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Fredric G. Levin College of Law　　　　　　　　Spessard L. Holland Law Center
Office of the Dean　　　　　　　　　　　　　　　　PO Box 117620
　　　　　　　　　　　　　　　　　　　　　　　　Gainesville, FL 32611-7620
　　　　　　　　　　　　　　　　　　　　　　　　352-273-0600
　　　　　　　　　　　　　　　　　　　　　　　　www.law.ufl.edu

April 6, 2021

MEMORANDUM

TO:　　　　　Voting Faculty

FROM:　　　 Laura A. Rosenbury, Dean

RE:　　　　　Faculty Meeting Agenda, Friday, April 9, 2021

I have scheduled a Faculty Meeting for Friday, April 9, 2021, via Zoom, beginning at 2:30 p.m. and ending no later than 4:00 p.m. The agenda will be as follows:

1. Approve Faculty Meeting Minutes for March 26, 2021, attached

2. Approve Spring 2021 Graduates, attached

3. Proposal for Permanent Approval of Courses from the Curriculum Committee (Mark Fenster, chair), attached

4. Proposal for Modification to Degree Requirement for LL.M. in US Law (Mark Fenster, chair), attached

5. Proposal for New Honors Standards from the Academic Standards Committee (Wentong Zheng, chair), attached

6. Information Item: Update from Associate Dean for Experiential Learning Silvia Menendez Regarding Possible Expansions to Semester in Practice

7. Information Item: Update from Assistant Dean for Inclusion M. Smith Regarding Faculty and Staff Survey

8. Information Item: Mechanics for Faculty Candidate Vote on April 16

You may use the following link to join the meeting:

https://ufl.zoom.us/j/95672257787?pwd=Wjd5Rk1oY3ZnS3doMDFqbjJ6QXhKZz09

Law Faculty Meeting Minutes

March 26, 2021 2:30 p.m.

PRESENT:

Mary Jane Angelo, Rachel Arnow-Richman, Sarah Bishop, Stephanie Bornstein, Yariv Brauner, Annie Brett, Neil Buchanan, Karen Burke, Dennis Calfee, Paige Carlos, Jeffrey Davis, Robin Davis, Seth Endo, Barbara Evans, Mark Fenster, Ben Fernandez, Andrew Hammond, David Hasen, Blake Hudson, Rachel Inman, Joseph Jackson, Michelle Jacobs, Maryam Jamshidi, E. Lea Johnston, Shani King, Christine Klein, Sabrina Little, Charlene Luke, Pedro Malavet, Merritt McAlister, Grayson McCouch, Timothy McLendon, Silvia Menendez, Jon Mills, Peter Molk, Jason Nance, Lars Noah, Kenneth Nunn, Jane O'Connell, Teresa Reid, Robert Rhee, Laura Rosenbury, Elizabeth Rowe, Betsy Ruff, Katheryn Russell-Brown, D. Daniel Sokol, Joan Stearns Johnsen, Amy Stein, Stacey Steinberg, John Stinneford, Henry Wihnyk, Andrew Winden, Sarah Wolking, Danaya Wright, Jennifer Zedalis, Wentong Zheng

NOT PRESENT:

Mary Adkins, Thomas Ankersen, Judy Clausen, Jonathan Cohen, Charles Collier, Nancy Dowd, Teresa Drake, William Hamilton, Berta Esperanza Hernandez-Truyol, Mindy Herzfeld, Darren Hutchinson, Elizabeth Lear, William Page, Margaret Temple-Smith, Lee-ford Tritt, Steven Willis, Michael Wolf

Meeting called to order at 2:31 p.m.

1. Approve Faculty Meeting Minutes for February 19, 2021

   Dean Rosenbury launched poll to approve the Faculty Meeting Minutes from February 19, 2021   *Minutes approved*

2. Proposal for Permanent Approval of Courses from the Curriculum Committee (Mark Fenster, chair)

   Dean Rosenbury turned floor to Professor Mark Fenster, who turned things over to Professor Robin Davis to introduce the proposal.   *Course approved*

3. Information Item: Update from Assistant Dean for Inclusion, Michelle Smith

   Assistant Dean Michelle Smith provided update on our progress toward racial justice.   *Information item*

4. Information Item: Update from Assistant Dean of Career and Professional Development, Janice Shaw

    Assistant Dean Janice Shaw provided update on career
    development and professional identity training.   *Information item*

5. Information Item: Update on the UF Artificial Intelligence Initiative

    Dean Rosenbury discussed the Provost Research Promotion
    Initiative.   *Information items*

    Dean Rosenbury provided a brief overview of how UF is
    promoting AI, and UF Law's involvement.

Meeting adjourned at 3:35 p.m.

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Fredric G. Levin College of Law
Student Affairs

205 Bruton Geer Hall
P.O. Box 117621
Gainesville, FL 32611-7625
(352) 273-0620

M E M O R A N D U M

TO:	The Faculty
FROM:	Rachel E. Inman
Associate Dean of Students
Levin College of Law
DATE:	March 24, 2021
RE:	Spring 2021 Graduation

Listed below are the students who have applied for graduation for the Spring 2021 semester. We recommend approval of these candidates pending confirmation of their degree requirements.

Juris Doctor Degree

Luc Adeclat	Paige Bodziak	James Coner
Victoria Adesso	Kendall Bopp	Aaron Cook
Joseph Africano	Nailah Bowen	Anthony Crum
Cameron Alexander	Levi Bradford	John Cullen
Adre Alford	Caroline Bradley	Joshua Cunningham
Cameron Allen	Adam Bramski	Patrick De La Pena
Aaron Appiah	Nyja Brown	Brandon Dekema
Ricardo Arana	Sheldon Brown	Andrew Del Real
Mark Atherholt	Robert Bullara	Courtney Diaz
Mark Atwater	Courtney Bullock	Christine DiPaolo
Priscilla Augustine	Curran Butcher	Caridad Dominguez
Kathryn Avery	Sebastian Campbell	Aissa Dorange
Lauren Ayers	Barrett Cappadonna	Kiana Douglas
Mackenzie Badger	Jana Caracciolo	Chelsea Draucker
Jovanna Bailey	Joseph Carlisle	Anne Duhig
Sanique Balan	Jacquelyn Caroe	Michael Dulman
Kiersten Ballou	Lyndal Carter	Logan Eagen
Nicolas Bauer	Megan Casserlie	Natalie Eggens
Cameron Beilly	William Castle	Brett Ellinport
Shelby Benny	Maria Castro	Samantha Espada
Frank Berardi	Paige Cham	Nadiya Fakhar
Chloe Berryman	Lillian Coe	Milad Farzam
Katherine Biggs	Wesley Collier	Andrea Faverio
	Haily Collins	Ashley Favors

Rachel Feldman

Vanessa Fernandez

Dalia Figueredo Hidalgo Gato

Matthew Forrester

Jonathan Foster

Victor Fox

Valentina Franco

Makala Furse

Jacqueline Gardner

Paria Ghyabi

John Glass

Carllee Godwin

Jorge Gonzalez

Meredith Grant

Emily Greentree

Corey Gross

Nathan Gruman

Katharine Haddad

Alaa Hady-Ghalip

Zienab Hage

Andrew Hall

Harvey Halprin

Ashton Hampton

Dylan Hanson

Qasim Haq

Maria Haralambis

Lynne Higby

Benjamin Hobbs

Ariel Hochstadt

Alexander Hoffman

Matthew Hoisington

Brianna Holness

Shane Horton

Andrew Hsiao

Andrew Hughes

Andrei Irimia

Narinah Jean-Baptiste

Arielle Jeter

Preston Jones

Anastasia Jones

Haneen Kantar

Cody Karras

Ryan Katz

Brianne Kaufholz

Benjamin Kennedy

Lewis Khella

Kristi Kiernan

Victoria Kimsey

Marilyn Kinsey

Audrey Kirschenbaum

Nicole Kocian

Neil Kush

Hannah LaJoie

Mia Larson

Vincent Leahey

Lauren Lenhart

Gregory Lenzi

Taariq Lewis

Amber Little

Ebony Love

Vittoria Luchini

Dylan Maier

Sterling Mart

Larry Martin

Bryce McColskey

Madison McComas

Joshua McCroskey

James McGuire

Grace McLaughlin

Janeille McPhail

Gabrielle Mercogliano

Eugene Mesin

Matthew Messina

Courtney Meyer

Nikole Miller

Sarah Molinaro

Devin Moore

Alexis Moore

John Morgan-Ring

Kathryn Morris

Avraham Naiditch

Shannon Nelson

Skylar Nocita

Daniel Noffsinger

Daniel O'Brien

Kristen O'Connor

Steven Oehler

Nicholas O'Leary

Caitlin Olson

Chelsey Omega

Matthew Ossorio

Aleksandra Osterman-Burgess

Nicholas Owen

Carlye Owens

Brandon Palacio

Juwan Parrish

Jeffrey Parry

Taylor Pecci

Edith Perez

Andres Perez

Amber Perkins

April Petrosino

Daniel Pietaro

Nicholas Pina

Matthew Pina

Christopher Ploch

Dominyka Plukaite

Michael Pothoven

Rae Powers

Jeremy Prichard

Monique Puentes

Tatiana Raevsky

Andre Revaz

Abdel Reyes

Matthew Richard

Conor Rigsby

Shaetron Riley

Giovanna Rivera

Matthew Robinson

Lillian Rozsa

Kennedy Rub

Hanna Rubin

Kendall Ryant

Jorge Sagarra

Katherine Sagel

Spencer Sater

Rachael Schafer

Lauren Schieffelin

Pierce Schultz

Jessie Schuster

Jacob Schuster

Sophia Serrao

Kaitlyn Sibson

Dominic Sieber

Joseph Siegmeister

Jonathan Silva

Shawn Simon

Johneeka Simpson

Kylee Sipowski
Oliver Skinner
Dylan Sleszynski
Raymond Smith
Kyle Soch
Karla Sone
Samantha Spandau
Kristin Spencer
Michael Stavros
Richard Stawara
John Stephens
Andrew Stevens
Jackson Story
Tanner Stromsnes
Travis Taaffe
Anne Tamburro
Kaley Tanase
Jordan Thomas
Raychel Thomas
Saya Thomas
Brandon Thompson
Spencer Thompson
Sydnie Tiseo
Vieux Toure
Veronica Ucros
Daniela Valdes
David Valero
Claudia Velasquez
Julian Velez
Viktoria Vozarova
Hannah Waddell
Natanel Wainer
Nathan Warren
William Weber
Alyssa Weiss
Quentin Welborn
Jerron Wheeler
Liana Whipple
Lauren Wilmot
Sonora Windermere
Caleb Wood
Joseph Yeslow

Master of Laws in US Law
Laura Londono
Elvira Musina
Ming Zhu

Master of Laws in International Taxation
Dawnmarin Dell
Soraya Giglio
Arti Hirani
Lam-Nathalie Nguyen
Marshal Shemtob

Master of Laws in Taxation
Brianna Bailey
Brooke Benjamin
John Burns
Kaylee Bybee
John Carlton
Lucas Carr
Joe Cuffel
Marisa De La Cruz Munoz
Charles DelPapa
Eric Dolhon
Cedric Donaldson
Allison Ducote
Cenk Erkal
Rachel Falknor
David Fargason
Sara Farmer
Leticia Feliberty
Amelia French
Lani Frost
Adam Gabay
Emily Gillenwater
Daniel Goeckel
Erin Hagerty
Caleb Hollinger
Stephen Holmgren
Carlos Hornbrook
Norbert Isaacs

Sarah Jacobi
Erin James
Robert Jett
Bjornrae Kemp
Colby Kempe
Jessica Lawson
Grace Lee
Delreese Martin
Micah McKinney
Dustin Miles
Margaret Miller
Zachary Milliken
Avenir Morozov
Kai Murphy
Shabnam Mustafa
William Najmy
Nearlashawndra Nash-Scott
Maxwell Potter
Daniel Raymer
Alexander Retamar
Lukens Rivil
Norberto Rodriguez
Joey Rodriguez
Joanna Rucinska
Matthew Sawyer
Kaitlyn Sell
Jonathan Shakarisaz
Heena Shin
Joseph Sleiman
Rachelle Smith
Alexander Smith
Ashley Steffen
Nicholas Stock
Erik Strupp
Joseph Taylor
Alaina Wallace
Samuel Waterbury
Kellen Yent
Nicole Zaworska

New Course Proposal Form

To: Curriculum Committee

From: _____

Date: _____

Type of Proposal (check one)	Provisional course offering (2 offerings within 4 years) ___ Semester of 1st proposed offering: Proposal to make provisional offering permanent ___ Enrollment for prior offering:
Course Title	
Number of credits	___ hours ___ I have reviewed the proposed syllabus and other course materials and I believe that the proposed course requires __ hours of in-class instruction and at least __ hours of out-of-class work on the part of the students.*
Brief Course Description (50 words or less; for public posting on the UF Law website)	
Pre-requisites or Co-Requisites?	
Educational Objectives Why are you proposing this course? Why should it be added to the UF Law curriculum?	
Enrollment cap requested? If requested, what is pedagogical justification?	

Method of evaluation	_____ % Final exam _____ % Skills assessment _____ % Paper	_____ % Classroom participation _____ % Other
Casebook or other source of readings? (If casebook, include title, author, publisher, edition)		
Have you discussed this proposal with members of the UF Law faculty or administration? If so, please detail the date and substance of your discussions to streamline the Curriculum Committee's deliberations.		

Attachment checklist	___ <u>Detailed course syllabus</u> Include topic for each class session; if possible, designate also the assigned readings for each session. Full-time faculty members proposing a one-time offering may substitute a general description of course coverage for each class session. ___ The syllabus meets the requirements of the UF Policy on Course Syllabi (syllabus.ufl.edu), i.e. it includes all required components. ___ The syllabus includes student learning outcomes, per the UF Law Faculty Policy on Student Learning Outcomes. *The syllabus and/or other information submitted in support of this course proposal must demonstrate to the committee that for every one credit hour sought, the course will provide 15 hours of classroom instruction and will require at least 30 hours of out-of-class work. See ABA Standard 310. ___ <u>Casebook</u> Include photocopy of condensed table of contents ___ <u>CV and qualifications to teach proposed course</u> (N/a for full-time faculty members) ___ <u>Teaching evaluations</u> If this is a proposal for a permanent course, please supply teaching evaluations from previous course offering. N/a for full time faculty members.

Marijuana Law and Policy
Fall, 2020
Course 15306
Room 285B

Tara L. Tedrow
August 17, 19 and 19, 2020
8/17: 9 to 11:50; 1 to 3:50
8/18: 9 to 11:50; 1 to 2:50
8/19: 9 to 11:50
Phone: 407-418-6361
Cell: 407-701-6161
E-mail: tara.tedrow@lowndes-law.com

CLASS SYLLABUS AND POLICIES:

Required Course Materials: Materials will be provided or you in PDF format. No textbook is required.

Description of the Course and Course Objective and Learning Outcomes: This course is one credit hour. Please note that ABA Standard 310 requires that students devote 120 minutes to out-of-class preparation for every "classroom hour" of in class instruction. It is expected that you will spend two hours preparing for every hour of in class instruction plus complete the final paper. Because the course includes statutory and regulatory excerpts that require careful reading, as well as discussion problems that require thoughtful advance written preparation, you should spend at least one hour on every 10-15 pages of reading.

The implications of Florida's marijuana laws and regulations, as well as the federal regulation and scheduling of marijuana, have widespread impacts on numerous legal practice areas. Practitioners in real estate, bankruptcy, litigation, employment, criminal, medical malpractice, intellectual property, land use, zoning, development, corporate, business, taxation and other areas must understand how state and federal marijuana regulations impact their clients. Despite the interesting subject matter that marijuana law provides, the primary goal of the course is to develop practical lawyering skills and an understanding of how marijuana regulations impact various practice areas. Additionally, the course will explore the ethical considerations for an attorney advising a client engaged in a marijuana-related business.

By the end of this course, students will be able to:

- Analyze the interaction between state and federal regulation of marijuana and the impact on marijuana businesses;
- Explain and describe the regulations on medical marijuana in Florida and how they impact the operations of Medical Marijuana Treatment Centers;
- Analyze the ways in which marijuana law and regulations intersect with and impact multiple legal practices areas;
- Prepare and present arguments for both sides of the regulatory debate on marijuana; and
- Provide basic advice to future clients on the ways in which marijuana law and policies could impact their clients' interests.

Teaching Philosophy: Great lawyers don't just know how to think, they know how to actually solve problems. I want each of you to walk away with a practical understanding on medical marijuana law and regulations that could be implemented in your future legal practice. I want you to be creative in your thinking on how this new area of law may morph in the future, and ways to handle the issues presented by

regulations now, but also to preempt issues that may arise later on. I hope each of you will leave this class with a practical skill set that will benefit your career and clients.

Instructional Methods: The best way for you to learn is to participate actively during class. Since this class is condensed into a short time frame, class will consist of student presentations, my own interactive lectures, guest speakers and robust group dialogue. I will challenge everyone to take part in civil debates on the topics- you will be expected to understand how to argue for both sides of an issue, even if it means playing devil's advocate for something with which you personally disagree. I encourage everyone to ask questions and expect everyone to actively participate throughout each class hour.

Office Hours: I will arrange to be available by appointment. I encourage you to call or email me if you are having difficulties with, or simply want to clarify your understanding of, any of the materials covered in the reading or in class. My office number is 407-418-6361, my cell phone number is 407-701-6161 and my email is tara.tedrow@lowndes-law.com.

COURSE POLICIES

Attendance: This is a compressed course. Attendance during all of the class hours is mandatory. **If you are attending class remotely, I will expect your camera to be on the entire time we are in class and that you will participate as if you were present in person.** Attendance will be taken at each class meeting. If there is some reason why you must miss class, please contact me in advance via telephone or email and ask for an excused absence. Students are responsible for ensuring that they are not recorded as absent if they come in late. Depending on the circumstance, a student may be permitted to have an excused absence for 1 hour of class time. If you miss a class, you are responsible for finding out what you missed and obtaining any handouts or assignments. If for any reason you anticipate missing more than 20% of the class time, you are advised to withdraw before it is too late to do so. Please review the Student Handbook for further information regarding the attendance policy. The law school's policy on attendance can be found at: https://www.law.ufl.edu/life-at-uf-law/office-of-student-affairs/current-students/uf-law-student-handbook-and-academic-policies

Class Assignments: In advance of class please read all assigned materials. Any specific in-class discussion expectations will be provided via email to correspond with such handouts and materials. I expect that all of the reading for the class will have been done prior to the first class.

Laptop Policy: Unless instructed otherwise in advance, you will NOT be permitted to use laptops during class. This class is meant to be engaging and your use of laptops and cell phones will only serve to distract you and your classmates. Laptops are only permitted if needed for referencing reading materials and assignments. Any in class lecture notes are expected to be taken by hand.

Make-Up Policy: Because there is no exam and only a final paper, there is no make-up available. The final paper is expected to be turned in by the assigned deadline.

UNIVERSITY POLICIES

University Policy on Academic Misconduct
UF students are bound by The Honor Pledge, which states: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: 'On my honor, I have neither given nor received unauthorized aid in doing this assignment.'" The Honor Code (https://sccr.dso.ufl.edu/students/student-conduct-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore,

you are obligated to report any condition that facilities academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

University Policy on Accommodating Students with Disabilities
Students requesting accommodation for disabilities should register first with the Office of the Dean of Students (https://www.dso.ufl.edu/drc/). The Office of the Dean of Students will provide documentation to the student who then must provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking quizzes or exams. Because accommodations are not retroactive, students should contact the Office of the Dean of Students as soon as possible in the semester for which they are seeking accommodation.

Etiquette: Communication Courtesy: All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions, chats and in class discussions. Please do not disparage or discourage others' views and participations- such actions will negatively impact the grading for the 20% of your overall participation grade.
http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf

Academic honesty: Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at https://www.law.ufl.edu/life-at-uf-law/office-of-student-affairs/current-students/uf-law-student-handbook-and-academic-policies

Class Schedule: This is a compressed course. We will meet on August 19, 20 and 21. Please bring any food or snacks needed to get you through these long class periods. We will discuss the due dates for your papers in class.

Online Course Evaluations: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals in their Canvas course menu under GatorEvals or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

GRADING POLICIES

Grading: This class is graded. In addition to expectations for class participation, you will be asked to prepare a final paper of a minimum of 10 pages (12 point, double spaced with ½ inch margins). You will be provided the prompts you will be expected to answer in your final paper during our class. We also will discuss due dates for your papers in class. The final paper will comprise 80% of your final grade, and class participation will comprise 20%.

The Levin College of Law's mean and mandatory distributions are posted on the College's website and this class adheres to that posted grading policy. The following chart describes the specific letter grade/grade point equivalent in place:

Letter Grade	Point Equivalent
A (Excellent)	4.0
A-	3.67

B+	3.33
B	3.0
B-	2.67
C+	2.33
C (Satisfactory)	2.0
C-	1.67
D+	1.33
D (Poor)	1.0
D-	0.67
E (Failure)	0.0

The law school grading policy is available at: https://www.law.ufl.edu/life-at-uf-law/office-of-student-affairs/current-students/uf-law-student-handbook-and-academic-policies

COURSE SCHEDULE

Day/Time	Date	Topic	Reading	Assignment
Day 1	August 17	Background on marijuana regulations & distinctions with hemp	• PBS History Timeline • Memorandum to the Secretary of Agriculture, dated May 28, 2019 • 2018 Farm Bill • Curaleaf FDA Warning Letter, dated July 22, 2019 • SB 1020	Reading
		The Cole Memorandum	• Memorandum for All United States Attorneys, dated August 29, 2013 (the "Cole Memo")	Reading
		The Sessions Memorandum	• Memorandum for All United States Attorneys, dated January 4, 2018 (the "Sessions Memo")	Reading
		Federal Discrepancies	• FINCEN's BSA Expectations Regarding Marijuana-Related Businesses, dated February 14, 2014	Reading
Day 2	August 18	Federal Issues Continued	• *Gonzales v. Raich*, 545 U.S. 1 (2005) • *US v. Pickard*, 100 F. Supp. 3d 981 (E.D. Cal. 2015) • *Conant v. Walters*, 309 F.3d 629 (9th Cir. 2002) • *Up in Smoke or Down in Flames? A Florida Lawyer's Legal and Ethical Risks in Advising a Marijuana Industry Client.* • *The Florida Bar v. Christensen*, 233 So. 3d 1019 (Fla. 2018)	Reading
Day 2		Overview of FL Regulations	• 2014 Compassion Use Act (SB 1030) • 2015 Right to Try Act (SB 1052) • SB8A	Reading
		FL Case Law on Medical Marijuana: License Challenges	• *San Felasco Nurseries, Inc. v. Dep't of Health*, 2016 WL 3568677	Reading
Day 3	August 19		• *Nature's Way Nursery of Miami, Inc., v. FDOH,* 2018 WL 3084645 • *DOH v. Florigrown, LLC.*, 2019 WL 2943329 (1st DCA July 9, 2019)	
		FL Case Law on Medical Marijuana: Other Advisory Opinions and Cases	• *DOH v. People United for Medical Marijuana*, 250 So. 3d 825 (1st DCA 2018) • *DOH v. Redner*, 273 So. 3d 170 (1st DCA April 3, 2019)	Reading

			• Settlement Agreement *(Spring Oaks Greenhouses, Inc. et al v. Fla. Dept. of Health)*	
		Impact of Medical Marijuana on Different Practice Areas	• *Johnson v. State,* 2019 WL 275 So. 3d 800 (Fla. 1st DCA July 9, 2019)	Reading

<u>Disclaimer:</u> This syllabus represents my current plans and objectives. Those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.

New Course Proposal Form

To: Curriculum Committee

From: <u>Jason Nance (on behalf of Bob Denham)</u>

Date: <u>3/19/21</u>

Type of Proposal (check one)	☐ Provisional course offering (2 offerings within 4 years) Semester of 1st proposed offering: ☑ Proposal to make provisional offering permanent Enrollment for prior offering: 6, but it normally fills
Course Title	## Deposition Strategy and Practice
Number of credits	<u>1</u> hours ☑ I have reviewed the proposed syllabus and other course materials and I believe that the proposed course requires <u>15</u> hours of in-class instruction and at least <u>36</u> hours of out-of-class work on the part of the students.*
Brief Course Description (50 words or less; for public posting on the UF Law website)	This is an introduction to taking and defending fact and expert depositions. It provides essential strategies for planning for, taking, and defending depositions. The class is highly interactive, providing opportunities to practice preparing for and conducting mock depositions. In-class exercises will be recorded on video and critiqued by the instructor and by other class members.
Pre-requisites or Co-Requisites?	### None
Educational Objectives Why are you proposing this course? Why should it be added to the UF Law curriculum?	After completing this course, students should be able to: 1. Perform a case analysis to formulate a deposition strategy and plan. 2. Identify the purposes for which depositions are taken and used. 3. Identify the preparations necessary for arranging and conducting a deposition. 4. Prepare and deliver preliminary remarks at the start of a deposition. 5. Prepare witness examination questions for discovery depositions of a party and non-party. 6. Prepare witness examination questions for depositions for cross-examination, summary judgment, and pinning down testimony. 7. Take mock fact depositions of a party and non-party for particular purposes and issues. 8. Plan for preparing a witness for deposition. 9. Conduct mock preparation of a witness for deposition. 10. Identify strategies and purposes for deposing an expert. 11. Prepare examination questions to take a discovery deposition of an expert. 12. Prepare examination questions to take a deposition to challenge an expert. 13. Conduct mock depositions of experts for purposes of discovery and to challenge the expert.
Enrollment cap requested? If requested, what is pedagogical justification?	10 because this course involves intensive feedback

Method of evaluation	_____ % Final exam **45** % Skills assessment _____ % Paper	**10** % Classroom participation **45** % Other
Casebook or other source of readings? (If casebook, include title, author, publisher, edition)	The syllabus contains all of the readings	
Have you discussed this proposal with members of the UF Law faculty or administration? If so, please detail the date and substance of your discussions to streamline the Curriculum Committee's deliberations.	Yes, with Dean Nance.	
Attachment checklist	☑ Detailed course syllabus Include topic for each class session; if possible, designate also the assigned readings for each session. Full-time faculty members proposing a one-time offering may substitute a general description of course coverage for each class session. ☑ The syllabus meets the requirements of the UF Policy on Course Syllabi (syllabus.ufl.edu), i.e. it includes all required components. ☑ The syllabus includes student learning outcomes, per the UF Law Faculty Policy on Student Learning Outcomes. *The syllabus and/or other information submitted in support of this course proposal must demonstrate to the committee that for every one credit hour sought, the course will provide 15 hours of classroom instruction and will require at least 30 hours of out-of-class work. See ABA Standard 310. ☐ Casebook Include photocopy of condensed table of contents ☐ CV and qualifications to teach proposed course (N/a for full-time faculty members) ☑ Teaching evaluations If this is a proposal for a permanent course, please supply teaching evaluations from previous course offering. N/a for full time faculty members.	

Deposition Strategy and Practice
Syllabus
Compressed Course – Spring 2021

Course Information

Course Instructor:
Robert Denham
(678) 361-1144
bob.denham@comcast.net

Office Hours:
Office hours may be scheduled through CANVAS. Meetings will take place remotely by video or phone. You can also arrange a remote meeting by appointment. If you have questions, feel free to send me a message by email.

Required Textbook:
Bradley G. Clary, Sharon Reich Paulsen, and Michael J. Vaneslow, *Successful First Depositions* (West, 4th Ed., 2017).

Course Description and Objectives:
This is an introduction to taking and defending fact and expert depositions. It provides essential strategies for planning for, taking, and defending depositions. The class is highly interactive, providing opportunities to practice preparing for and conducting mock depositions. In-class exercises will be recorded on video and critiqued by the instructor and by other class members.

The class will be conducted entirely remotely through the use of Zoom. Each student will need a computer and an internet connection that is sufficient for video transmission and receipt.

Every attempt will be made to simulate an in-person deposition experience. In addition, conducting the class remotely will provide experience for remote depositions, for which there is a current need and which may become an increasingly common practice in the future.

Learning Outcomes:
After completing this course, students should be able to:

1. Perform a case analysis to formulate a deposition strategy and plan.
2. Identify the purposes for which depositions are taken and used.
3. Identify the preparations necessary for arranging and conducting a deposition.
4. Prepare and deliver preliminary remarks at the start of a deposition.
5. Prepare witness examination questions for discovery depositions of a party and non-party.
6. Prepare witness examination questions for depositions for cross-examination, summary judgment, and pinning down testimony.
7. Take mock fact depositions of a party and non-party for particular purposes and issues.
8. Plan for preparing a witness for deposition.
9. Conduct mock preparation of a witness for deposition.

10. Identify strategies and purposes for deposing an expert.
11. Prepare examination questions to take a discovery deposition of an expert.
12. Prepare examination questions to take a deposition to challenge an expert.
13. Conduct mock depositions of experts for purposes of discovery and to challenge the expert.

CANVAS:

Class information and announcements will be distributed by CANVAS at http://elearning.ufl.edu. You are responsible for checking for class announcements on a regular basis.

Course Schedule:
This is a compressed course. It encompasses 14 class hours over the course of five days. There will be two one-hour sessions on Monday. There will be three one-hour sessions each day Tuesday through Friday. Sessions will begin on the hour. There will be a 10-minute break at 50 minutes past the hour. The course is worth one credit hour.

In previous student feedback, some students indicated that they would like to have more time available to conduct additional deposition exercises outside of the scheduled class sessions. Upon request, I am available to schedule additional sessions to facilitate additional exercises. These sessions, if they occur, will be strictly voluntary. No extra credit will be given for participating and no credit will be lost by not participating.

A Zoom session will be established at least 10 minutes before the first class on Monday and at least five minutes before the first class each day thereafter. You are expected to be logged in to the Zoom meeting and ready to begin on time at the start of each session. You may be placed in a waiting room before being added to the Zoom session.

Course Schedule Detail:

Session	Topic	Assignment/Resources
1	Introduction	*Successful First Depositions*, Preface; pp. 1-62
	Class overview	Rules 26 and 30, Federal Rules of Civil Procedure
	Importance of depositions	*Successful First Depositions*, Appendix B – Case record of *Monroe v. Derrick Dawson and CopyMaster Corporation*
	Case analysis and planning to formulate deposition strategy	Group A and Group B – Review confidential information for plaintiff's counsel Group C and Group D – Review confidential information for defense counsel
2	Preparing for depositions	Group A and Group B – Prepare case analysis for *Monroe* case from plaintiff's perspective

	Who do you depose, when, and why? Purposes for which depositions are taken and used	Group C and Group D – Prepare case analysis for *Monroe* case from defense perspective Include in the analysis the story to be told; themes; elements of each cause of action; fact to be proved and rebutted through lay witnesses Class activity: Discuss case analyses (***not*** using confidential information furnished to counsel)

3	Taking a fact deposition
	
	Preliminaries
	
	Taking a deposition for discovery
		Prepare preliminary remarks to begin deposition.
		
		Group A – Prepare questions for *discovery* deposition of Derrick Dawson. Use exhibits as appropriate. (Group C to defend)
		
		Group B – Prepare questions for *discovery* deposition of Pat Spinner. Use exhibits as appropriate. (Group D to defend)
		
		Group C – Prepare questions for *discovery* deposition of Melissa Monroe. Use exhibits as appropriate. (Group A to defend)
		
		Group D – Prepare questions for *discovery* deposition of Peg Meade. Use exhibits as appropriate. (Group B to defend)
		
		Class activity: Mock preliminary remarks.
		
		Class activity: Mock discovery depositions, in the following order:
		
		    Monroe
		    Meade
		    Dawson
		    Spinner

4	Taking a deposition to support or oppose	Group A – Prepare questions for deposition of Derrick Dawson *to support or oppose summary judgment or to pin down testimony*. Use exhibits as appropriate. (Group C to defend)

	summary judgment	Group B – Prepare questions for deposition of Pat Spinner *to support or oppose summary judgment or to pin down testimony*. Use exhibits as appropriate. (Group D to defend)
		Group C – Prepare questions for deposition of Melissa Monroe *to support or oppose summary judgment or to pin down testimony*. Use exhibits as appropriate. (Group A to defend)
		Group D – Prepare questions for deposition of Peg Meade. Use exhibits as appropriate *to support or oppose summary judgment or to pin down testimony*. (Group B to defend)
		Class activity: Mock depositions.
5	Taking a deposition to pin down a witness' testimony	Class activity: Mock depositions. Continue examinations *to support or oppose summary judgment or to pin down testimony*.

6	Deposition challenges How to control a witness	*Successful First Depositions*, pp. 121-153 Class activity: Demonstrations of selected deposition challenges (if time permits). Class activity: Mock depositions illustrating deposition challenges (if time permits). Supplemental reading: McElhaney - Focusing a Deposition http://www.abajournal.com/magazine/article/focusing_a_deposition McElhaney – Deposition Traps http://www.abajournal.com/magazine/article/deposition_traps/
7	Preparing a fact witness for deposition	*Successful First Depositions*, pp. 63-119 Prepare outline for preparing a fact witness

		Class activity: Conduct mock witness preparation.
8	Mock fact depositions	Class activity: Mock depositions.
9	Taking expert depositions Preparing for expert depositions Purposes of expert depositions	*Successful First Depositions*, pp. 155-184 Federal Rules of Evidence 702, 703 DSM-IV-TR
10	Taking an expert deposition for discovery	Prepare examination questions for discovery deposition of Alain Smithers on the facts and other information that he considered in reaching his diagnosis of PTSD and his qualifications to make such a diagnosis. Prepare examination questions for discovery deposition of Lin Jones on his opinions and the facts and other information that he considered in reaching his opinions. Class activity: Mock depositions.
11	Taking an expert deposition for summary judgment or to pin down witness	Prepare examination questions for Alain Smithers to show that he is not qualified by training or experience to make a diagnosis of PTSD. Prepare examination questions for Alain Smithers to refute his diagnosis of PTSD. Prepare examination questions for Lin Jones to show that he failed to consider the diagnostic criteria for PTSD and their application to Melissa Monroe. Prepare examination questions for Lin Jones to show that he has a bias in favor of employers and is a "hired gun" expert witness. Class activity: Mock depositions.
12	Defending an expert deposition	Class activity: Mock depositions.

13	Mock expert depositions	Class activity: Mock depositions.
14	Review and questions	

Class Preparation:
You are expected to read the material thoughtfully and prepare carefully for each class. ABA Standard 310 requires that students devote 120 minutes to out-of-class preparation for every "classroom hour" of in-class instruction. Accordingly, you will have a total of about 300 pages of reading for the course. In addition, you will be preparing written outlines and other materials for the classroom exercises, and you will be preparing for the classroom exercises. The written materials will be graded, as will the classroom exercises. I expect that you will spend at least two hours out of class reading, preparing written materials, and preparing for in-class exercises for every one hour in class. Because of the pace of the class, I strongly encourage you to do as much reading as possible in the textbook – including familiarizing yourself with the mock case – before the first class session.

Written assignments will be due no later than the beginning of the class session at which they are due. They should be submitted in Word or PDF format through CANVAS. I will provide comments on the assignments and assign a grade promptly. I expect to return the assignments through CANVAS before the start of the next class day.

Attendance:
Attendance is mandatory, and will be taken at the beginning of each class. Because the class is largely participatory, and the majority of your grade will be based on in-class exercises, it is essential that you attend every class. Missing two or more classes without prior notice to the instructor will result in referral to Student Affairs. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with University policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

Participation:
The participation grade is determined by attendance, preparation for class, participation in class, and overall effort to complete the assignments. Mock exercises will be recorded on video. Class members will be expected to offer constructive observations of other class participants' performance.

Grading:
The components of the final grade for the course are listed below:

Written Materials	45%
Performance	45%
Participation	10%

During the class, students will receive grades for the written assignments, class performance, and class participation that will be computed into the final grade for the course. Per law school policy, this class will be graded on a curve. Information on current College of Law grading policies for assigning grade points can be found at: https://www.law.ufl.edu/life-at-uf-law/office-of-student-affairs/current%20students/academic-policies and below:

Letter Grade	Point Equivalent
A (Excellent)	4.0
A-	3.67
B+	3.33
B	3.0
B-	2.67
C+	2.33
C (Satisfactory)	2.0
C-	1.67
D+	1.33
D (Poor)	1.0
D-	0.67
E (Failure)	0.0

University of Florida Policies

University Policy on Accommodating Students with Disabilities:
Students requesting accommodation for disabilities should register first with the Office of the Dean of Students (https://www.dso.ufl.edu/drc/). The Office of the Dean of Students will provide documentation to the student who then must provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking quizzes or exams. Because accommodations are not retroactive, students should contact the Office of the Dean of Students as soon as possible in the semester for which they are seeking accommodation.

University Policy on Academic Misconduct:
UF students are bound by The Honor Pledge, which states: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: 'On my honor, I have neither given nor received unauthorized aid in doing this assignment.'" The Honor Code (https://sccr.dso.ufl.edu/students/student-conduct-code/) specifies a number of behaviors that are

in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilities academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

University Policy on Course Evaluation:
Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations typically are open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at: https://evaluations.ufl.edu/results/.

Getting Help:
For technical difficulties with E-learning in Canvas, please contact the UF Help Desk at:
- helpdesk@ufl.edu
- (352) 392-HELP
- http://elearning.ufl.edu/ (See "Message Us" at the top)

Other resources are available at http://www.distance.ufl.edu/getting-help for counseling and wellness, disability resources, student complaints, and library help desk support.

Disclaimer:
This syllabus represents my current plans and objectives. As we go through the course, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.

Memorandum

To: Curriculum Committee

From: Charlene Luke and Joshua Alter

CC: Laura Rosenbury, Paul Rollins, and Rachel Inman

Date: March 30, 2021

Re: Proposed Modification to U.S. Law LL.M. Degree Requirement

_____

This memorandum proposes a modification to one requirement for the LL.M. in U.S. Law degree. Currently, the degree requires students to take both "LL.M. in U.S. Law Introduction to the Legal System of the United States Part I" and "LL.M. in U.S. Law Introduction to the Legal System of the United States Part II" (together, "U.S. Law Intro Coursework"). Each course is two credits; thus, students are required to take 4 of the 26 credits required for the degree in U.S. Law Intro Coursework.

We propose that this requirement be modified so that students are required to take only two credits of U.S. Law Intro Coursework. If this is approved by the committee and by the faculty, we will submit a proposal for a new 2-credit course, entitled LL.M. in U.S. Law Introduction to the Legal System of the United States.

The reasons for this proposal are (1) to align the U.S. Law LL.M. degree requirements with the N.Y. bar required courses, which will also align the U.S. Law LL.M. degree requirements with the degree requirements for similar degrees at peer institutions; and (2) to afford U.S. Law LL.M. students with greater flexibility in selecting their courses toward the 26 required credits for the degree.

Becoming barred in the U.S. provides our international students with a valuable credential and one increasingly required of our international LL.M. students seeking to work in the U.S. We focus on N.Y. Bar eligibility requirements for three primary reasons. First, because of the stringency of the N.Y. Bar eligibility requirements, if a path is provided to the N.Y. Bar, a path will simultaneously be provided for those students wishing to take a different state bar. Second, while other states do allow international students to sit for the bar exam (Florida is not among these), prospective and current international students tend to be most interested in the N.Y. Bar. Third, the New York is a Uniform Bar Exam state, which will allow for the transfer of UBE scores to other states.

New York requires that LL.M. students take only two credits in introductory U.S. Law coursework. *See* [NY Court of Appeals Rule for Admission § 520.6(b)(3)(vi)(c)](#). We reviewed degree requirements for similar LL.M. programs and found that peer and aspirational law schools have designed their program degree requirements relating to introductory U.S. law coursework to align with New York's state bar requirement.

Reducing the number of required U.S. Law Intro Coursework credit hours will afford U.S. Law LL.M. students with greater flexibility in selecting their remaining credit hours for the degree. We anticipate that most will take additional credits that will help prepare them to meet state bar eligibility coursework requirements, while some will use the opportunity to take additional electives and enhance their overall experience in our program.

Memorandum

To: UF Law Faculty

From: Academic Standards Committee

                Rachel Arnow-Richman, Nailah Bowen (Student), Paige Carlos, Rachel Inman

                (*ex officio*), Lea Johnston, Jon Mills, Jason Nance, Kenneth Nunn,

                Wentong Zheng (Chair)

Date: 4/6/2021

Re: Proposals on New Honors Policies

Last semester, the UF Law faculty approved the Academic Standards Committee ("Committee")'s proposals on new grading and academic probation policies. The new policies increased the mandatory mean for course sections with more than 15 students from 3.15-3.25 to 3.25-3.35 and changed the mandatory grade distribution for course sections with more than 15 students. As a result of these changes, the average GPAs of our students are expected to rise. Our honors policies, however, remained unchanged. Since our current honors policies award honors based on students' GPAs, not their class percentiles, rising GPAs will lead to a greater number of students being eligible for honors.

Dean Rosenbury charged the Committee to study whether, and how, to adjust our honors policies in light of increased student GPAs. The Committee sought the assistance of the library's research staff, who provided the Committee with a compilation of the honors policies of the top thirty-five U.S. News law schools. A copy of the compilation is attached to this memorandum. Upon a thorough examination of the peer schools' policies and robust discussions on how to best handle honors at UF Law, the Committee unanimously propose that we switch from an honors system based on GPAs to one based on class percentiles, and increase the number of students eligible for honors, particularly at the top two levels (summa cum laude and magna cum laude).

1. Current Policies

Currently, we award honors based on students' GPAs. Our faculty policy manual provides that honors be awarded as follows:

Summa Cum Laude (highest honors):	3.9
Magna Cum Laude (high honors):	3.7
Cum Laude (honors):	3.3

The Committee collected data on the numbers and percentages of students who received honors in the last six years under our current policies:

	Summa	Magna	Cum	Total in Class	Summa %	Magna %	Cum %	Total %
Fall 2020 3Ls	1	18	100	250	0.40%	7.20%	40.00%	47.60%
May 2020 Grads	3	17	103	297	1.01%	5.72%	34.68%	41.41%
May 2019 Grads	2	17	139	320	0.63%	5.31%	43.44%	49.38%
May 2018 Grads	1	16	125	308	0.32%	5.19%	40.58%	46.10%
May 2017 Grads	2	18	128	310	0.65%	5.81%	41.29%	47.74%
May 2016 Grads	2	15	128	307	0.65%	4.89%	41.69%	47.23%
6 year average					0.61%	5.69%	40.28%	46.58%

By comparison, many of our peer schools award honors based on class percentiles. A percentiles-based system has the advantage of remaining stable when the grading standards change. And by and large, our current policies appear to produce lower percentages of students who qualify for honors than at many of our peer schools. The University of Georgia, for example, awards honors using the following system:

Summa Cum Laude:	Top 2% of each graduating class
Magna Cum Laude:	The next 8.5% of the class
Cum Laude:	The next 37.5% of the class
Total:	48%

Compared to the University of Georgia, we award fewer honors in total (46.58% v. 48%), and fewer honors at the top two levels in particular (0.61% v. 2% for summas and 5.69% v. 8.5% for magnas).

2. Proposals

In light of the facts discussed above, the Committee unanimously propose that we change our honors system from one based on GPAs to one based on class percentiles. The Committee also proposes that we adopt the same numerical thresholds as those being used by the University of Georgia:

Summa Cum Laude:	Top 2% of each graduating class
Magna Cum Laude:	The next 8.5% of the class
Cum Laude:	The next 37.5% of the class
Total:	48%

Since the current 1Ls are the first class who will be subject to our new grading policies for the entirety of law school, the Committee proposes that the new honors policies be applicable to the class of 2023 and forward.

The proposed policies would have produced higher numbers of students eligible for honors over the last six years, assuming a typical class size of 300:

	Summa	Magna	Cum	Total Honors	Summa %	Magna %	Cum %	Total
Current Policies	2	17	121	140	0.61%	5.69%	40.28%	46.58%
Proposed Policies	6	26	112	144	2.00%	8.50%	37.50%	48.00%
Change	+4	+9	-9	+4	+1.39%	+2.81%	-2.78%	+1.42%

The Committee strongly believes that the proposed honors policies better reflect the changed reality and will put our students on more equal footings with students from peer schools. Therefore, the Committee recommends the proposed policies be adopted. The Committee asks members of the faculty to send their comments on the proposed policies to the chair or any member of the Committee via email by April 7, ahead of the April 9 faculty meeting where we will discuss and possibly vote on the Committee's proposals.

		Honors Levels	By class rank	By GPA	By Percentage	Cutoff	
1	Yale	Cannot determine					
2	Stanford	No Latin honors; individual awards					https://law.stanford.edu/press/stanford-law-school-grade-reform-frequently-asked-questions-faq/
3	Harvard	The summa cum laude will be determined by the requirement of a 4.75 GPA. The honor is exact and does not involve "rounding off"; ie., a GPA of 4.749 does not result in a degree summa cum laude. If, in a given year, no student earns a GPA of 4.75 or higher, summa cum laude will be awarded to the student (or students in the case of a tie) with the highest overall GPA. The magna cum laude will be awarded to the next ten percent of the entire class. The cum laude will be awarded to the next 30 percent of the entire class.		x	x	one/10%/next 30% - 40% of class	https://hls.harvard.edu/dept/ocs/employers/hls-grading-policy/
4	Columbia	No Latin honors; individual awards					https://www.law.columbia.edu/academics/registration-services/academic-recognition-and-prizes
4	Chicago	GPA 182 and above Highest Honors; 180.5 and above High Honors; 179 and above Honors		x		182/180.5/179	https://www.law.uchicago.edu/students/handbook/jd-honors
6	NYU	The following honors are awarded each year to members of the graduating class: Cum laude: to graduates whose grade point average places them in the top 25% of their class. Magna cum laude: to graduates whose grade point average places them in the top 10% of their class. Summa cum laude: to the very few students (if any in a particular year) who, in the judgment of the Executive Committee, have compiled a truly outstanding academic record.			x	Very few/10%/25%	https://www.law.nyu.edu/academicservices/academic-policies/jd-academic-progress
7	Penn	Summa cum laude 1-2%; Magna cum laude 15%; Cum laude 30%			x	1-2%/15%/30%	https://www.nalplawschools.org/employer_profile?FormID=837&QuestionTabID=38&SearchCondJSON=%7B%22SearchOrgTypeID%22%3A3%2C%22SearchEmployerName%22%3A%22penn%22%2C%22StudentsEnrolled%5Fmin%22%3A0%2C%22OCIDates%22%3A%22August%22%2C%22StudentsEnrolled%5Fmax%22%3A0%7D
8	UVA	No Latin honors; individual awards					https://www.law.virginia.edu/academics/annual-law-school-awards-fellowships-and-honors
9	Northwestern	Summa cum laude: 4.200 CGPA; Magna cum laude: 3.970 CGPA; Cum laude: 3.650 CGPA		x		4.2; 3.97;3.65	https://www.law.northwestern.edu/registrar/gradingpolicy/
9	UC Berkeley	No Latin honors; only Order of the Coif					https://www.law.berkeley.edu/academics/registrar/order-of-the-coif/
9	Michigan	The top 37.5% of students in each graduating class will receive Latin honors. The J.D. summa cum laude is awarded to every graduating student with a GPA of 4.0 or higher. If no August or December graduate has a GPA exceeding 4.0, the student(s) with the single highest GPA in those two groups will receive summa if and only if his or her GPA is at least as high as that of the previous May graduate(s) who receive summa. If no May graduate has a GPA exceeding 4.0, the student(s) with the single highest GPA among the May graduates will receive summa if and only if his or her GPA is at least as high as that of the previous August or December graduate(s) who received summa. The J.D. magna cum laude is awarded to students in the top 10% of the class who are not eligible for summa. The J.D. cum laude is awarded to the remaining students in the top 37.5% who are not eligible for summa or magna. Plus Order of the Coif (top 10%)		x	x	4.0 or higher GPA/10%/37.5%	https://www.law.umich.edu/currentstudents/registration/Documents/Honors%20rules%20FINAL%20-January%202015.pdf

		Honors Levels	By class rank	By GPA	By Percentage	Cutoff	
12	Duke	The law school has three levels of graduation honors: Summa Cum Laude: JD graduates whose graded work in all courses at the Law School places them in the top two percent of the students in their graduating class shall be graduated Summa Cum Laude. Magna Cum Laude and Cum Laude:JD students who have completed their upper-level course of study at Duke Law School and whose graded work at the Law School in courses other than the required first-year courses places them in the top fifteen and thirty-five percent of the students in their graduating class shall be graduated Magna Cum Laude and Cum Laude, respectively.			x	2%/15%/35%	https://law.duke.edu/about/community/rules/sec2/
13	Cornell	The faculty awards the J.D. degree summa cum laude by special vote in cases of exceptional performance. The school awards the J.D. degree magna cum laude to students who rank in the top 10% of the graduating class. Students who rank in the top 30% of the class receive the J.D. degree cum laude unless they are receiving another honors degree.			x	exceptional/10%/30%	https://www.lawschool.cornell.edu/studentlife/dean/upload/2017-2018-law-school-student-handbook-072417.pdf
14	Georgetown	Summa Cum Laude -Granted at the sole discretion of the faculty; Magna Cum Laude – 3.70; Cum Laude – 3.50		x		discretion/3.7/3.5	https://www.law.georgetown.edu/academics/academic-resources/registrar/academic-honors/graduation-honors-for-2019-2020/
15	UCLA	Top 10 percent of each graduating class are invited to join the Order of the Coif			x		https://libguides.law.ucla.edu/c.php?g=843027&p=6028310
16	Texas	No more than 35 percent of the graduating class may receive honors, high honors, and highest honors. No more than 5 percent may receive high honors and highest honors. No more than 1 percent may receive highest honors. Consistent with the School of Law's no-ranking policy, we do not publish the GPA cut-offs that correlate with the graduation honors designations. Plus Chancellors (top 16 students per class).			x	1/5/1935	https://law.utexas.edu/student-affairs/graduation/honors/
17	Wash U	Information on honors is behind login					
18	USC	No Latin honors; just Order of the Coif					https://gould.usc.edu/academics/degrees/jd/curriculum/grading/#:~:text=Students%20graduating%20in%20the%20top,society%20Order%20of%20the%20Coif.&text=A%20student%20receiving%20an%20A%2B,4.3%20or%204.4%2C%20for%20instance.
19	Vanderbilt	No Latin honors; The Founder's Medal is awarded to the student in the graduating class who has attained the highest grade point average.	x				https://law.vanderbilt.edu/academics/honors--awards.php
20	Boston U	Summa cum laude 1%; Magna cum laude 10%; Cum laude 33.33%			x	1%; 10%; 33.33%	https://www.bu.edu/law/current-students/jd-student-resources/curricular-requirements/grades-honors/
21	Minnesota	Summa Cum Laude: Top 1% of the graduating J.D. class and any other students with a GPA of 4.000 or higher. Magna Cum Laude: Top 15% of the graduating J.D. class. Cum Laude: Top 40% of the graduating J.D. class.		x	x	1% or 4.00/15%/40%	https://www.law.umn.edu/current-students/student-affairs/student-support-standards/academic-policies
22	Notre Dame	Cum laude: cumulative GPA of at least 3.400. Magna cum laude: cumulative GPA of at least 3.600. Summa cum laude: cumulative GPA of at least 3.800.		x		3.8/3.6/3.4	https://law.nd.edu/assets/413802/hoynes_code_2020.12.02.pdf
23	George Washington	Summa cum laude 3% Magna cum laude 10% Cum laude 40%			x	3%/10%/40%	https://www.nalplawschools.org/content/OrganizationalSnapshots/OrgSnapshot_669.pdf

		Honors Levels	By class rank	By GPA	By Percentage	Cutoff	
24	Arizona State	Summa cum laude 5%; Magna cum laude next 5%; Cum laude next 15%			x	5%/10%/25%	https://www.nalplawschools.org/employer_profile?FormID=833&QuestionTabID=38&SearchCondJSON=%7B%22SearchOrgTypeID%22%3A3%2C%22SearchEmployerName%22%3A%22arizona%20%22%2C%22StudentsEnrolled%5Fmin%22%3A0%2C%22OCIDates%22%3A%22August%22%2C%22StudentsEnrolled%5Fmax%22%3A0%7D
24	Emory	JD students must earn a GPA of between 3.45 and 3.79 to graduate with Honors. Students must earn a GPA of 3.80 or above to graduate with High Honors. The student who earns the highest overall GPA for all three years (with the exception of summer school) will be the First Honor Graduate.		x			https://law.emory.edu/academics/degrees/juris-doctor/index.html
24	Florida	Summa Cum Laude: 3.9; Magna cum laude: 3.7; Cum Laude: 3.30		x			
27	Fordham	Summa Cum Laude Top 1 percent of the graduating class with the highest weighted cumulative GPA; Magna Cum Laude Top 12 percent of the graduating class with the highest weighted cumulative GPA. Cum Laude Top 33 1/3 percent of the graduating class with the highest weighted cumulative GPA			x		https://www.fordham.edu/download/downloads/id/552/academic_regulations.pdf
27	UC Irvine	The top 5 percent of the graduating class will be designated summa cum laude; the next 7.5 percent will be designated magna cum laude; the next 10 percent will be designated cum laude.			x	5%/12.5%/22/.5%	https://www.law.uci.edu/academics/registrar/academic-rules/jd/grades/#ranking
27	Iowa	Graduation with Honors i. In recognition of superior scholarship, the J.D. degree may be granted with special honors asfollows: (a) With Highest Distinction: cumulative weighted average of 3.90 or more; (b) With High Distinction: top 12.5% of the graduating class; (c) With Distinction: top 37.5% of graduating class.		x	x	3.90 GPA/12.5%/37.5%	https://law.uiowa.edu/sites/law.uiowa.edu/files/2020-09/2020-2021%20Student%20Handbook.pdf
27	UNC	Highest Honors = any student achieving a 4.0 GPA or higher; High Honors = the top 10 percent; Honors = the top one-third of the class.		x	x	4.0/10%/33.3%	https://law.unc.edu/student-life/competition-and-awards/
31	Boston College	Summa Cum Laude is awarded to the top 2% of the class Magna Cum Laude is awarded to the top 10% of the class Cum Laude is awarded to students graduating in the upper third of the class.			x	2%/10%/33.3%	https://www.bc.edu/content/dam/bc1/schools/law/top-bar/current-students/Academics/documents-forms/academic_policies_and_procedures.pdf
31	Alabama	The percentages and the respective honor will be: Top 5% summa cum laude Next 10% magna cum laude Next 10% cum laude Therefore, the top 25% of the graduating class receives academic honors			x	5%/10%/10%	https://www.law.ua.edu/misc/handbook.pdf
31	Georgia	Honors are bestowed on the following basis: 1. top 2% of each graduating class will be awarded the J.D. degree summa cum laude; 2. the next 8.5% of the class will be awarded the degree magna cum laude; 3. the next 37.5% of the class will be awarded the degree cum laude.			x	2%/ next 8.5% (10.5%)/ next 37.5% (48%)	http://www.law.uga.edu/student-handbook#degree-with-honors
31	Illinois	Students who complete their degree work with a CGPA of 3.75 and above (on a 4.0 point scale) in College of Law courses graduate summa cum laude. Students with a CGPA of 3.50 to 3.74 in these courses graduate magna cum laude, and students with a CGPA of 3.25 to 3.49 in these courses graduate cum laude.		x		3.75/3.5/3.25	https://law.illinois.edu/wp-content/uploads/2016/06/Academic-Policy-Handbook-JD-1617-2.pdf
31	Washington & Lee	The candidate for a degree with distinction must earn a grade-point average, on all work attempted at Washington and Lee, sufficient to place the student in the top 30 percent of the class, with the honors awarded at the following more specific percentages: summa cum laude top 5%; magna cum laude next 10%; cum laude next 15%				5%/15%/30%	https://catalog.wlu.edu/content.php?catoid=20&navoid=1710#Honors_Work
31	William & Mary						