tel Aviv University
 - v. University of Cape Town (terminated by UCT Fall 2014)
 - vi. Leiden University
 - vii. University of Montpellier
 - viii. Pontifical Catholic University of Rio de Janeiro
 - ix. Monash (cancelled)
2. Programs that provide students the opportunity to study at UF with faculty living outside the United States⁴
 - a. Foreign Enrichment Courses
 - i. *International Organizations*
 - ii. *Business & Legal Environments in Latin America*
 - iii. *Business & Legal Environments in China*
 - iv. *Business & Legal Environments in Europe*
 - v. *Selected Topics in International or Comparative Law*
 - b. International visiting faculty from universities with which the College has faculty exchange agreements
 - c. International faculty across campus from whom J.D. students can take courses
 - d. Other international visiting faculty
 3. Programs that provide students the opportunity to work abroad
 - a. Foreign Externships
 4. Programs⁵ that provide students the opportunity to conduct extensive international law research
 - a. Poland PAJRAP Grant Program (grant expired)

³ Student Exchange programs are described in detail in Appendix B.

⁴ The International Programs Committee recently made changes to the process for selecting which Foreign Enrichment courses to offer. Appendix C summarizes these changes and describes the Foreign Enrichment courses program.

⁵ Our students have opportunities to conduct extensive international law research in courses taught by our own faculty, but this heading does not count those courses as “programs.”

- b. International Commercial Arbitration Moot Competition
- c. Jessup International Moot Court Competition
- d. Seminars
- 5. Programs that allow students to obtain International Law Credentials⁶
 - a. Certificate Program in International and Comparative Law
 - b. Joint J.D./Master of Arts in Latin American Studies
 - c. J.D./M.B.A. (with International Focus)
- 6. International Law Curriculum
 - a. Courses Regularly Available
 - b. Courses That Should be Available
 - i. International Financial Institutions
 - ii. Humanitarian Law
 - iii. International Litigation
 - c. Roadmaps for International Courses⁷
- 7. International Journals and Clubs
 - a. Florida Journal of International Law
 - b. Immigration Law Association
 - c. Spanish Conversation Club
 - d. Portuguese Conversation Club
 - e. Asian Pacific Law Students Association
 - f. Latin American Law Students Association
 - g. International Law Society

B. Our programs that bring international J.D. students to study at the College of Law include the following:

- 1. Students who come to the College as part of our Student Exchange Programs
- 2. Central University of Finance and Economics (China) Pilot Program⁸

C. Our programs that bring international LL.M. or Ph.D. students to study or research at the College of Law include the following:

- 1. International and Comparative Law LL.M. Program
- 2. International Taxation LL.M. Program
- 3. S.J.D. in Taxation
- 4. Visiting research scholars program

⁶ Appendix I contains a further description of programs that allow students to obtain credentials in International and Comparative Law.

⁷ See the Roadmap of courses for students wishing to study international or comparative law at Appendix D.

⁸ The CUFE pilot program is summarized in Appendix E.

5. Central University for Finance and Economics (China) Pilot Program

D. Our programs that allow College of Law faculty to teach or conduct research outside the U.S. include the following:

1. Study Abroad Programs
 - a. University of Montpellier Study Abroad
 - b. University of Costa Rica Study Abroad
 - c. University of Cape Town, South Africa Study Abroad (expired as a result of low enrollment in Spring 2014)
 - d. Belize Spring Break Study Abroad Program
 - e. Caribbean Spring Break Study Abroad Program
 - f. Goethe University Summer Institute Study Abroad Program
 - g. New Spring Break Study Abroad Programs, as developed by faculty
2. Faculty Exchange Programs
 - a. University of Cape Town
 - b. University of Warsaw
 - c. Pontifica Universita Catolica-Rio de Janeiro
 - d. Goethe University
3. Poland Program, Certificate in American Law (terminated as of July 1, 2015)
4. Fulbright Scholars Program
5. Center for Governmental Responsibility Programs⁹
 - a. Colombian Caribbean Human Rights Grant
 - b. Mexico Culture of Lawfulness Grant (proposal pending)
 - c. The Summer Program in American Law for Brazilian Judges, Prosecutors and Attorneys
 - d. Annual Conference on Legal & Policy Issues in the Americas
 - e. CGR Tinker Foundation Grant Proposal to Enhance Sustainable Development in Latin America (pending)
6. Miami International Antitrust Leaders Conference

E. Our programs that bring international faculty to teach or research at UF Law include the following:

- A. Faculty Exchange Programs
- B. Research Scholars Programs
- C. Foreign Enrichment
 - i. Foreign Enrichment: International Organizations

⁹ The Center for Governmental Responsibility's international programs are summarized in Appendix F.

- ii. Foreign Enrichment: Business and Legal Environments in Latin America
- iii. Foreign Enrichment: Business and Legal Environments in China
- iv. Foreign Enrichment: Business and Legal Environments in Europe
- v. Foreign Enrichment: Selected Topics
- vi. Global Lectures

F. Programs that are capable of bringing the expertise of College of Law faculty to outside audiences, both international and domestic include the following:

- A. Massive Open Online Course (MOOC), *The Global Student's Introduction to US Law*
- B. Continuing Legal Education (CLE) programs in International or Comparative Law (anticipated future programs)
- C. Spanish for Lawyers Professional Education Program (anticipated future program)
- D. Center for Governmental Responsibility Programs¹⁰
 - 1. Colombian Caribbean Human Rights Grant
 - 2. Mexico Culture of Lawfulness Grant (proposal pending)
 - 3. The Summer Program in American Law for Brazilian Judges, Prosecutors and Attorneys
 - 4. Annual Conference on Legal & Policy Issues in the Americas (with a focus on Cuba in May 2015)
 - 5. Tinker Foundation Grant Proposal to Enhance Sustainable Development in Latin America (pending)

G. "Alternative Revenue Streams" and International Programs

- A. Continuing Legal Education programs (anticipated future programs)
- B. Distance Learning Courses (anticipated future programs)
- C. LL.M Program in International and Comparative Law
- D. LL.M. Program in International Taxation
- E. Global Corporate Compliance Certificate Program
- F. Grant Funding for International Programs

¹⁰ The Center for Governmental Responsibility's international programs are summarized in Appendix F.

III. General Recommendations

Recommendation 1.0: All existing or future international programs should prepare students for the practice of law in a global society. Programs should benefit students by providing them with international and comparative legal knowledge and skills as well as cultural competence in regions of the world in which they are especially likely to practice, from which their clients are likely to come, or with which they are especially likely to have dealings on behalf of their clients. The administration and faculty should assess future international programs according to whether they further this mission. The International Programs Committee, in consultation with the Administration, should review each existing program at least once within every five-year period to determine whether the program continues to further this mission.

Comments to Recommendation 1.0

In assessing the benefits of international programs, it is necessary to keep in mind that some of the benefits of international programs are intangible, as is true of many educational programs. For example, it is clear that U.S. students benefit from having international perspectives enrich classroom discussions and from forming friendships with students from other parts of the world, even if these benefits are not directly measurable.

Other benefits of international programs are more tangible but still hard to measure. In order to practice law in a global society, students must develop cultural competencies and acquire the analytical skills necessary to address legal issues that have an international dimension. Students must learn about international and foreign legal regimes and their relation to U.S. law.

Furthermore, students must develop the ability to understand, identify, and adapt to different legal and cultural environments. This ability is an essential component of a complete, well rounded legal education, even if it cannot be measured directly.

The benefits of some programs are more directly measurable. Some programs, such as foreign externships, the international and comparative law certificate program or our international and comparative course offerings, help students obtain the credentials, skills, and social networks needed to obtain employment practicing law in the international arena. Still other programs, such as LL.M. programs or CLE, may actually bring in revenues that help keep tuition stable for UF students. All of these benefits, along with the benefit of improving the teaching and research of our faculty, should be considered in our assessment of our international programs.

Finally, UF students benefit when faculty members and the College of Law engage with the global legal community. Students benefit when those who teach them broaden their understanding of international and comparative law and the practice of law in a global society. Moreover, almost every body of substantive law, ranging from Civil Procedure to

Corporate Law and from Family Law to Intellectual Property, now has an international dimension, and students benefit when faculty members incorporate these dimensions into their teaching and research.

Likewise, students benefit when those who teach them expand their contacts and project their influence within global society because these contacts often lead to further educational and employment opportunities for students. Furthermore, students (and alumni) benefit tremendously to the extent that the College of Law is a global leader in international legal education.

Recommendation 2.0: All existing or future international programs at UF Law should attempt to take advantage of our state and university's geographic, cultural, economic, and historical ties to other nations and the university's interdisciplinary strengths. The administration and faculty should assess future international programs based on the degree to which they further this criterion. The International Program Committee, in consultation with the Administration, should conduct a review every five years to determine in which regions of the world to prioritize expansion or development of international programs.

Recommendation 2.1: When considering the expansion or development of international programs, the administration and faculty should give priority to programs that enhance student and faculty understanding of and engagement with Latin America and the Caribbean.

Recommendation 2.2: The law school should form a Latin American and Caribbean advisory committee, comprised of selected faculty and alumni, to advise the International Programs Committee where to develop new or expand existing programs within Latin America and the Caribbean.

Recommendation 2.3: When considering the expansion of existing international programs or the development of new ones designed to educate J.D. students at UF Law, the law school should give priority to programs that take advantage of existing programmatic or curricular priorities and strengths, provide experiential learning opportunities, and/or involve subject matters that appeal to substantial numbers of students.

Recommendation 2.4: The law school should form a committee to explore the possibility of expanding the number of foreign externships available to J.D. students at the College of Law.

Comments to Recommendations 2.0, 2.1, 2.2, and 2.3

After study and consultation, the International Programs Committee has concluded that our programs will provide maximum benefit to UF students and faculty if those

programs focus predominantly on areas of the world where UF (including faculty, students and alumni) has geographic, cultural and economic ties. Our international programs should therefore focus predominantly on Latin America, the Caribbean (including Cuba), regions in which these ties are especially strong among faculty, students, and Florida citizens. Our secondary focus should be on China, by virtue of its current economic dominance; and Western Europe, by virtue of historical, cultural, economic, military, and diplomatic ties.

With regard to economic ties, a study we commissioned of Hanover Research found that China is Florida's number one trading partner followed by Brazil. Forty percent of all U.S. exports to Latin and South America pass through Florida. For South Florida, data indicate that the top trade partners for the first half of 2013 were Brazil, Colombia, Costa Rica, China, and Venezuela.

Currently, Latin American countries comprise nineteen of South Florida's top 25 trade partners. Furthermore, our ties to Latin America and East Asia are likely to grow even stronger with the expansion of the Panama Canal. A Florida Chamber of Commerce report notes that Florida is the "ninth highest state for foreign direct investment." In addition, many multinational corporations and law firms have offices in major cities in Latin America and China.

Meanwhile, many of our students and a number of our faculty have strong cultural and linguistic ties to Latin America and the Caribbean, and students can gain a competitive advantage by enhancing their understanding of this region. Indeed, understanding this region is essential to serving the needs of Florida clients. Immigrants comprise almost 20 percent of Florida's population, according to statistics from the U.S. Census Bureau and tabulated by the Migration Policy Institute in 2012. Of "foreign born" immigrants to Florida, 74.9 percent come from Latin America (including the Caribbean), and 10 percent from Europe and Asia respectively. Within Latin America, the majority come from the Caribbean, with 23 percent coming from Cuba.¹¹

By focusing on Latin America and the Caribbean, we can take advantage of the skills and knowledge of our colleagues across campus. We have actively forged ties with the Department of Spanish and Portuguese Studies and the Center for Latin American Studies, and we are exploring collaboration with the College of Engineering on an Entrepreneurship Spring Break Program in Chile. Encouraging interdisciplinary work is a key goal of UF's central administration, and our international programs are a natural pathway for interdisciplinary education and research. In fact, some of our international course offerings are cross-listed with other colleges or centers (Latin American Studies and Gender Studies)

¹¹ For a further breakdown of immigration statistics, see the Migration Policy Institute website, at <http://www.migrationpolicy.org/data/state-profiles/state/demographics/FL>

or can be taken by students in those disciplines for credit towards their degrees based upon course content.

Although our geographic ties to Western Europe are weaker both economically and geographically than our ties to Latin America and the Caribbean, they are still quite strong. Most U.S. law schools have at least one summer study abroad program in Europe. European programs tend to be popular with students. In addition, some of our European initiatives, such as the exchange program with Leiden University, are the product of long relationships (35 years) with top universities that have sent students to our LL.M. programs (such as the program in International Taxation). Given the large number of multinational corporations and firms operating in Western Europe, UF should have some international programming there.

Proposals for programs outside Latin America, the Caribbean, Europe, or China should be scrutinized for consistency with the International Programs Mission Statement and Recommendation 1.0. The College of Law should choose international partner institutions carefully and should seek to pair with the most highly regarded institution or institutions in a region, nation, or state. However, individual faculty initiatives that do not require the commitment of program resources, whether monetary or administrative, should be encouraged regardless of the priorities described in Recommendations 2.0, 2.1, or 2.2. Although recommendations 2.1 and 2.1(a) provide a set of regional priorities, those priorities may shift if, for example, the demographics of the state change, or if economic and social forces shift.

A number of international programs at the College of Law provide experiential learning, such as the Costa Rica Study Abroad program or foreign externships. Recommendation 2.3 is designed to align the Strategic Plan for International Programs with the 2015 Strategic Plan, which emphasizes the importance of providing experiential learning opportunities within the College of Law's curriculum. This recommendation reflects two guiding principles from the 2015 Strategic Plan. First, it reflects the principle that "[a]ll students should be provided a robust suite of experiential learning opportunities that prepare students for a wide array of career options." Second, it reflects the guiding principle that "[e]mployer expectations concerning the skill set expected of new graduates have changed to reflect a greater interest in graduates who are 'practice-ready.'"

Recommendation 3.0: All international programs should be evaluated at least once in every five-year period by the International Programs Committee and Associate Dean for International Programs to ensure that the programs provide sufficient benefits to the law school relative to their direct and indirect costs.

Recommendation 3.1: When considering the expansion of existing international programs or the development of new ones, priority should be given to programs that are revenue neutral or add net revenues to the College of Law's budget.

Comments to Recommendations 3.0 and 3.1

Recommendations 3.0 and 3.1 respond in part to concerns about guaranteeing the value of legal education programs expressed in the ABA Task Force on the Future of Legal Education (January 2014). Although the Report and Recommendations have not yet been adopted by the ABA, its sentiments resonate with broader societal concerns about legal education. The Report urges law schools to monitor “*value and its delivery*” to “promote sustainability and accommodate the legitimate concerns of both quality and price.” More specifically, the task force proposes that each law school should “develop a clear statement of the value the law school’s program of education and other services will provide, including relation to employment opportunities, and communicate that statement to students and prospective students.” The recommendations of this strategic plan respond to the need to guarantee that programs continue to provide value to law students when they are adopted and throughout the lifetime of the programs.

In assessing the benefits of existing or proposed programs, the International Programs Committee and Associate Dean for International Programs should assess the degree to which each program furthers the mission of the International Programs, as defined in both the Mission Statement and Recommendation 1.0 of this strategic plan. In assessing costs, the Committee and Associate Dean should consider both the monetary and administrative costs of each program as well as whether a program enhances or undermines the J.D. curriculum.

The fact that an international program generates revenue for the College of Law is not alone a sufficient basis for creating or retaining that program; all programs must provide a high quality legal education to the students who participate in them, and all programs should be reviewed every five years to ensure that they provide sufficient benefits relative to their cost. For example, a program to provide mediation training to Norwegian judges might bring in significant revenue to the law school; however, the law school should not develop and provide such a program unless the education provided to its students (the judges, in this hypothetical) is of high quality. Each international program projects UF Law’s “brand” into the international arena, and each program should provide excellent educational content to the students participating in it.

Each program should be reviewed at least once within a five-year period to assess whether it is consistent with these recommendations. Having a periodic review process helps guarantee that programs do not outlive their useful lives and drain limited budgets of resources that the College of Law could invest more productively elsewhere.

Recommendation 4.0: In order to maximize student participation in International Programs, the Associate Dean for International Programs, with the assistance of faculty who teach in the area of international or comparative law, should focus on informing students—especially first-year students—about the range of international programs offered by UF Law. The Associate Dean for International Programs should

also produce a yearly report informing the faculty and students about changes to existing programs.

Recommendation 4.1: The faculty should consider requiring that students take at least one course within the international or comparative law curriculum before graduation.

Comments to Recommendation 4.0 and 4.1

Although the College of Law has a wide range of international programs, students do not always understand the importance of these offerings to their future careers. As the 2015 Strategic Plan notes, “academic advising and career counseling go hand in hand and should begin early and occur often.” This statement is certainly true with regard to building the capacity of UF law students to take advantage of opportunities for international study, research, or employment.

Exposure to international or comparative law is essential for lawyers who plan to practice in the state of Florida and beyond. The College should explore whether it is practical at present to require each student at the law school to take foundational courses such as International Law, Comparative Law, International Business Transactions, or one of our many specialized offerings within the field. In any case, the College should provide students multiple opportunities to study international legal issues. Many courses currently have an international component, and many more courses could and should incorporate such component on a regular basis. For example, faculty members who teach White Collar Crime could include lectures on transnational jurisdiction or international financial crimes. Students can gain exposure to international or comparative issues by participating in moot court competitions focused on those issues. Students can attend CLE courses or conferences on international or comparative law topics or view UF Law’s MOOC, *The Global Student’s Introduction to U.S. Law*. Students can also study abroad in summer or over spring break and pursue independent study or externships that focus on international or comparative law. It should be noted that a handful of schools, including Harvard Law School, Washington & Lee Law School, and Florida International University College of Law, require all 1Ls to take an international, comparative, or transnational law course. A handful of other law schools require international or comparative law in the upper-level curriculum, and a small number of others offer an international or comparative law elective to 1Ls.

VII. Program-Specific Recommendations

A. Introduction

To assist the faculty in evaluating the recommendations in this report, this report provides extensive information about the current state of our diverse and numerous international programs. Even those who have been at UF Law for many years may not know the range and diversity of our programs, or their current strengths and weaknesses. This report therefore provides information about international programs directed at educating UF J.D. students and

UF LL.M. students, programs directed at fostering international research or the exchange of ideas and information among faculty members, and programs aimed at bringing UF Law's expertise in international law to diverse audiences, some of which may bring in additional revenue. The International Programs Committee has begun the process of evaluating these programs according to the priorities identified in this strategic plan. Because the LL.M. in International and Comparative Law is so central, the International Programs Committee makes some specific recommendations for that program below. Other programs are described in the appendices, both to inform the faculty and to lay the groundwork for the Committee to continue the strategic planning process in light of the priorities identified above

B. Strategic Plan for the LL.M. in International and Comparative Law

Recommendation 5.0: The Director of the LL.M. in International and Comparative Law, with the assistance of the Associate Dean for International Programs, should continue to seek innovative ways to recruit students from around the world. Recent innovations such as the Massive Open Online Course in international and comparative law, email blasts, updated web landing pages, and asking faculty who travel internationally to promote the LL.M. program should be continued and extended as necessary to enhance recruitment.

Recommendation 5.1: The College should explore the feasibility of allowing students pursuing the LL.M. in International and Comparative Law to satisfy a portion of the degree requirements through distance education courses.

Comments to Recommendations 5.0 and 5.1

The LL.M. in Comparative Law Program is designed almost exclusively for graduates of foreign law schools who want to enhance their understanding of the American legal system and the English common law system from which it evolved. The program has also admitted students from ABA-accredited law schools in the U.S. Commonwealth of Puerto Rico who wish to study law in an English-dominant environment. Unlike other LL.M. programs, Florida's LL.M. program caters to the individual through a course of study tailored to the needs and objectives of each student, a limited annual enrollment that is currently capped at a maximum of 40 students, and individualized counseling by the director, faculty, and staff. LL.M. students select from courses and seminars in the J.D. curriculum.

In student recruitment and program development, the program builds on the University of Florida's international studies programs and decades of involvement by its law faculty in international legal issues, including trade, environmental and land use law, human rights, law revision, and constitutional reform. The law school has established programs and relationships in North, Central, and South America, Asia, and Europe. As a result, many of our students, especially those who are government-sponsored, are often attracted to public

law topics such as Constitutional and Criminal Law and procedure. However, in recent years, our enrolled students are increasingly interested in international business courses as well as domestic U.S. law in areas of private contracting and business organizations.

The Director of the LL.M. in Comparative Law program is assisted by a Program Assistant and a part-time student Teaching Assistant. The Director reports to the Associate Dean for International Programs of the College of Law who, along with the Dean and the College of Law faculty, shares oversight of the program. In addition, the LL.M. in Comparative Law program is part of the University of Florida Graduate School and must adhere to its rules and governance structure.

The LL.M. in Comparative Law program has some impact on the J.D. and Taxation curriculum.¹² Because LL.M. students enroll in J.D. courses, they may put pressure on classroom capacity in some otherwise large classes. But because the number of students in the LL.M. program is small, there is little impact on most individual courses. This, however, is the main challenge facing the program: the modest enrollment. Overall, the impact of the program on J.D. and LL.M. in Taxation students can be a positive one, providing faculty and students with the opportunity to interact with the foreign lawyers enrolled in the LL.M. in Comparative Law program. Allowing the LL.M. students to enroll in first-year courses, especially those with small sections, gives the students an opportunity to study subjects that are especially important to persons who are just being introduced to the laws of the United States. Additionally, the majority of law school faculty who hold graduate status do so through the LL.M. in Comparative Law Program.

The main goal of the program, beyond educating and graduating the students it enrolls, is to grow and to contribute to the new geographic focus reflected in our evolving vision of international programs. We are enrolling students from China consistently, but we would like to see more. We have also seen increased interest from Saudi Arabian students, but their language difficulties have often kept us from enrolling many conditionally admitted students. We are developing better approaches by working with students while they are enrolled in the English Language Institute to give them the opportunity to audit law classes. This improves their language skills considerably and provides an incentive to successfully complete the ELI program. We have developed a plan to provide externship opportunities for our students, which should aid recruiting efforts, and we plan to continue to develop it. Finally, we hope to work with our partners in Central and South America, especially in Brazil and Colombia, to increase the number of students who enroll from those regions. We also foresee future opportunities to recruit students in Cuba.

Innovative Recruitment. The recruiting environment for LL.M. programs such as ours is highly competitive. More law schools than ever before are trying to attract international students and the revenues they bring. The College has been trying to improve enrollment through a number of innovative recruitment strategies. Eleven LL.M. students are

¹² The Degree Requirements and Course of Study for the LL.M. in International and Comparative Law are summarized in Appendix G.

enrolled for the 2014- 15 academic year, but we expect more enrollments in the next academic year as a result of the success of the College of Law's MOOC, *The Global Student's Introduction to U.S. Law*. The MOOC appears so far to have generated interest from a diverse group of applicants. The MOOC enrolled 19,527 students from across the globe. 72% of the MOOC students were in countries other than the United States and the great majority had multiple university degrees. This is precisely the target audience for advertising for the LL.M. in Comparative Law Program. We have also totally updated the web landing pages on the College site as well as in the director's page. These updates included adding the title of the program in multiple languages other than English so that persons using search engines in their native language will be more likely to find our online catalog. We have redesigned the electronic brochures for ease of distribution and to encourage recipients to land on our pages. We have updated our information on free online catalogs for LL.M. programs. Not everything will work, however. In the Spring of 2014 we accepted free online advertising from a company specializing in LL.M. promotion. That only generated a couple of responses, and the advertising was discontinued at the end of the free trial period. Encouraging our alumni and faculty to talk about the program, especially when they travel abroad, is one of the best ways of generating inquiries.

J.D. Enrollment. LL.M. in Comparative Law students are increasingly interested in pursuing a full J.D. degree. Under ABA rules, they are allowed to transfer 20 of their LL.M. credits towards a J.D. degree, provided that they otherwise meet admissions requirements, especially the LSAT. Given that we have declining numbers of J.D. applicants, and that many LL.M. students wish to study here at UF, we should encourage and assist enrollment by those who successfully complete the LL.M. program. Other states, notably Georgia, have passed special rules that allow international students who have earned an LL.M. degree at a local law school to sit for the state bar.

ABA Standard 503 is the biggest obstacle to our plans because it requires testing in addition to the English Language Proficiency testing that the LL.M.s currently undergo. One alternative is to require the LSAT for these students, but to weigh it differently than is done for native English speakers. The other alternative is to ask for an ABA variance. These are matters to be discussed with the admissions professionals and the admissions committee as the implications could be complicated.

Bar Admission. Students who graduate with the LL.M. in International and Comparative Law are eligible to take the New York Bar examination.

Appendices to Strategic Plan for International Programs

- APPENDIX A: SUMMER STUDY ABROAD PROGRAMS
- APPENDIX B: STUDENT EXCHANGE PROGRAMS
- APPENDIX C: FOREIGN ENRICHMENT COURSES
- APPENDIX D: CURRICULUM ROADMAPS
- APPENDIX E: CENTRAL UNIVERSITY FOR FINANCE AND ECONOMICS PILOT PROGRAM
- APPENIX F: CENTER FOR GOVERNMENTAL RESPONSIBILITY PROGRAMS
- APPENDIX G: FURTHER INFORMATION ABOUT COURSE OFFERINGS AND REQUIREMENTS FOR THE LL.M. IN INTERNATIONAL AND COMPARATIVE LAW
- APPENDIX H: THE COLLEGE OF LAW'S MASSIVE OPEN ONLINE COURSE
- APPENDIX I: PROGRAMS LEADING TO INTERNATIONAL LAW CREDENTIALS

APPENDIX A

SUMMER STUDY ABROAD PROGRAMS

The College of Law has two Summer Study Abroad Programs: the UF Law Program in France, and the UF Law Program in Costa Rica. In 2014 the ABA required termination of the UF Law Program in South Africa¹³ because the program had not been operational for several years as a result of insufficient student enrollment.

The UF Law Program in France is an ABA-accredited program that provides up to six law school credits to participating U.S. students. The first week of the program currently begins in Paris, although some members of the International Program Committee have begun discussing whether the first week might be shifted to Barcelona in the future. The remaining four weeks of the program are at the University of Montpellier in the southern part of France. The program offers three classes of two credits each. One is taught by a professor at the University of Montpellier. The others are taught by UF faculty. The focus of the program is on business or economic-related topics. All classes are in English. European students studying at the University of Montpellier comprise roughly half the class. The program provides field trips to French institutions and businesses designed to reinforce the classroom experience. The program is financed largely by the fees paid by those students who participate in the program. The Director of Student Programs in the College of Law's Office of Student Affairs helps administer the program. The program often attracts students from other U.S. universities. For example, during Summer 2014, twenty-two UF law students and five students from other U.S. law schools participated in the program together with roughly the same number of European students.

The UF Law Program in Costa Rica focuses on international and comparative environmental and sustainable development law. To carry out the program, UF Law partners with the Organization for Tropical Studies and the UF Center for Latin American Studies Tropical Conservation and Development Program. The OTS is a global consortium of universities headquartered at Duke University. The University of Florida is a permanent member of the consortium. OTS maintains three biological field stations in Costa Rica, around which the UF Study Abroad Program organizes issue-based field trips and practicums. The Program focus on building interdisciplinary bridges between law, policy, and the social and natural science of conservation and sustainable development and on providing a skills emphasis. Law and graduate students from the U.S., Costa Rica, and elsewhere develop their knowledge and skills

¹³ The program would be subject to approval by the ABA as a new program, which is more costly and administratively burdensome than simply renewing an existing program.

through an integrated suite of courses that coalesce around efforts to find practical, policy-relevant solutions to issues of immediate importance to the conservation and sustainable development community. The ABA-accredited program allows students to obtain five credits over a one-month period. It terminates at the end of June, which affords time for students to also pursue a two- or three-credit externship over the summer. Students from law schools whose universities are members of the OTS consortium pay Florida's in-state program fee. The program is financed largely by the fees paid by UF students.

APPENDIX B:
STUDENT EXCHANGE PROGRAMS

The College has a number of student exchange agreements with universities around the world. Under these exchanges, our students pay our tuition but study at an exchange partner abroad, and our partners' students pay their tuitions but study with us. These exchanges are not the only means by which our students can study abroad. Students can enroll for a semester in an international university and receive credit there, but we do not receive tuition when they do.

The University of Florida International Center announced a policy in July 2013 to strictly enforce the inbound/outbound student balances in our student exchange programs. This strict enforcement policy rendered our student exchanges practically unworkable and rendered some of them defunct. In Spring 2014 the College of Law and two other colleges made a formal request for reconsideration of the strict enforcement policy. The new Dean of UFIC, Dr. Leonardo A Villalón, supported this request, and Provost Glover agreed to make revisions to the policy. As Dean Villalón describes the new policy, "the essence of the revised policy is that each side in an agreement may send the agreed number of students, regardless of what the other does, for the specified period of the exchange. Should demand on both sides justify it, these numbers may be revisited in an upward direction as long as balance is maintained. At the expiration of an agreement, however, the overall balance should be considered. In cases where there is a significant imbalance, any renewal will be contingent on a plan for addressing the imbalance must be approved."

In responding to the university's concerns about maintaining balance in our student exchange programs, the International Programs Committee in Spring 2014 reviewed all existing student exchanges, listed below. We determined that some of the programs that were due for renewal merited cancellation, *as summarized in the chart on the next page.*

<u>Partner Institution</u>	<u>Acronym</u>	<u>Country</u>	<u>Type</u>	<u>UF College</u>	<u>Status</u>	<u>Terminates</u>	<u>Renew?</u>
<u>The Faculty of Law at Warsaw University</u>	Warsaw	Poland	Reciprocal	COLLEGE-LAW	Ended		NO
<u>Johann Wolfgang Goethe Universität</u>	Frankfurt	Germany	Reciprocal	COLLEGE-LAW	Active	2018	YES
<u>The Faculty of Law at the University of Cape Town</u>	UCT	South Africa	Reciprocal	COLLEGE-LAW	Ended		YES
<u>Leiden University</u>	Leiden	Netherlands	Reciprocal	COLLEGE-LAW	Active Renewal Pending	5/4/2014	YES
<u>Monash University (Law)</u>	Monash	Australia	Reciprocal	COLLEGE-LAW	Ended		NO
<u>Bar Ilan University</u>	Bar Ilan	Israel	Reciprocal	COLLEGE-LAW	Active Renewal Pending	12/15/2014	YES
<u>Tel Aviv University</u>	Tel Aviv	Israel	Reciprocal	COLLEGE-LAW	Active Renewal Pending	2018	YES
<u>Pontifical Catholic University of Rio de Janeiro (PUC-RIO)</u>	Rio de Janeiro	Brazil	Reciprocal	COLLEGE-LAW	Active		YES
<u>University of Montpellier</u>	Montpellier	France	Reciprocal	COLLEGE-LAW	Active		YES
<u>LUISS University (Rome)</u>	Rome	Italy	Reciprocal	COLLEGE-LAW	Active	2018	Pending

The committee determined that of the programs up for renewal, two in particular could never hope to achieve anything approaching reciprocity: the **Monash** program because of scheduling difficulties and the **University of Warsaw** program because of language barriers to our students going there. Therefore, we voted to cancel these programs. We have since been informed that Warsaw might be able to provide sufficient English-language instruction to accommodate a larger number of our students. In light of this, the International Programs Committee may choose to revisit whether to renegotiate the Warsaw student exchange. Any exchange programs that do not offer courses in English are in jeopardy of cancellation in the future in light of the UFIC policy.

One exchange program that is in jeopardy is our program in Frankfurt, but **Goethe University** has worked creatively to try to remedy the lack of reciprocity. They offered a summer program in English in Summer 2014 that seven of our students attended, five of them on scholarships fully funded by Goethe University (including housing). In 2015 they will offer a housing scholarship only, so that UF students will pay UF tuition to attend the summer school at GoeUniversity.

Of the other exchanges either existing or pending, the two that do not allow exchange students to take all courses in English create particular concerns about maintaining reciprocity in the long term. **PUC-Rio**'s exchange is in Portuguese. So far, we have had few students take advantage of this program. However, PUC-Rio has an intensive Portuguese course that starts before their law courses that would allow Spanish-speaking UF students to learn enough Portuguese to succeed in law courses there. The other program that is not taught in English is our program with the **University of Montpellier**. The Committee has tried to work with our counterpart there to make changes that would allow students who are not fluent in French to study there. So far, we cannot guarantee students will be successful there if they are not fluent. This problem may mean we have to end the student exchange program there in the future.

Our remaining programs do allow our students to study courses abroad in English. The committee voted to continue our program with the **University of Cape Town**, but the University of Cape Town then decided not to renew the agreement based on reciprocity concerns. They still want to have a faculty exchange, however. . We also decided to continue the **Leiden University** exchange, which historically has been one of our strongest student exchange relationships and is capable of maintaining reciprocity. **Tel Aviv** and **Bar-Ilan** are still new enough exchanges that we need more information about reciprocity before we can engage in meaningful review. Thus, they will be continuing.

Finally, the committee voted to explore forming a student and faculty exchange relationships with LUISS Law School (Giurisprudenza) in Rome. LUISS Law School offers a full curriculum of law courses taught in English and has many American law schools as exchange partners. LUISS also has programs to help foreign students integrate into Rome, the university, and Italian culture. Rome is no doubt an attractive location for our students, and a number of students already have expressed interest in participating in this program. Additionally, our

adjunct colleague Roberto Virzo will help guide the partnership to success. We entered an agreement with LUISS in early 2015.

APPENDIX C

FOREIGN ENRICHMENT COURSES

The International Programs Committee made several modifications to the prior system of foreign enrichment courses; these modifications began to take effect in January 2015. These modifications were designed to meet several goals, including: (1) **increasing enrollment in our foreign enrichment courses**, (2) **helping UF law students plan their course schedules to achieve their educational objectives**, (3) **enabling a greater number of UF faculty members to connect with international law faculty and/or practitioners**, (4) **producing better instruction in international and comparative law**, and (5) **filling gaps in our existing international curriculum**.

In order to accomplish these goals, all but one of the existing foreign enrichment courses is slated to be replaced by two different types of courses: a fixed set of foreign enrichment courses on specified topics offered on a bi-yearly basis and “global enrichment guest lecturers” who are invited to teach for a week in some of our regular courses at the request of the professor teaching the course.

These modifications were submitted to the Curriculum Committee, which determined that the changes were merely modifications to existing courses instead of new courses and thus did not require approval by the faculty.

Foreign Enrichment Courses

Beginning in Spring 2015, our foreign enrichment offerings will consist of a fixed set of courses in the following areas:

- International Organizations*;
- Business & Legal Environments in Latin America*;
- Business & Legal Environments in Asia*;
- Business & Legal Environments in the European Union*; and
- Foreign Enrichment: Selected Topic*.

The law school will invite two or three visiting faculty members, preferably from foreign law schools, to teach each course. Each course will continue to be under the supervision of at least one UF faculty member, who will have responsibility for oversight and recruiting students to take the course. For all courses except the last one (*Foreign Enrichment: Selected Topics*), interested faculty members will work together in teams to select our visiting faculty, and one or more of the inviting faculty team will then serve as the “host” for the visitors while they are here. We have, for example, a number of faculty who have expertise or interest in Latin American legal issues, and they will work together to select the instructors for *Business & Legal Environments in Latin America*. They will then submit a written proposal to the

International Programs Committee for approval. It is anticipated that the visiting faculty members will be professors or practitioners outside of the United States, though some may be practitioners inside the United States with relevant expertise and experience. Visiting faculty members teaching a foreign enrichment course may be invited to teach again if they prove to be good instructors. At the end of each guest instructor's time teaching in one of our foreign enrichment courses, we will provide students with teaching evaluations specifically designed for these courses. The faculty member in charge of providing oversight for the course will ensure that the evaluations are distributed to and collected from the students. These teaching evaluations may be used as part of the process of deciding whether a guest instructor should be invited to UF again. The *Foreign Enrichment: Selected Topics* course will continue to be chosen from proposals submitted by faculty members, individually or as teams. This course may include any subject area. In selecting proposals, however, the International Programs Committee will attempt to minimize overlap with existing courses in the curriculum.

As noted above, it is anticipated that these courses will be offered on a rotating bi-yearly basis, which should allow students to plan their schedules to gain exposure to the areas of international law they prefer. As an example of how it is anticipated that the courses would rotate, International Organizations, Business & Legal Environments in Latin America, and Business and Legal Environments in the European Union would be offered one academic year; then, Business Environments in Asia and Foreign Enrichment: Selected Topics would be offered the next. The Senior Associate Dean would have discretion as to the scheduling of the courses, and the offering of all courses would be subject to future constraints on the International Programs budget.

A key advantage of these modified foreign enrichment offerings is that faculty can advise students which courses will meet their needs because the offerings will be more predictable than they have previously been, which should be especially important to students pursuing a certificate in international and comparative law.

Global Enrichment Guest Lectures

The Committee envisions that one UF law faculty member per semester be selected to invite a "global enrichment guest lecturer," who will typically be a professor at a law school outside of the United States. This lecturer will add an international or comparative law component to an existing UF law course. This guest lecturer program should increase the internationalization of our curriculum and allow our faculty to forge international connections with faculty in their fields of research.

APPENDIX D

CURRICULUM ROADMAPS FOR INTERNATIONAL AND COMPARATIVE LAW CONCENTRATION

The International Programs Committee recently adopted the two curriculum roadmaps below, despite concerns expressed that the division between “human rights” and “business” in these two roadmaps is overly simplistic and misleading. A majority of the committee believed that the roadmaps nonetheless would provide valuable, if imperfect, guidance to J.D. students in deciding which courses would aid them in pursuing careers in international and comparative law fields.

Curriculum Roadmap: International and Comparative Law-Human Rights

As you plan your second and third year curriculum, there are a variety of courses that can help prepare you. Your choice will depend in part on whether you want preparation within a particular specialty within International and Comparative Human Rights Law or just a basic level of preparation. For more information or to obtain individual counseling on course selection and sequencing, contact Associate Dean Lyrisa Lidsky at Lidsky@law.ufl.edu.

Foundation Courses <i>i</i>	Specialized Electives <i>ii</i>	Cross-Cutting/Highly Supportive Courses <i>iii</i>	Skills Courses
<ul style="list-style-type: none"> • International Law • Comparative Law • International Business Transactions 	<ul style="list-style-type: none"> • International Human Rights • International Children’s Law • International Criminal Law • International Organizations • Trade & Human Rights • Advanced Human Rights Seminar 	<ul style="list-style-type: none"> • Immigration Law • Conflicts of Law • Administrative Law • Federal Jurisdiction • Federal Courts • Foreign Enrichment or Exchange course 	<ul style="list-style-type: none"> • International Commercial Arbitration • ICAM • Cross-cultural Counseling • Jessup Moot Court • Spanish for Lawyers

Centers and Clinical Opportunities

[INSERT ANY CLINICAL OPPORTUNITIES THAT MAY BE AVAILABLE HERE]

Summer Experiences

[LIST ANY SUMMER EXPERIENCES – EXAMPLE BELOW]

Externships (up to 6 credits): There are numerous environmental and land use law focused externships with state and federal agencies, including the U.S. Environmental Protection Agency.

Fellowships: The Environmental and Land Use Law Program offers Conservation Law Fellowships and Minority Environmental Law Fellowships that provide financial support for students' summer experiences.

Summer Study Abroad: The Environmental Law Summer Study Abroad in Costa Rica provides students an opportunity to develop their For more information visit the Costa Rica Study Abroad program website at: <http://www.law.ufl.edu/academics/academic-programs/study-abroad/summer-abroad/costa-rica/>.

Other Information

A Certificate in International and Comparative Law is available. The information for this certificate is located at: <http://www.law.ufl.edu/academics/concentration/international-comparative-law/certificate-program>.

Curriculum Roadmap: International and Comparative Law: Business

As you plan your second and third year curriculum, there are a variety of courses that can help prepare you. Your choice will depend in part on whether you want preparation within a particular specialty within International and Comparative Business Law or just a basic level of preparation. For more information or to obtain individual counseling on course selection and sequencing, contact Associate Dean Lyriisa Lidsky at Lidsky@law.ufl.edu.

Foundation Courses iv	Specialized Electives v	Cross-Cutting/Highly Supportive Courses vi	Skills Courses
<ul style="list-style-type: none"> • Corporations • Business Enterprises Survey • International Business Transactions • International Commercial Arbitration Moot 	<ul style="list-style-type: none"> • International Trade Law • International Intellectual Property Law • International Tax Law • International Financial Crimes • Global Corporate Compliance • Corporate Finance • Mergers and Acquisitions 	<ul style="list-style-type: none"> • Foreign Enrichment or Exchange course • Immigration and Nationality Law • Conflicts of Law • Foreign Enrichment or Exchange course • International Law • International Law of the Sea 	<ul style="list-style-type: none"> • International Commercial Arbitration Moot • Cross Cultural Legal Counseling • Spanish for Lawyers

Centers and Clinical Opportunities

[INSERT ANY CLINICAL OPPORTUNITIES THAT MAY BE AVAILABLE HERE]

Summer Experiences

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Other Information

A Certificate in International and Comparative Law is available. The information for this certificate is located at: <http://www.law.ufl.edu/academics/concentration/international-comparative-law/certificate-program>.

APPENDIX E**CENTRAL UNIVERSITY FOR FINANCE AND ECONOMICS PILOT PROGRAM**

The law faculty at the Central University for Finance and Economics in Beijing (CUFE), China began sending a small number of students to the College of Law in Spring 2014 as part of a “pilot program” to introduce Chinese students to U.S. law. Under this program, the Chinese students sat in on or “audited” courses here in return for a certificate of completion. We charged a fee of \$500 per course hour to the students and the students took a total of six hours of courses. Thus, the total fees per student charged were \$3,000. We only allowed the students to attend a hand-selected set of courses after getting the consent of the professors teaching those courses. The College of Law accepted six students from CUFE in Spring 2015 as part of the pilot program. CUFE would like us to enter a traditional student exchange agreement. The College does not charge fees to exchange students. The College should consider whether to continue and/or formalize the pilot program or to enter a student exchange agreement.

APPENDIX F

CENTER FOR GOVERNMENTAL RESPONSIBILITY PROGRAM

Latin America is a focal point for the College of Law's international programs. CGR's programs in Latin America began more than 25 years ago and have developed into an ongoing interdisciplinary education and research program.

The programs also:

- involve UF law faculty and students
- emphasize cooperation across campus with the Center for International Business Education and Research, the Center for Latin American Studies, and the International Center
- establish ongoing relationships with colleges and universities as well as with professors and leaders in the Americas.

These programs have promoted numerous continuing relationships, educated our students, and developed faculty skills, including distance education that were utilized in the most recent grant activities.

Finally, some of the programs have directly affected real world policies. For example, the recent major USAID grant established human rights centers at two universities in Colombia.

GRANTS AND PROGRAMS

These programs included research and exchange and generated substantial institutional grant funding.

- **Colombian Caribbean Human Rights Grant.** This is a 3-year, \$725,000 USAID-funded project working with law schools in northern Colombia to enhance their human rights program. Specifically, UF is working with the Universidad del Norte in Baranquilla, Colombia and the Universidad del Magdalena in Santa Marta, Colombia to build capacity in human rights in the areas of curriculum and faculty development, as well as outreach and clinical programs. CGR and the College of Law are working with the Center for Latin American Studies and the College of Education as UF partners. This project is in the second year of a three-year grant.
- **The "Summer Program in American Law for Brazilian Judges, Prosecutors and Attorneys."** This one-week program of lectures, discussions, and site visits focuses on various aspects of the American legal tradition. This program has been ongoing since 2000, and has included participants from the states of Pernambuco, Paraná, Mato Grosso do Sul, and Minas Gerais. It is funded through fees paid by participants.
- **Annual Conference on Legal & Policy Issues in the Americas.** The conference is now in its sixteenth year. This year it was held in Baranquilla and Santa Marta,

Colombia as part of the Colombian Caribbean Human Rights program. The conference was previously held in Buenos Aires, Argentina in 2012; in Montevideo, Uruguay in 2010; in Rio de Janeiro, Brazil, and in Curitiba, Brazil in 2008; in Lima, Peru, in 2006; and in San Jose, Costa Rica, in 2004. Presenters include a wide spectrum of University of Florida faculty including law professors, representatives of UF's Center for Latin American Studies, UF International Center, IFAS, College of Journalism, and College of Business. Presenters always include Latin American leaders and scholars. The conference has facilitated relationships that have resulted in faculty exchanges, publications, ongoing research collaboration, distance education projects, and grant funded programs.

- Speeches and presentations on legal matters by UF faculty and distinguished visitors hosted by CGR faculty. In recent years, speakers from Argentina, Colombia, Brazil, Costa Rica and human rights attorneys from the U.S. have spoken at the Levin College of Law as part of this series.
- On-going relationship with universities and federal and state agencies in Buenos Aires and Paraná that have led to exchanges, site visits, seminars, and conferences in Florida, Brazil, and Argentina.

EDUCATIONAL ACTIVITIES INVOLVING CGR

- The Levin College of Law offers a master's degree program in comparative law for graduates from foreign law schools. Participants in the one-year program receive an LL.M. upon completion. Since the program began in 1994, graduating classes have included students from Brazil, Colombia, Costa Rica, Ecuador, Mexico, Peru, and Venezuela. Many of the LL.M. students were contacts developed during CGR's projects and programs in these countries. Many of the LL.M. students have worked with CGR faculty as research assistants during their time at UF.
- The Seminar on Law & Policy in the Americas, co-taught by Jon Mills & Timothy McLendon, is offered during the spring semester with places reserved for Master of Arts in Latin American Studies students. The class provides a perspective on legal systems in the Americas and is an opportunity for law students to gain a cultural and historical perspective while interacting with MALAS students that have in-depth experience and background in Latin America.
- Faculty and student exchange agreement with the Pontifical Catholic University of Rio de Janeiro (PUC-RIO). The program began after the conference on Legal and Policy Issues in the Americas was held in Rio de Janeiro, Brazil.
- Costa Rica summer program. CGR's program in Central America includes the UF/Organization of Tropical Studies Joint Program in Environmental Law, which offers the summer abroad program for law students and attorneys from throughout the Americas and the comparative legal training offered through the Levin College of Law's Conservation Clinic, involving projects with Costa Rican professionals.

- The Center for Latin American Studies and the Levin College of Law offer a joint M. A. in Latin American Studies (MALAS)-J.D. degree. This degree program, which requires a Master's thesis, can be completed in four years of study. Students choose among seventeen specializations, which may include a disciplinary specialization, such as Political Science, or interdisciplinary study, such as the Tropical Conservation and Development or Crime, Law and Governance specializations. Many of the joint degree students have worked as research assistants and have taken the Law and Policy in the Americas seminar.

Poland Programs

- PAJRAP - *Polish American Judicial Assistance Program*. In 2014 the Center received a \$15,400 grant from the U.S. Department of State to provide information about American law to Polish judges. The program provides funds for UF law students to be employed as legal research assistants, working under the supervision of UF law faculty. The pilot program is based on cooperation between the Polish Ministry of Justice and both law schools to provide information about American law for Polish judges. This pilot program is expiring in late 2014.
- Center for American Law Studies at Warsaw University -- The academic year 2014/15 is the seventeenth year of the Center. As of the end of the 2013/14 academic year, approximately 1,600 Polish law students have graduated from the Center. This program will terminate on July 1, 2015.
- Faculty Exchange -- The following faculty from the University of Warsaw law school have taught UF law students through a faculty exchange since 1996: Josef Okolski, Jerzy Modrzejewski, Michal Kulesza, Wojciech Kocot, Maria Kenig - Witkowska, and Tomasz Giaro.
- LL.M. program -- As a result of the Center for American Law Studies, Poland law students comprise one of the largest groups of UF law LL.M. students from one country. To date, twenty-six Polish students have graduated from the LL.M. in International and Comparative Law Program and two Polish students have graduated from LL.M. in Tax Law at the College of Law since the Center was opened in 1998. Pawel Wierzbicki, the twenty-seventh student from the Center for American Law Studies, is participating in this year's LL.M. in Comparative Law program.
- Conferences -- The Poland program regularly organizes conferences and presentations to Polish law firms that provide UF law faculty opportunities to make presentations and network in an international setting.

CGR's International Partners

Partnerships & Speakers, Latin American Conference, 2000-2014

The following institutions have been partners or co-sponsors in the Latin American Conference since its inception in 2000. The List demonstrates a comprehensive network of institutions that have cooperated in the Conference. Many of the institutions are also participants in other programs and grants and are ongoing collaborators in various research and educational activities.

Universities:

Argentina

University of Buenos Aires, Argentina
 Universidad de Tres Febrero, Buenos Aires, Argentina
 University of Belgrano, Buenos Aires, Argentina
 Austral University, Buenos Aires, Argentina

Brazil

Pontifical Catholic University of Rio de Janeiro, Brazil
 State University of Maringá, Brazil
 University of Brasilia, Brazil
 Federal University of Rio de Janeiro, Brazil
 State University of Rio de Janeiro, Brazil
 Federal University of Mato Grosso, Brazil
 University of Marilia, São Paulo, Brazil
 Federal University of Bahia, Brazil

Colombia

University del Norte, Barranquilla, Colombia
 University del Magdalena, Santa Marta, Colombia
 Universidad de Los Andes, Bogotá, Colombia
 Universidad del Rosario, Bogotá, Colombia
 Universidad Sergio Arboleda, Bogotá, Colombia
 Universidad Autónoma del Caribe, Barranquilla, Colombia

Costa Rica

University of Costa Rica

Peru

Catholic University of Peru
 Pontifical Catholic University, Peru
 Universidad Peruana de Ciencias Aplicadas (UPC) Law School, Peru
 University of Lima, Peru

Uruguay

University of the Republic, Uruguay
University of Montevideo, Montevideo, Uruguay
Universidad de la Empresa, Montevideo, Uruguay
Catholic University, Montevideo, Uruguay

United States

Stetson University, Deland, Florida
Georgetown University, Washington, D.C.
American University, Washington, D.C.
University of Minnesota, Minneapolis, Minnesota
North-South Center, Miami, Florida
Florida International University
Florida State University

UF Programs:

Center for International Business Education and Research (CIBER)
Warrington College of Business
Bob Graham Center for Public Service
Center for Latin American Studies
IFAS
UF International Center
Brechner Center for Freedom of Information

Non-Governmental Organizations:

Justice Studies Center of the Americas, Santiago, Chile
Caribbean Anti-Money Laundering Program
Costa Rica-United States of America Foundation for Cooperation
Canadian Bar Association, Montreal, Canada
Barra Mexicana, Mexico City, Mexico
Costa Rica Branch, Inter-American Bar Association
Judicial Conference Committee on International Judicial Relations
Costa Rican Bar Association
Legal Defense Institute, Peru
AmCham, Peru
Brookings Institution, Washington, D.C.
Advocates for Environmental Human Rights, New Orleans, Louisiana
Inter-American Association for Environmental Defense, Mexico
Inter-American Association for Environmental Defense, Bogotá, Colombia
Inter-American Press Association
Sierra Nevada Indigenous Community, Colombia

Government Agencies:

Civil Police Academy, State of São Paulo, Brazil

Royal Canadian Mounted Police
 Judicial Academy of Peru
 Organization of American States
 Inter-American Commission on Human Rights
 Inter-American Institute of Human Rights, San Jose, Costa Rica
 The World Bank
 U.S. Agency for International Development
 U.S. Department of Housing and Urban Development
 CAFTA Negotiating Team, Guatemala
 Brazilian Embassy, Washington, D.C.
 Ministério Público of the State of Paraná, Rio Branco do Sul, Paraná, Brazil
 Ministério Público, Curitiba, Paraná, Brazil
 State of Minas Gerais, Belo Horizonte, Brazil
 Commission on Reform of the Penal Code, Uruguay
 City of Rio de Janeiro, Attorney General's Office
 Ministry of Education and Culture, Montevideo, Uruguay
 U.S. Embassy, Montevideo, Uruguay
 U.S. Embassy, Buenos Aires, Argentina
 Permanent Mission of Argentina before the International Organizations, Geneva, Switzerland
 Bureau of Democracy, Human Rights and Labor, U.S. Department of State; Washington, DC
 U.S. Southern Command, Doral, Florida
 Higher Education for Development, Washington, D.C.
 United Nations High Commission of Human Rights, Barranquilla, Colombia
 Ministry of Defense, Colombia
 South Florida Water Management District

Government Officials:

Former U.S. Attorney General
 Deputy Chief of Mission, Embassy of the United States of America, San Jose, Costa Rica
 Judge, U.S. District Court for the Middle District of Florida
 Deputy High Justice of the Constitutional Court of the Supreme Court of Justice, Costa Rica
 Former Vice President of Costa Rica
 President of Peru
 U.S. Ambassador to Peru
 Judge, Constitutional Court of Peru
 Former U.S. Ambassador to Peru
 Past President, Supreme Federal Tribunal of Brazil
 Commissioner for the Penitentiary System, Uruguay
 U.S. Ambassador to Uruguay
 Former President, American Bar Association
 Deputy Chief Justice, Supreme Court of Argentina, Buenos Aires
 Judge, National Civil Court of Appeals, Buenos Aires, Argentina
 Deputy Chief of Mission, Embassy of the United States of America, Buenos Aires
 Deputy Chief Judge, National Electoral Court and former Chairman of the Argentine

Association on Comparative Law

Partnerships in Poland programs, since 1991:

Government Agencies:

Local Government, Olsztyn Voivodship, Poland
Warmian-Masurian Agency for Regional Development, Poland
U.S. Embassy, Warsaw
City of Olsztyn, Poland
City of Elblag, Poland
City of Suwalki, Poland
City of Wegorzewo, Poland
City of Olsztynek, Poland
City of Ostroda, Poland
Sarasota, Florida, County Tax Appraiser
U.S. Information Agency
City of Orlando, Florida
Polish Ministry of Justice
International Arbitration Court, Warsaw, Poland
Regional Development Department at the Ministry of the Economy, Warsaw, Poland
Department of Harmonization of Law, Warsaw, Poland
U.S. Department of State

Universities:

Olsztyn University of Agriculture and Technology
University of Central Florida
University of Warsaw
Jagiellonian University, Krakow, Poland
Rutgers University, New Brunswick, New Jersey
Miami-Dade Community College
Poznan University, Poznan, Poland
University of Minnesota, Minneapolis

Non-Governmental Organizations:

Foundation in Support of Local Democracy in Poland

Private Law Firm Sponsors:

Hall, Lamb and Hall, P.A., Miami, FL
Upchurch Watson White & Max, Daytona Beach, FL
White and Case, Warsaw
Baker and McKenzie, Warsaw
Hogan and Hartson, Warsaw
Denton (formerly Salans), Warsaw
Chadbourne and Parke (formerly Altheimer and Grey), Warsaw

Wardynski and Partners, Warsaw
Weil, Gotshal and Manges, Warsaw
Levin, Pappantonio, Thomas, Pensacola, FL
Linklaters, Warsaw

APPENDIX G
COURSE OFFERINGS AND REQUIREMENTS
FOR THE LL.M. IN INTERNATIONAL AND COMPARATIVE LAW

Graduate Catalog

The LL.M. in Comparative Law Program is part of the University of Florida Graduate School and is thus subject to the regulations published in the [Graduate Catalog](#).

The Degree Requirements and Course of Study for the LL.M. in International and Comparative Law are described below:

A standard 26-credit course of instruction is required.

Students earn the LL.M. in Comparative Law upon successful completion of 26 semester credit hours of work that must include the four-credit summer Introduction to the Comparative LL.M. Program that will include a two Credit Comparative Introduction to the Legal System of the United States, a two-credit Comparative Legal Research and Writing course, and other student-counseling units. Additionally, LL.M. students take a two-credit, two-semester course that is the second part of the Comparative Introduction to the Legal System of the United States. The remaining 20 credit hours are chosen by the student, with the advice and authorization of the program director, from the college of law curriculum. These courses must be taken during the fall and spring semesters following initial enrollment. LL.M. students may earn credits from courses and seminars offered each year in the J.D. and LL.M. in Taxation curriculums. The courses and seminars listed are not necessarily offered each semester, and some may be subject to enrollment limits. Students may choose to continue taking classes after the first academic year with the authorization of the program Director. Students must complete one substantial research paper, usually by choosing a college of law seminar with a research paper requirement.

Enrollment

Students must arrive at least one week prior to the start of the Introduction to the Comparative LL.M. Program courses (usually five weeks prior to the first Monday of the fall semester) in order to complete all the administrative pre-requisites for enrollment in the University of Florida and the LL.M. Program at the College of Law. This includes but is not limited to checking in with the International Center, the Graduate Admissions Office, and taking care of registration “holds.” Classes start during the summer term and students must then register for courses at the College of Law for the following fall and spring semesters.

Academic residence

All credits counted towards completion of the LL.M. must be earned while enrolled as an LL.M. in Comparative Law student. Credits must also be earned at the College of Law in courses offered at our campus in Gainesville. LL.M. students may not earn credit for courses

taught by the College of Law outside Gainesville. This includes, but is not limited to, study-abroad courses. Credits earned while a student is on an exchange program cannot be counted towards the LL.M. degree.

LL.M. in Comparative Law Summer Program

The 26-credit obligation includes four credits for the summer Introduction to the Comparative LL.M. Program. This Introduction is a three-week, required program that introduces students to the fundamentals of the laws and legal system of the United States, as well as to various aspects of the study of law in this country, including the Socratic method of instruction, case briefing, legal research and writing, simulation exercises, and final examinations. The purpose of the program is to prepare students to successfully engage with American students and professors in the J.D. courses in which they will be enrolled beginning in the fall semester. The program also introduces students to legal research and writing skills that are essential for a successful American law student. Lastly, the course helps students acclimate to the law school and the university community prior to the start of the regular academic year. The summer program is currently divided into two courses supplemented by special orientation sessions:

- **LAW 7932: LLM in Comparative Law Introduction to the Legal System of the United States Part I (2 credits)** Intensive three-week introduction to the comparative method and to legal education, professionalism and the legal system of the United States. Requires approval by the program director. Usually taught during the summer program.
 - **Permission to opt out of this course.** An admitted student who has completed a sufficient level of study at a university or law school in the United States may petition the program director to opt out of the Comparative Introduction to the Legal System of the United States. If granted, this waiver applies only to this course and not to the other requirements of the Program, including the rest of the Summer Program and the tutorial course taught during the Spring and Fall semesters. A student permitted to opt out of the course must complete two additional credits in order meet the 26-credit requirement. The director will develop specific guidelines for this process and post them in the online catalog.
 - **Process.** A student wishing to benefit from the opt-out clause must petition in writing by sending a letter to the director specifying why they qualify for the exemption. The director will meet personally with the student to discuss the matter (via teleconference when necessary) and make a final decision. Petitions must be filed no later than June 30. Even if the petition is approved, LL.M. students are required to fully participate in the other parts of the summer program.
- **LAW 7805: LL.M. Comparative Legal Writing and Research (2 credits).** Intensive three-week introduction to professional legal writing in American legal English taught by a legal writing professor; supplemented by research instruction by librarians. Requires prior approval by program director.

Other LL.M.-Only Courses and the Research Paper Requirement

- **LAW 7801: LL.M. in Comparative Law Introduction to the Legal System of the United States Part II (2 credits).** Continuing coverage of legal education, professionalism, and the legal system of the United States, conducted over one or two full semesters. Typically, it will be conducted over two semesters with one teaching hour per semester week. Alternately, it will be taught as a two-credit course with two teaching hours per semester week.
- **Research paper requirement.** The 26 semester hours of work for the LL.M. in Comparative Law degree also include a significant research writing project supervised by a faculty member at the College of Law while the student is registered in an appropriate class for a minimum of two credit hours and a maximum of four credit hours.
- An LL.M. student may choose to pursue the writing project in any class offered at the College of Law that includes a letter-graded advanced research paper requirement or option. These courses include, but are not limited to, seminars, J.D. courses, advanced courses, independent study, and directed or supervised research.
- When the student is enrolled in an independent study or supervised or directed research class, the supervising faculty member may require the student to audit a regular class in order to provide a classroom component as well as structure and substantive context for the research project.
- The research paper may be produced by registering in the two-credit LAW 7906, “Directed Research for LL.M. in Comparative Law” course that is supervised by the program director. The Directed Research registration may be required by the program director when needed to meet Graduate Catalog rules.
(Amended by the Faculty on 20 February 2013).

Unless otherwise expressly indicated, no deviations from this course of study are currently authorized by the College of Law Faculty or by the Graduate Council.

General Course Offerings: 20 Elective Credits

LL.M. in Comparative Law students choose most of their credits from the general course offerings in the J.D. and Tax curriculum at the College of Law, with prior authorization from the Director.

Florida’s comprehensive J.D. curriculum prepares students from around the world for a broad range of traditional and non-traditional legal careers. Course work develops students’ analytical ability, knowledge of the theory and practice of law, communication skills and understanding of the legal profession’s codes of responsibility, ethics and commitment to professionalism. Teaching methods include the traditional “case” and “Socratic” methods as well as problems, simulations, role-playing, video-taping, and computer-assisted instruction.

Courses and seminars offered each year support a variety of practice areas, including environmental and land use law, estates and trusts, corporate law, media law, family law, intellectual property law, tax law, and international and comparative law. The courses and seminars listed below are not necessarily offered each semester, and some may be subject to enrollment limits.

Florida's new and developing centers and institutes complement the academic program and bring together faculty, students, and practitioners with similar interests in areas such as social policy and public interest law, dispute resolution, legal technology, international financial crimes studies, and race relations.

The listing and description of courses currently offered are available here:
<http://www.law.ufl.edu/student-affairs/current-students/course-schedules>

The Global Student's Introduction to the Law of the United States: MOOC

By Pedro A. Malavet, Professor LCOL

The University of Florida Levin College of Law has joined the MOOC revolution on a global scale. The law school's first 'Massive Open Online Course' began May 1, 2014, with *The Global Student's Introduction to U.S. Law*, which ended its initial offering in late July.

The course was free and open to all — admission to UF was not required — and was intended to appeal particularly to pre-law undergraduate students and international lawyers or students contemplating further study of the U.S. legal system. By the end of the course in late July, 19,527 students from across the globe signed up for the MOOC.

The MOOC students represented 173 countries. One third of them were from North America, with twenty-eight percent from the United States. The other countries that were highly represented were, in order of volume, China, Colombia, Brazil, India, the Russian Federation, the United Kingdom, Spain and Canada. Forty-one percent of the students were female and fifty-nine male. About four out of ten of those registered were full or part-time students mostly at the university level.

Although it was not intended to be a traditional law school course, the MOOC was nonetheless somewhat unusual in that it was designed to reach a highly educated audience. In fact, seventy-eight percent of those registered had at least one university degree, and forty-three percent had at least a master's degree.

"Our new MOOC provides an opportunity to literally anyone with computer access anywhere in the world to learn more about U.S. law and our legal system and for some to learn whether pursuing a career in law would be personally interesting and rewarding," UF Law Dean Robert Jerry said.

"For curious students, the MOOC is a great opportunity to explore — and not just to explore the subject, but also to explore UF Law," Jerry said.

In 2013, the University of Florida became the first university in the state to offer MOOCs, with almost 100,000 students enrolled in four courses at the time of launch in the spring of 2014.

Through its partnership with MOOC industry leader Coursera, UF Law stands to gain expertise in designing, marketing and staging a course for tens of thousands of students at a time. Coursera's invitation-only consortium includes ninety-eight universities worldwide. UF is Coursera's only member in Florida.

The course was initially intended to run for eight weeks, but due to its popularity, that was extended to twelve weeks. The MOOC provided an overview of the U.S. legal system and how it compares to other legal systems around the world. The MOOC was taught by an eight-member team of some of UF Law's top faculty members and scholars, and was assisted by two

research librarians and an instructional designer from the university's Department of Distance and Continuing Education. The team was led by Associate Dean Alyson Flournoy.

The team included: Pedro A. Malavet on Introduction to U.S. Legal History, the Constitution, Legal Structure and Legal Process; Claire Germain on Comparative Legal Process, Legal History and the Jury System; Sharon Rush on selected topics on Constitutional Law; Lyrissa Lidsky on Free Speech; Kenneth Nunn on Criminal Law; Jeffrey Harrison on Contracts (including the famous Contracts Law Rapper). Loren Turner and Jennifer Wondracek contributed research lectures and exercises for the entire course.

The production of the course took hundreds of hours from the entire team.

Each faculty member designed their own lectures and prepared their own teaching notes. The lectures were then recorded at the university's CITT studios over several weeks. Each participating faculty member spent at least three days in the studio. This produced over seventy lectures ranging in length from seven to thirty-nine minutes. The lectures were supplemented by quizzes on each topic, with the questions designed by the professor teaching lecturing on each subject. The lectures were supplemented by video "selfies" prepared by individual faculty members to respond to common questions from the enrolled students. These included Jeff Harrison's garage, Pedro Malavet's classroom, and Lyrissa Lidsky's Palazzo (visit).

The enrolled students were extremely active in online discussion boards that were monitored by the professors, librarians, educational designer, and three student teaching assistants who performed magnificently in communicating with thousands of students.

The process of production and teaching the MOOC was exhausting and exhilarating. It took an astonishing amount of work to put the course together, even for experienced teachers. The response was extremely pleasing and a wonderful pedagogical experience. The collective nature of the course had many benefits. It spread the workload among many individuals, produced great cooperation among the team members, and gave us an opportunity to learn with and from each other. It is rare for a faculty member to observe another member teaching outside the Promotion and Tenure process. In this context, it was both humbling and energizing to see our colleagues "do their thing" so well. The teaching styles on display were as varied as the topics described above and allowed students to get a broad perspective on what the College of Law has to offer.

The MOOC also provided a large group of faculty and administrators with the opportunity to learn more about the challenges and the potential of distance education in general. This should greatly contribute to our development of online courses for the J.D. students in the near future.

The MOOC is now reproduced in a UF eLearning Canvas page as a resource for our entire faculty in furthering their knowledge of online learning, and some of the lectures are being used as part of regular J.D. courses at the College of Law.

We hope to offer the MOOC once again in the Spring of 2015.
