Loyola University Chicago does not discriminate on the basis of race, color, religion, sex, age, sexual orientation, gender identity, national or ethnic origin, ancestry, disability, marital status, parental status, military/veteran status, or any other characteristic protected by applicable law in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs, or in any aspects of its employment of faculty and staff.
Dear Colleagues:

Welcome to the faculty of Loyola University Chicago School of Law. We invite you to participate fully in our academic and social life as your time permits.

This Handbook is intended to introduce you to the facilities, offices, policies, and procedures of the law school. Our goal is to help in every way that we can to make your teaching experience a rewarding one.

On the following pages are several items to keep in mind as you prepare for the academic year. While you are probably quite familiar with much of this content, please take a moment to become familiar with some of our resources and review policies that involve various administrative matters that you may encounter during the semester. This year, we have added several sections that address important Law School and University policies. Call if you have any questions or if we can help in any way.

Best wishes,

Michael J. Kaufman
Dean and Professor of Law, (312) 915-7131 mkaufma@luc.edu

Zelda Harris
Associate Dean for Academics, (312) 915-7783 zharris@luc.edu

James J. Faught
Associate Dean for Administration, (312) 915-7131 jfaught@luc.edu
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<td>Zelda Harris</td>
<td>915-7783</td>
<td>zharris</td>
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<td>Maya Crim</td>
<td>915-7170</td>
<td>mcrim</td>
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<td>plee12</td>
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<td>915-7186</td>
<td>joverb2</td>
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<td>Diane Geraghty</td>
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<td>dgeraght</td>
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<td>Catherine Columbus</td>
<td>915-7950</td>
<td>ccolumb</td>
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<td>Lindsey Johnson</td>
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<td>ljohn15</td>
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<td>Law School Computing</td>
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<td>915-7167</td>
<td>djacks</td>
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<td>915-7131</td>
<td>jfaught</td>
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<td>Elisabeth Brookover</td>
<td>915-7854</td>
<td>ebrooke</td>
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<td>915-7131</td>
<td>jfaught</td>
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<td>James J. Faught</td>
<td>915-7131</td>
<td>jfaught</td>
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<td></td>
<td>Teresa Mastropieri</td>
<td>915-8669</td>
<td>tmastro</td>
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<td></td>
<td>Kirk Walter</td>
<td>915-7132</td>
<td>kwalter2</td>
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<td>915-7558</td>
<td>lsinger</td>
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<td>Joe Mitzenmacher</td>
<td>915-6844</td>
<td>jmiteze1</td>
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<td><strong>Law School Advancement</strong></td>
<td>Nora Kantwill</td>
<td>915-7281</td>
<td>nkantwill</td>
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<td>915-6986</td>
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<td>Maureen Kieffer</td>
<td>915-7124</td>
<td>mkieffer1</td>
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<td><strong>Office of the Dean</strong></td>
<td>Michael Kaufman</td>
<td>915-7143</td>
<td>mkaufma</td>
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<td></td>
<td>LaTrina Porter</td>
<td>915-7125</td>
<td>lporter</td>
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<td>Dora Jacks</td>
<td>915-7167</td>
<td>djacks</td>
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<td>Teresa Mastropieri</td>
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<td><strong>Student Services</strong></td>
<td>Giselle Santibanez-Bania</td>
<td>915-8606</td>
<td>gsantibanez</td>
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<tr>
<td></td>
<td>Jenna Silver</td>
<td>915-7817</td>
<td>jsilver2</td>
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<td><strong>The Writing Center</strong></td>
<td>Jennifer Brendel</td>
<td>915-7869</td>
<td>jbrende</td>
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<td></td>
<td>Mary Ann Becker</td>
<td>915-7732</td>
<td>mbecker1</td>
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<tr>
<td><strong>Trial Practice</strong></td>
<td>Gina Gerardi</td>
<td>915-7703</td>
<td>ggerardi</td>
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## USEFUL LINKS:

School of Law Grading Information:  
[https://www.luc.edu/academics/catalog/undergrad/reg_gradinsystem.shtml](https://www.luc.edu/academics/catalog/undergrad/reg_gradinsystem.shtml)

Obtaining Class Rosters PDF: [https://locus.luc.edu/training/faculty/Obtaining_Class_Rosters.pdf](https://locus.luc.edu/training/faculty/Obtaining_Class_Rosters.pdf)

Final Grade Entry PDF: [https://locus.luc.edu/training/faculty/final_grade_entry.pdf](https://locus.luc.edu/training/faculty/final_grade_entry.pdf)

Recording Grades FAQ: [https://locus.luc.edu/training/faculty/Record_Grades_FAQ.pdf](https://locus.luc.edu/training/faculty/Record_Grades_FAQ.pdf)
THE WATER TOWER CAMPUS

The School of Law is located at 25 E. Pearson in the Corboy Law Center on the Water Tower Campus. The Water Tower Campus is located on Pearson Street and runs from Michigan Avenue on east to State Street on the west. Lewis Towers is the red brick building on Pearson between Michigan Avenue and Rush Street. It contains the Loyola University Museum of Art that has interesting permanent and rotating exhibits emphasizing the Museum’s concentration on medieval, renaissance, and religious art. Lewis Towers also contains the downtown office of the University President and Provost as well as the Schools of Education and Social Work. It also contains various administrative offices including Human Resources, Accounts Payable, and Benefits. On the ground floor of Lewis Towers, you will find various retail spaces including an Argo Tea on the corner of Pearson and Rush.

The Communications School is located on the first five floors of a private senior citizen residence called The Claire located on Pearson just west of Lewis Towers. The entrance to the Communications School and the campus radio station are on Pearson Street between the law school and Lewis Towers.

Just across Pearson from the School of Law is Baumhart Hall, which is the downtown residence hall for the University. Law students, other graduate students, and some undergraduates live there. There are also furnished apartments that can be rented for the day or week for visitors to the School of Law. Baumhart Hall also contains the downtown campus book store on the second floor which sells a variety of Loyola branded merchandise. There is a workout facility on the third floor, and the downtown campus chapel is located on the fourth floor. On the ground floor is “LU’s”, a café which sells a variety of hot and cold sandwiches and other foods. “LU’s” also sells beer and wine and has a downstairs seating area. Also on the ground floor of Baumhart is an ATM near the elevators just outside “LU’s café.”

The Quinlan School of Business is located west of Baumhart in the Schreiber Center the newest building on the Water Tower Center. It offers undergraduate business and economic courses as well as the highly ranked part-time MBA program.

On the Southeast Corner of State and Pearson is Arrupe College located in McGuire Hall (the former home of the School of Law). Arrupe College is a two year junior college operated by the University. Its mission to provide an affordable two-year associate’s degree to a diverse and at risk population and allow for high achieving students to then automatically continue on for a four year bachelor program if desired.

The School of Law shares the Corboy Law Center with other departments of the University. The Law Library on floors 3-5, most of floor 7, and floors 10 through 14 are for the exclusive use of the School of Law. We share other classrooms with the rest of the University in the lower level through floor 5 (outside the library) and share the event space in Kasbeer Hall on the 15th floor. The entrance to the Water Tower Campus University Library is located on floor 6 and has interior elevators and stairs that allow you to reach floors 6 through 9. You can use your faculty ID to use the University Library and check out materials as needed.

In the lower level of the Corboy Law Center you will find “Nina’s Café,” named after former law dean Nina Appel, which serves sandwiches, soups, pizzas, salads and other hot and cold snacks. It is generally open from early mornings until 6 or 7 PM each day when the full University is in session. It is closed during the summer months.
There are snack machines in both the lower level of the Corboy Law Center and the lobby of Baumhart Hall where you can add “Rambler Bucks” on your ID that will allow you to pay for food at any Loyola food vendor at any Loyola campus without paying tax. This amounts to an effective discount of about 10%. In addition, certain private restaurants near campus such as “Epic Burger,” accept Rambler Bucks. Other nearby restaurants may give discounts if you have your ID with you.

* * * * * * * * *

GENERAL FACULTY INFORMATION

ADJUNCT FACULTY APPOINTMENT LETTER
For each academic year that you teach, you will receive an appointment letter from the Associate Dean for Academic Affairs. It will state the course title, semester, day and time of your class, any co-teachers, and the stipend you will receive for each course. Please read it carefully. If any of the information in the letter is incorrect, you should contact the Associate Dean for Academic Affairs.

LOYOLA IDENTIFICATION CARD
After you are registered on the payroll, go to the Campus Card Office in the lobby of 25 East Pearson to receive a part-time faculty identification card for the academic year. Please carry it with you. You must show your I.D. card to be admitted to the libraries and the University and Law School buildings.

PAYROLL MATTERS
Federal law requires that every new employee complete the Employment Eligibility Verification Form (Form I-9), federal and state tax forms. These forms in addition to some University forms will be sent to you prior to the semester you are scheduled to teach. The I-9 form requires that you produce documents that establish your identity (such as a drivers’ license) and your employment eligibility (such as a social security card) for examination by staff in the Human Resources and Payroll Office. If you have not already done so, please complete the appropriate documents and return them to the Payroll Department, as indicated on the forms. For payroll purposes only, update your address or let the Personnel and Payroll Office know if you wish to have your stipend sent to an address other than your regular mailing address by contacting HR-payrollprocessing@luc.edu. If you have any questions, contact Teresa Mastropieri at tmastro@luc.edu.

FACULTY MAIL
Full-time Faculty mailboxes are located in Room 1412. Mailboxes for Adjunct Faculty are located outside Room 1412. Please try to check your mail each time you come to the School of Law. Students can leave messages for you in your mailbox and our staff will forward mail to you there as well.

PHONES
Telephones in faculty offices or office spaces can be used for external calls and interoffice calls.

- To make an “outside” call, first dial 9 for an outside line, then dial 1-{area code}-XXX-XXXX.
- To make an interoffice call, dial the last five numbers of a Loyola phone number. For instance, the Law School’s general number is (312) 915-7120. To reach that number from an internal Loyola phone, just dial 57120. Five-digit internal phone numbers at Loyola’s Lake Shore Campus begin with the number 8.
An unique long-distance and international code is assigned to Full-Time Faculty. See Associate Dean Jim Faught for assistance.

**ADJUNCT FACULTY OFFICE SPACE**
The law school has a shared work space set aside specifically for adjuncts. There are five available desks, each with a computer, printer and telephone, located outside of Room 1412. The area is usually quiet but it is open space. Please feel free to use the space at any time. If you need to meet with a student that requires more privacy, you can submit a room reservation request online at http://www.luc.edu/law/events/planning/roomres.html.

**COPY MACHINES**
Copy machines are located in Room 1412. When you place your material in the copier, a screen will appear asking you to enter your code number. That code is 7823. Full-time faculty will receive an individual copy code.

**ROOM RESERVATIONS**
Classrooms for events, make-up or extra classes, etc. must be reserved in advance. All room reservation requests must be submitted online at http://www.luc.edu/law/events/planning/roomres.html. An email notification will be sent to you upon completion of the request.

**CALENDAR / EVENTS INFORMATION / LAW SCHOOL ANNOUNCEMENTS INFORMATION**
The School of Law calendar (accessible from the homepage, www.luc.edu/law), provide useful information. You will also receive Law School Announcements, which are produced almost every weekday, by e-mail. Law School Announcements can also be found on the Law School Announcements page on the website: http://www.luc.edu/law/announcements/index.shtml. You can place an announcement by posting it in our Law School Announcements. Complete the announcement form on-line at http://www.luc.edu/law/announcements/submit.html. Include a catchy title for the headline, and all relevant information (i.e.: topic, date, time, room number, speakers’ names if applicable, etc.). Your announcement will appear approximately four times in the daily e-mail and can also be found on the Law School Announcements page on the website: http://www.luc.edu/law/announcements/index.shtml.

**THE LAW LIBRARY**
The Law Library is located in the Corboy Law Center at 25 E. Pearson Street, floors 3-5, with the entrance on the third floor. The Law Library offers a wide range of services to assist faculty with their teaching and research responsibilities. Patricia Scott at (312) 915-8515 or pscott2@luc.edu is the Director of the Law Library. To borrow books and other materials from the Law Library, faculty members should present their School of Law identification card at the Circulation Desk located on the third floor. Faculty members may check out books for a period of one semester.

1. **Regular Law Library and Corboy Law Center Hours**
   - Monday-Thursday: 8:00 a.m. - 11:00 p.m.
   - Friday: 8:00 a.m. – 7:00 p.m.
   - Saturday: 7:30 a.m. - 7:00 p.m.
   - Sunday: 12:00 pm - 10:00 p.m.
   The building opens earlier on Saturdays and Sundays for the Weekend JD Program.
   The Law Library is closed on school holidays.
   During exams, closing hours are extended.
2. **Reserve**

The Library keeps books and articles on reserve at the Circulation Desk for class assignments requested by any of the School of Law teaching faculty. Course Reserve materials may be checked out by students with a valid ID card and they may be renewed at the Circulation Desk, unless a hold has been placed on the item by another student. To place materials on Reserve, contact the Circulation Desk at (312) 915-6986, Monday through Friday, between 8:30 a.m. and 9:30 p.m. Faculty members are advised to send a list of materials to be placed on reserve at least one month prior to the beginning of the semester, and one week in advance of the assignment during the semester. It is highly recommended that part-time faculty members contact the Circulation Desk directly regarding all course Reserve materials.

3. **Reference Service**

To assist faculty in researching topics related to their teaching responsibilities, the Library provides reference assistance in legal areas. For assistance, contact a reference librarian on duty at the Reference Desk, located on the third floor of the Library or phone (312) 915-7205. Generally, a reference librarian is on duty most hours the library is operating during the academic year while classes are in session.

**LAW SCHOOL COMPUTING SERVICES / MEDIA SUPPORT**

Law School Computing Services (LSCS) is located on the fourth floor of the Corboy Law Center. It can be accessed through the Law Library or from the 4th floor elevator lobby. LSCS provides a variety of services to support your class. For instance:

- To request classroom assistance from LSCS, **please contact the Office at least 72 hours in advance of your class by e-mail at LSCS-INFO@luc.edu and leave a detailed message.**
- If you have difficulty with your computer or printer (including toner requests) call LSCS at extension 57192.
- For help with general tech-related questions, contact Loyola’s University Help Desk at extension 4-4444.

**RESETTTTING YOUR PASSWORD / UNLOCKING YOUR COMPUTER ACCOUNT**

To reset your password or unlock your computer account, contact the University Help Desk at (773) 508-4487.

**INFORMATION, CLASS AND REGISTRATION SYSTEMS**

Each classroom is equipped with a computer and projector, and screens. To access the computer, log in with your Loyola ID & password. If you need to reset your password, contact the Helpdesk, at 773-508-4487.

1. **LOCUS** is Loyola’s on-line resource that administers class registration for all students, records and transcripts, grade entry, class rolls, etc. In addition, the “Faculty Center” feature allows faculty members to access course records, to communicate with students through e-mail, to access student ID photos, etc. To access LOCUS, go to the School of Law Home Page and in the upper right hand corner of the screen under the “Search” box, click on “LOCUS” and then enter your ID and password.

2. **SAKAI** is the Loyola based course management tool. Your course can be setup in Sakai and can also be used as a communication tool with your students. Visit the Information Technology Services website for more information: [http://www.luc.edu/itrs/sakai/index.shtml](http://www.luc.edu/itrs/sakai/index.shtml).
3. **TWEN** is the Westlaw program and is also a course management tool. Your course can be setup in TWEN and can also be used as a communication tool with your students. Because TWEN is a Westlaw program, different login procedures will be provided. If you have any questions about your TWEN login information, contact Joe Mitzenmacher at jmitze1@luc.edu.

**FACULTY DEVELOPMENT ACCOUNT**

Full-time faculty are eligible to receive reimbursement of up to $2200 each academic year to support their professional activities including travel, lodging, and registration fees for conferences, research assistance, books, etc. Costs for speaking at a US conference do not count against the annual budget as long as the host institution has been asked, but is unable to cover the conference expenses. Advance approval is required only if a conference (other than where a speaker) or other expense would a) exceed the annual budget or b) involve foreign travel. All reimbursements for travel of any kind are subject to the University rules. Please be aware that you must travel coach and save and submit all boarding passes for airplane travel. The full rules and per diems can be found at [http://www.luc.edu/finance/perdiem.shtml](http://www.luc.edu/finance/perdiem.shtml).

**STUDENT RESEARCH ASSISTANCE**

Full-time faculty members who need student research assistance may hire students through a Directed Study in which students who register for the course may receive one ungraded credit for a minimum of 60 hours of research assistance, or two ungraded credits for a minimum of 120 hours. In the alternative, full-time faculty members may hire students for pay through their Faculty Development Account. Please contact Teresa Mastropieri (tmastro@luc.edu) or LaTrina Porter (lporter@luc.edu) for details.

**STUDENTS REQUIRING ACCOMMODATIONS**

Loyola University Chicago is committed to providing reasonable accommodations, from the time of admission to graduation, for students who require accommodations. It is the University’s policy to administer all services in a manner that does not discriminate against students with disabilities. Students at the School of Law may have visual, hearing, learning, mental health or motor disabilities. These disabilities may require unique exam accommodations. Any student requests regarding exam accommodations, should be referred to Associate Dean James J. Faught who will refer the student to Loyola’s Accessibility Center. Please advise your students to contact him directly at jfaught@luc.edu. At the School of Law, all accommodated exams are administered through the Dean’s Office.

**THE OFFICE OF CAREER SERVICES**

The Office of Career Services at the School of Law provides a variety of services to students, alumni/ae, faculty and employers. Staffed by experienced lawyers, the Office's services include individual career coaching and group instruction on resume and cover letter preparation, job-seeking strategies, interview training through mock practice sessions and workshops, and general job market education through programs and panels on subjects that range from types of law practice to new trends in the legal profession. A robust website and library of books and periodicals are available for use by all members of the School of Law community. The Office provides information on part-time, full-time, summer, temporary, and permanent job openings. These listings are available through a database called PEARSON. If you need a PEARSON account or would like assistance with a job search, please email or call the Office of Career Services to schedule an appointment. Alumni can reach the office at law-career@luc.edu or (312) 915-7160. The Office of Career Services also encourages alumni to post jobs when positions become available at your office.
PARKING NEAR THE WATER TOWER CAMPUS
For parking options at the Water Tower Campus, visit the School of Law website at:
http://luc.edu/campustransportation/generalinformation/watertowercampus/
Campus Transportation along with “SP Plus” is proud to announce that you can now buy your discounted parking for area Water Tower Campus garages on-line. To begin using the online portal, please follow the below instructions:

1. Visit: https://loyola.clickandpark.com/
2. Select your desired facility and then select the desired discount.
3. Input your desired time followed by your access code. The Loyola access code is LUC and the last four of your Loyola ID number. Example LUC1234.
4. The available rate(s) will then populate.

If you have any questions, please contact Campus Transportation at (773) 508-7036 or campustransportation@luc.edu.

Disclaimer: Loyola University Chicago does not own nor control these private parking facilities. Loyola University Chicago does not endorse any parking facility nor accept liability for the use of these parking facilities. Loyola University Chicago shall not be responsible for any injury or for any loss or damage to vehicles, accessories, or the contents thereof caused by fire, theft, collision, water or other causes at private parking facilities.

In addition, full-time faculty and staff parking permits are available for parking in the Water Tower Campus Lot at 18 West Chicago Avenue. Note that parking availability at WTC is limited. Permits must be purchased through the Loyola website at http://www.luc.edu/campustransportation/permits/facultystaffpermits/?utm_medium=redirect&utm_campaign=loyolaredirects&utm_source=campustransportation/permits/wtcemployees/

SHUTTLE BUS SERVICE TO LAKE SHORE CAMPUS and UNION AND OGILVIE STATIONS
The University provides free shuttle bus service between the Water Tower Campus and the Lake Shore Campus in Rogers Park. A bus schedule is posted at the first floor Security Desk in 25 E. Pearson and at the Security Station at the Lake Shore Campus. Busses from the Water Tower Campus leave regularly from the corner of Pearson Street and Wabash. The shuttle bus also makes a trip each weeknight, Monday through Friday evening, at 9:05 p.m. to the Union and Ogilvie Stations. There is no shuttle bus service offered in the summer.

CAMPUS SAFETY – CLASSROOM EMERGENCIES
In the event of an in-class emergency, be aware that Loyola has established an emergency call system in each classroom that will bring members of the Campus Safety staff to the classroom at once. The podium in each classroom has the following notice posted:

To send a discrete emergency alert, press the F9 and F11 keys simultaneously or call (773) 508-6039. Campus police will respond immediately.
The alert will sent only if the workstation is powered on.
You do not need to be logged in.
For further information, visit: www.luc.edu/safety/classroomalarm.html

Campus Safety operates a 24-Hour, 7 day-per-week security desk inside the entrance to the 26 E. Pearson Building. Upon request, officers will provide escorts in the evening, please contact the security desk at 25 E. Pearson, (312) 915-6476.
**EVACUATION PROCEDURES**

Any time you hear the alarm bells in the Corboy Law Center, evacuate the building immediately. The School of Law does not conduct drills. Do not return to the building until you are notified that it is safe to do so. **NOTE:** During an evacuation of the building, the elevators will not be in operation. Do not attempt to use the elevators during such emergencies. Should you find yourself in an elevator when the alarm sounds, do not panic. The engineer will bring all elevators to the first floor and open the doors.
PREPARING TO TEACH YOUR CLASS

SELECTING AND ORDERING CASEBOOKS

The first step in assembling course materials is determining if there is an appropriate textbook for the class. If you would like to review textbooks pertinent to your course, you may request a complimentary copy by calling the publisher of the book. You may want to consult with the Associate Dean for Academic Affairs and with other professors in your field for advice when selecting a textbook.

There are several ways to order your books from the Loyola Bookstore located on the second floor in Baumhart Hall across the street at 26 East Pearson Street:

1) You are encouraged to order your casebooks and textbooks on the web at www.luc-wtc.bkstr.com. Click on the “Faculty Services” choice at the bottom of the page. If you have not used this tool before, click on "New? Register Here", input the Loyola Bookstore password of 1122 for the Water Tower Campus site and continue with registration. You will be prompted to create your own login and password and then you may input your course information.

2) E-mail book order information to the Loyola Bookstore at 1122mgr@follett.com. Include the course number, section number, titles of the book, and ISBN or edition.

3) Call Bookstore Manager at (312) 915-7420 or drop off your information at the Loyola Bookstore on the second floor in Baumhart Hall across the street at 26 East Pearson Street.

4) Please confirm your book order with the Loyola Bookstore at least a month before the beginning of the semester.

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YOUR SYLLABUS

No later than the first week of each term, all faculty members are required to submit their course syllabi to the Associate Dean for Academic Affairs. Each course taught in the School of Law must have a written syllabus. A template for a syllabus is included on page 15. Faculty members should ensure that each of the components of the template are included in their course syllabi. ABA Standards now require that students be subject to regular assessments that are part of the final grade that they receive in your course. As a result, we strongly encourage faculty to offer a final exam or paper that accounts for not more than 70% of the final grade. Your syllabus must describe your plan to assess your students regularly. See below.

NOTE:
ABA Standards 301 (b) and 302 requires law schools to establish student learning outcomes consistent with a rigorous program of legal education. In partial fulfillment of this requirement, all law school faculty must “publish learning outcomes for individual courses in [their] course syllabi.”
WHAT IS A “LEARNING OUTCOME?”

- Learning outcomes are formal statements that state in clear, concise language what a faculty member expects students to know and/or to do at the end of a course.
- Learning outcomes focus on student actions that are observable and measurable (i.e. they can be objectively assessed).

WHAT ARE “OBSERVABLE AND MEASURABLE” OUTCOMES?
These depend on the categories and types of outcome(s) a faculty member expects. Categories of learning include knowledge, skills, abilities, and values/professional ethics. According to Bloom’s Taxonomy,1 within each of these categories, student learning can be divided into the following types of learning: remember, understand, apply, analyze, evaluate, and create. The taxonomy suggests use of the following observable and measurable verbs for each of these types of learning objectives.

- **Remember** (ability to recall material): Sample verbs to use include identify, label, recall, reproduce, state, write, outline, quote, repeat, record, list, etc.
  Example: “Students will be able to recall the common law exceptions to the hearsay rule.”

- **Understand** (ability to show a basic understanding of material): Sample verbs include define, describe, explain, paraphrase, provide examples, rewrite, discuss, defend, etc.
  Example: Students will be able to explain the rule against perpetuities.

- **Apply** (ability to apply learning in new situations): Sample verbs include apply, demonstrate, determine, prepare, use, add, classify, examine, modify, produce, show, interpolate, etc.
  Example: Students will be able to demonstrate how to write a persuasive statement of facts.

- **Analyze** (ability to logically identify and understand component parts of a complex topic): Sample verbs include analyze, compare/contrast, differentiate, distinguish, investigate.
  Example: Students will be able to compare the goals of the criminal and juvenile justice systems.

- **Evaluate** (ability to objectively assess the value of material, arguments, or activities). Sample verbs include assess, critique, justify, support.
  Example: Students will be able to critically assess the Supreme Court’s class action jurisprudence.

- **Create** (ability to create new content and structure): Sample verbs include construct, create, design, develop, generate
  Example: Students will be able to draft a model prenuptial agreement.

SUGGESTIONS FOR WRITING COURSE LEARNING OBJECTIVES

- Choose a manageable number.
- Focus on the most important knowledge, skills and values in the course, typically higher-order skills such as analysis and evaluation.
- Align with the School of Law’s learning outcomes (see https://www.luc.edu/law/about/mission/index.cfm).

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1 See http://www.bloomstaxonomy.org/Blooms%20Taxonomy%20questions.pdf
• Look for course-specific examples online (see, e.g., course learning outcomes for international environmental law at https://learningoutcomes.byu.edu/Instructors/course-instructors/10620/000/LAW+719/240160/1005
• Consult with colleagues who teach the same course.
• Be sure you can assess your learning outcomes.

LOYOLA RESOURCE FOR WRITING LEARNING OUTCOMES
  a) Loyola Faculty Center for Ignatian Pedagogy (http://www.luc.edu/fcip/assessment/learning outcomes)

ADDITIONAL ABA STANDARDS AND GUIDELINES
ABA Standard 314 also requires both formative and summative assessments across the curriculum. Standard 314 states:

b) STANDARD 314. ASSESSMENT OF STUDENT LEARNING
  A law school shall utilize both formative and summative assessment methods in its curriculum to measure and improve student learning and provide meaningful feedback to students.

  o INTERPRETATION 314-1
    Formative assessment methods are measurements at different points during a particular course or at different points over the span of a student’s education that provide meaningful feedback to improve student learning. Summative assessment methods are measurements at the culmination of a particular course or at the culmination of any part of a student’s legal education that measure the degree of student learning.

  o INTERPRETATION 314-2
    A law school need not apply multiple assessment methods in any particular course. Assessment methods are likely to be different from school to school. Law schools are not required by Standard 314 to use any particular assessment method.

The School of Law interprets this standard to require at least two assessments at some point during the semester in addition to the final exam for each course. While there is no requirement that these assessment count toward the final grade, we believe best practices suggest that portion of the grade include something in addition to the final or paper at the end of the course.

* * * * * * *
Below is a sample syllabus.
Customize it to your preference.

Example: Loyola University of Chicago School of Law
Class Title and Term (i.e. Torts -- Fall 2018)
Professor __________ (email and/or telephone contact)

Course Logistics
Location: Corboy Law Center Room _____
Day and Time:
Date and Time of Final Examination (if any) / or information on a take-home exam:

Code of Conduct
The Loyola University Chicago School of Law Code of Conduct shall govern all aspects of this class. See, https://www.luc.edu/media/lucedu/law/fyi/pdfs/Code_of_Conduct.pdf.

Required Materials
   (1) Primary Textbook:
   (2) Supplements (if any):
   (3) Course Web Page: Sakai or TWEN
       (This forum may have additional assignments and supplemental materials for class besides what is noted above.)

Course Description
This course will involve... (a paragraph overview of the subject areas covered by the class).

Educational Goals, Objectives, and Student Learning Outcomes
(This critical section of your syllabus should communicate to the students your specific goals, objectives and desired student learning outcomes.)

Loyola University of Chicago School of Law has carefully developed its academic program and classes so that its students achieve a specific set of educational goals, objectives, and student learning outcomes. This class will serve many of those goals, objectives, and outcomes.

In particular, students in this class will become equipped with essential knowledge of the law in the area of __________. 

In addition, students will develop fundamental lawyering skills, including: (please consult the attached “Educational Goals” document for guidance i.e. “evaluate strategies for solving problems,” “analyze and apply legal rules and principles,” etc...).

This class also is designed to (please add as many outcomes within Goals I, II, III, or IV that you think fit with your particular objectives).
Teaching Philosophy
(This section allows you to inform the students about your teaching methods and practices. The following is an example of a statement used by one of our colleagues.)
I try to teach in a way that promotes student learning. Many students believe that they prefer and learn best with a pure lecture. However, research does not support this; applied and active learning is generally shown to result in better retention of information, as well as a deeper understanding of material. Active learning requires that you be fully engaged in our class discussions and exercises, and that you be respectful of your colleagues. The course requirements include a number of components aimed to encourage active learning to help deepen your understanding.

Class Assignments
Your primary assignments for class will consist of reading material in _____________. To assist your understanding, I may provide materials on Sakai or TWEN that help to guide you through the assigned reading.

Class Attendance & Preparation
(Please use this language or words to this effect. See the Attendance Policy below on page 7.):
You are expected to attend class regularly and be fully prepared to discuss the assigned material. Students who regularly miss class violate School of Law and ABA rules and may be precluded from taking the final. If you need to miss class, please let me know by email either in advance, or as soon thereafter as possible.

Course Requirements and Expectations
(You may wish to use this language or to adapt some or all of it for your purposes.)

In recent years, it has become necessary to provide students with a very clear message regarding violations of your expectations for your course. Many faculty set forth their expectations clearly, but fail to detail the various consequences for not meeting those expectations. We strongly advise that you provide detailed information, including the consequences of not meeting expectations (missed assignments, late submissions of assignments, excessive absences, etc.) on your syllabus. While most students will meet deadlines for submission of assignments, it is not unusual for some students to submit assignments after the deadline. In fairness to all, the penalties for doing so should be clearly stated. For example, “This assignment is due to me by e-mail on Friday, October 18 at 1:00pm. The grade for any submission received after 1:00pm on Friday, October 18 will be reduced by one-half a grade. Any submission received after 12:00am (midnight) will receive a penalty of a full grade…” Etc., etc.

Responsible and Respectful Class Participation:
Loyola University Chicago School of Law is a responsible and respectful, professional learning community. Responsible class participation requires regular and punctual attendance, as well as the use of the internet and social media only as a tool to assist in the learning that takes place in the class. Respectful class participation requires students to be open to the ideas and viewpoints expressed by others in the class, and to engage in a conversation that challenges those viewpoints and ideas without personal attacks or demeaning comments. Law school classroom discussions often involve difficult and
controversial topics. In our learning community, students feel comfortable sharing their different perspectives and experiences with each other, knowing that their classmates will respect those perspectives and experiences. If students foresee that a particular topic that we will be discussing is likely to retrigger in them a traumatic experience, they should let me know, and we can discuss whether an excused absence from that particular class discussion would be appropriate.

**Prepared and Engaged Class Participation:**
Class preparation and participation is an essential part of the law school experience, as well as a good introduction to the realities of legal practice in which you will often be asked to deliver an opinion orally. Consequently, I may call on students randomly to respond to questions concerning the reading, or hypotheticals presented in class. This questioning is intended to aid you in improving oral communication skills. I also encourage you to listen respectfully to the questions and comments of your classmates.

Although I am a believer in using technology to enhance learning, I am also aware that some technology, such as laptops and/or the internet can negatively impact learning. Commonly cited problems with laptops are that they seem to encourage verbatim transcription of class discussion, rather than focusing on most important themes, as well as distractions that occur when the laptop is used for purposes other than note-taking. Although many students believe that they can “multi-task,” studies suggest that the concept of multi-tasking is more of a myth; some new studies instead suggest that a more appropriate term is “constant partial attention,” which actually results in lower productivity. Accordingly, some professors, as well as entire law schools, have banned internet access and/or laptops from the classroom.

I do not believe that taking notes on laptops is necessary or even always beneficial to every student. However, I will permit students to use laptops in class if they are used responsibly for legitimate class purposes. You are not to use laptops to play games, surf the web, use email or other uses unrelated to class. In addition, please remember that if you use your laptop inappropriately, it may serve as a distraction to everyone around and in back of you who can easily see your screen. Similarly, please refrain from using other electronic devices in class, such as cell phones, iPods or tablets; you should ideally have these devices turned “off” and not be using any applications on these devices, including, but not limited to text messages.

If I find students abusing the privilege of using laptops or other electronic devices, I reserve the right to ban their use – either for individual students or the entire class. In addition, I will consider students who inappropriately use laptops to be absent from class (because they are indeed mentally absent) for the purpose of class participation.

**Assessments of Student Learning**

Your final grade will be calculated based on:

1) **50% Final Exam** (anonymously graded based on an exam ID you will be provided); Half of your grade will be based on a comprehensive (1-3) hour final exam after classes conclude. The final aims to address all the substantive material covered throughout the semester. There will be three components to the final:
(a) Essay questions that simulate real issues faced by practicing attorneys; the questions will require you to identify and analyze a variety of issues
(b) Multiple-choice questions that test your knowledge and application of laws
(c) Short-answer questions

Form: The final exam will be open book – this means that you can consult any written material (including your case book and commercial material) other than the exam being written contemporaneously by a fellow classmate. However, the final is very time-intensive, such bringing more material will likely not result in a better grade since leafing through materials consumes precious time. I advise all students to prepare for the final as if it were a “closed book” exam; the better you know that material without referencing your notes etc., the more likely you are to finish the exam and be able to demonstrate your knowledge.

2) 40% Assessments of Performance of Professional Skills
We will conduct a series of professional skills exercises throughout the semester. I will provide you with intensive feedback on your performance to help you to improve. I will measure your improvement in performing these skills as 40% of your grade.

3) 10% Class Participation
Class participation is a smaller part of your grade and designed to give you credit for the level and quality of your engagement in class discussions.

Access to Students
I want to be as available to you as possible. Please feel free to contact me at ______, if you would like to ask a question about the class material. If you would like to meet with me in person, please e-mail me with some available times so that we can coordinate a mutually acceptable time. If you want to catch me in close proximity to class, I would suggest that you see me after class.

Tentative Outline of Course Topics
The following is an outline of topics that we will cover during the semester. Please note that what is listed here may evolve as issues emerge from our discussions in class.

Class discussion will focus primarily on highlights of the materials; not every case, or note that has been assigned will be discussed in class. You are responsible for completing all of the assigned readings, regardless of whether they are directly discussed in class. (You should provide at least a preliminary schedule of the topics covered and materials assigned for each class session or at least each week. You may want to follow this example).

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Materials</th>
</tr>
</thead>
</table>
| 1    | Introduction to Torts              | Text, pp. _________ to _______  
|      |                                    | Supplement, pp. _____ to _____ |
| 2    | Intentional Torts: Battery and Assault | Text, pp. _________ to _______  
|      |                                    | Supplement, pp. _____ to _____ |
REGISTRATION ISSUES

4) ADD-DROP PERIOD
The School of Law permits students to add and drop courses from their schedules during the first week of classes each semester. Faculty members can access their updated class roll at any time through LOCUS.

5) REGISTRATION AND WITHDRAWALS FROM CLASS
Registration for the fall semester occurs in March and in November for the spring semester. Class capacity is determined either by the size of the room or by the instructor who may, prior to registration, set a limit on the number of students for the class. In recent years, students are rarely blocked out of classes.

Individual faculty members may neither admit students into their courses (unless the course is listed as one that requires the instructor’s permission), nor may they permit students to withdraw from their courses. The School of Law’s on-line registration system, LOCUS, is the most equitable method of allocating class seats. Students who want to enroll in a class that is at maximum enrollment should continue to try to register for that class on LOCUS. Often, when a class is at maximum enrollment, some enrolled students drop the class before registration closes and seats open up for others on a first-come, first-served basis. LOCUS does not allow a student to get into a course through the "side door" by seeking teacher permission, which is unfair to students who are unable to register for the course and then move on to their next choice.

If your course is enrolled to capacity, PLEASE...no matter how hard they beg or what they tell you...don’t tell students that you can get them into your class.

Note that a few classes in the curriculum require faculty approval before a student may register. Typically, these include clinics, and courses for which a student must have fulfilled prerequisites or have qualified through some other process. In those cases, the faculty member must notify the Registrar by e-mail at Law-Registrar@luc.edu that the student has been approved to register for the course.

6) CLASS DATES AND TIMES
Each “class hour” is actually only 50 minutes of class time. Therefore, if you teach a two-hour class, you should only have 100 minutes of actual class time. You may choose to teach for 100 minutes straight through, or you may choose to give students a break in the middle. For example, if your class is scheduled to meet from 7 – 9:00 p.m., you could teach from 7 – 8:40 p.m. and dismiss the students at 8:40. Alternatively, you could teach from 7 – 7:50, give the students a 10-minute break and then teach from 8 – 8:50. In any event, you may not keep the students in class longer than 50 minutes past your last scheduled hour. Students need 10 minutes between their classes to travel to their next class. Also, the instructor for the class following yours will need the 10-minute period before his/her class starts to enter the room and get ready to begin on the hour. If you teach a three-hour class, you should only have 150 minutes of actual class time. Keep in mind that research supports the belief that student performance declines if class sessions exceed 50 minutes without a break.
7) **POSTPONED and MAKE-UP CLASSES**
When you must cancel a class, it is important to schedule a make-up class as soon as possible. Our accreditors, the ABA, require that each course meet for a minimum number of minutes. By conforming to the regular semester calendar of classes, your class will automatically satisfy the requirements. But if you postpone or cancel a class, it must be rescheduled. In the event you must postpone or cancel a class, please notify your students through LOCUS as far in advance as possible.

Often, it is difficult to reschedule because it’s hard to find a time that is not in conflict with other classes your students have. Before you schedule a make-up class, consult the Office of the Registrar to determine the best time to reschedule. Few classes are scheduled on Fridays. These are good times to schedule make-up classes if students do not have conflicts. (It is very difficult to reschedule evening or weekend classes.) If all else fails, we have set aside two days at the end of each semester for make-up classes and supplemental classes. Check with Associate Dean James J. Faught at [jfaught@luc.edu](mailto:jfaught@luc.edu) for exact dates each semester. Once you have decided upon time and date, notify your students of the rescheduled class time and place. You still need to reserve a time and a room by completing the online room reservation request form. Requests cannot be accepted via direct e-mail, phone or in person. Visit: [http://www.luc.edu/law/events/planning/roomres.html](http://www.luc.edu/law/events/planning/roomres.html) for instructions and access to the online room reservation request form.

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FIRST DAY OF CLASS

CLASS ROSTERS
You can access your class roster through LOCUS. Call the roll to correct your preliminary class list. Add names of those who say they have enrolled and note those who are absent. Return your corrected copy to the Office of the Registrar. Check your class roll regularly to identify students who may not be attending class. (Sometimes, this is the result of a registration error in which students mistakenly register for your class and attend another.) If you notice that students on your class roll are not attending regularly in the first two weeks, notify the Registrar at Law-Registrar@luc.edu.

USEFUL LINKS:
- Obtaining Class Rosters PDF: https://locus.luc.edu/training/faculty/Obtaining_Class_Rosters.pdf

YOUR AVAILABILITY
Tell students how they can best reach you and when you are available to discuss the course.

THE ACADEMIC CALENDAR
Review your syllabus and the academic calendar with class. The Academic Calendar is on the website at http://luc.edu/law/academics/registrar/academiccalendars/ Are there any class days that must be rescheduled due to holidays that affect the class? Please note that classes are not cancelled on the Wednesday before Thanksgiving or the Thursday before Easter.

SEATING CHARTS
It is helpful to use seating charts. Blank seating charts for each Law School classroom are available in a wall-mounted rack on the east wall of Room 1412 (the copy/mailroom) and also as a PDF by request to Joyce Marvel at jmarvel@luc.edu

ABA REQUIREMENTS/STUDENT ASSESSMENT
ABA Standards now require that students be subject to regular assessments that are part of the final grade that they receive in your course. As a result, we strongly encourage faculty to offer a final exam or paper that accounts for not more than 70% of the final grade. Note that ABA Standards 301 (b) and 302 now require law schools to establish student learning outcomes consistent with a rigorous program of legal education. In partial fulfillment of this requirement, all law school faculty must “publish learning outcomes for individual courses in [their] course syllabi.”

Also, on your syllabus, you should discuss the various elements of student assessments. Will there be quizzes during the semester? Is there a mid-term exam? Will there be a final exam or paper or both? Do you have an attendance policy in addition to the School of Law attendance policy? Will class participation be taken into account in the final grade? Will the final exam be closed or open book? If a paper is required, what are the due dates? What type of feedback will you provide on exams or papers? This information should be repeated during the second week of class for the benefit of students adding the class late in the first week. Be sure to include this information in your class syllabus as well.
ATTENDANCE, PARTICIPATION, AND EXPECTATIONS
(See “Attendance Policy and Best Practices” in the Appendix at page 38.)

Loyola’s website and registration materials contain the following School of Law Attendance Policy:

“Regular and punctual class attendance, as determined by the instructor and the Dean, is required in all courses. Excessive absences or tardy attendance, even if all or some of them are considered to be “excused,” violate this requirement. Students who violate this provision are subject to various sanctions including a reduction in the grade, withdrawal from the course, additional remedial work, withholding of the final exam or a final grade which results in the grade of “WF” (withdraw failing), or other appropriate sanctions in the discretion of the instructor or the Dean. Since regular and punctual attendance is required in all courses, registration for courses that meet at the same time or overlapping times is not permitted.”

In recent years, there has been an increase in the number of reports of excessive class absences among law students. While faculty members and administrators have handled these matters on a case-by-case basis, we thought it would be useful to provide some guidance in the form of “best practice suggestions.” It is not our intention to establish a firm policy for every situation and each faculty member may exercise discretion in the enforcement of attendance policies. Faculty members have a narrow range of attendance expectations, depending on the faculty member and the course. Many have strict limits on the number of absences. We (faculty, staff, administration and students) do everything we can for a student with a personal problem that affects their attendance, and many of you have been a part of the solutions. But it is important to know that when absences are excessive, even the worst student misfortune does not require you to award academic credit.

If a student has excessive absences, don't wait until the middle of the semester to do something. Each semester, students are removed from classes for excessive absences. Class absences are often a symptom of a bigger problem. If a student is missing your class, it is likely that he/she is also not attending other classes. Bring class attendance problems to Dean Faught’s attention at jfaught@luc.edu or (312) 915-7131. We will see if it’s a problem in other classes as well and may communicate with the student to try to get to the root of the issue. Typical problems range from money and work to depression to love stories to (increasingly) simple poor judgment. Each case is different. We try to provide realistic options to students without compromising class requirements. Some options offer support and often allow the student to gain time to “get their lives together.” Students are normally greatly relieved.

If your attendance and participation policies will affect grades, please announce them clearly at the beginning of the course and state your policy on your syllabus so there can be no misunderstanding. Restate your policies at the second class for the benefit of students adding the class late in the first week. It is a lot easier to enforce an attendance policy if the message is clear from the beginning of the semester. The accuracy of
your record-keeping is essential if you decide to lower a grade or exclude a student from class due to poor attendance or non-participation in class.

Be sure to refer students to your syllabus for a detailed description of penalties that will result from things like missed assignments, late submissions of assignments, excessive absences, etc. The more detail, the better. (For example, “This assignment is due to me by e-mail on Friday, October 18 at 1:00pm. The grade for any submission received after 1:00pm on Friday, October 18 will be reduced by one-half a grade. Any submission received after 12:00am (midnight) will receive a penalty of a full grade…” Etc., etc.

* * * * * * *
LAST DAY OF CLASS

STUDENT ASSESSMENT
If applicable, please remind your students on the last day of class of the information about the final exam that you announced the first day of class. There should be no material change from the first week’s instructions unless you can be certain that every student receives the notice of change, preferably in writing well before the last class. Remind students of the exam format, the length of the exam, and what materials, if any, may be used during the examination. If no materials may be used or if particular materials are not authorized (commercial outline, for example), please so specify in your announcement. However, be aware that any limitation on the use of materials short of a total prohibition of all materials is almost impossible to proctor. Real problems often arise.

DEADLINES FOR PAPERS
Remind students of research paper deadlines. Have you given an extension beyond the end of the semester to non-graduating students? If so, please do not enter a grade. Leave it blank and enter the grade later. Also, inform the Registrar so that the student isn’t inadvertently penalized.

Note that when you do grant a deadline extension to a student, it will automatically convert to the grade of “WF,” (withdraw failing) six weeks after the grades are due each semester.

EXAM FEEDBACK
Describe your exam or paper feedback policy and procedures.

* * * * *
EXAMS

SAMPLE EXAMS – ON RESERVE
Most faculty members make old exams available to students by taking them to the Law Library Circulation Desk on the third floor or e-mailing them to law-library@luc.edu. The old exams are made available to students electronically on TWEN through the Law Library Services page (old exams) that is administered there. This tends to help improve their preparation for exams while it reduces some of the stress.

PROCTORS
Each semester, the School of Law hires and trains proctors to help administer exams. Normally, it is not necessary that you be at the exam personally, but we ask that you provide a contact number in case something goes wrong. After the exam is completed and submitted through Examplify, the Registrar will have the responses printed out. They are usually ready for pick-up at the Office of the Law Registrar (Room 1203) within a day and a half. Please arrange to pick up your own exams. Also, we will collect your exam questions and the Honor Statements (available in Appendix at page 46) from the students. If for some reason, your plans change and you do not offer an exam that will require a proctor, please contact the Registrar at Law-Registrar@luc.edu so that we do not hire proctors unnecessarily.

TYPES OF EXAMINATIONS
Students often consider the type of a final examination or assessment as well as the scheduled time of the exam or assessment when they are selecting courses. Students are notified of your method of evaluation in the course registration materials, which become available to them midway through the previous semester. If you give an exam, confirm during the first class of the semester, whether your exam will be open or closed book. Announce all grading standards: exam only, mid-term exam, written paper, class participation, etc. Also, put all of this information in your syllabus (see above). DO NOT CHANGE THE EVALUATION PROCEDURE AFTER CLASSES BEGIN, BECAUSE SOME STUDENTS ARE SURE TO OBJECT TO LACK OF NOTICE AND OPPORTUNITY TO CHOOSE ANOTHER COURSE.

If your final exam is an in-class exam, unless you direct otherwise, students will have the option of taking in-class final exams on their laptop computers. Nearly all of them will do so. Each semester, students must download the exam software (“Examplify”) to their laptops. Examplify allows students to type answers to your questions, but it locks out all other uses of the laptop, like access to the internet or outlines and notes. It is not possible to have an “open internet” exam when the students are using Examplify because they will be unable to access the internet.

When considering the type of exam that you will offer, keep the following in mind:

8) If your exam is supported by Examplify, students will not be able to use their laptop computers to access the internet or their own laptop files during exams.

9) If you allow students to use their laptops without Examplify support and prepare their answers on a Word document for instance, be aware that the students will probably also have access to the internet and to other files in their computer.
a) **OPEN AND CLOSED BOOK EXAMS:** We recommend that you give only fully open or fully closed book exams. That means either all outside materials or no outside materials are allowed in the exam room. Restrictions such as "no commercial outlines" or "no annotations" transform the exam into a limited open book exam, discussed below, and are nearly impossible to monitor.

b) **LIMITED OPEN BOOK EXAMS:** The School of Law discourages partial or limited open book exams, which create serious administrative problems. We strongly recommend, therefore, that exams be either completely "closed" or "open" book. If you do choose to give a limited open book exam, please be very specific and clear about which materials are permitted and which are not. It is also impossible to enforce instructions such as "you may use any notes prepared by yourself or in a study group." The Loyola Code of Conduct governs the taking of exams; proctors are trained in accordance with the guidelines in the Code. Therefore, it is important that you specify what can and cannot be used so that any proctor can properly monitor the exam. If you wish to allow students to refer to a set of statutes or the like, it is preferable to print clean copies to be distributed with the exam.

c) **TAKE-HOME EXAMS AND THEIR SUBMISSION:** Take-home exams require advanced planning on the part of students (for scheduling) and staff (for logistics), so it is important that you coordinate with the Office of the Registrar. If you plan to give a take-home examination, please tell your students during the first week of class and discuss details regarding submission of the exam with Registrar's Office as early in the semester as possible. Problems arise when the timing of a take-home exam conflicts with a scheduled in-class exam for your students. Please schedule take-home exams with enough flexibility to avoid this problem. (For instance, you could release the take-home exam and give students a week to complete it.)

Take-home exams can be administered in a few ways.

1. You may distribute your exam questions by e-mail and require the students to complete and return their answers by e-mail. In order to preserve student anonymity for e-mailed take-home exams, students should not e-mail their finished product to you directly. Instead, in your instructions, inform the students to write their exam number on the front page of their answer paper, and e-mail the final product to your administrative assistant who will print out the exam answers and make them available to you for pick-up.

2. Please be aware that our on-line programs Sakai and TWEN allow for anonymous submissions of take-home exams and other assignments. Both on-line platforms also allow you to set the beginning and end period for any assignment or exam as well as how long the student has to complete the exam once they have downloaded the exam. Please consider using these features when administering a take-home exam to avoid complicated logistics for pick up and return of take home exams on campus.

**Be explicit about time limits and return deadlines for e-mail, Sakai and TWEN take-home exams. Explain the escalating penalties for late submissions ("...up to five minutes late...30 minutes late...60 minutes late...").**
BE CAREFUL: On take-home exams, please be careful about your instructions for use of materials. We have encountered situations in which a teacher offered a take-home exam and informed the students that they were free to use any materials to complete the exam: “open everything.” This was, of course, a generous thought, but it backfired. Students collaborated with each other and some of them submitted nearly identical papers. This was a nightmare.

PLEASE DO NOT CHANGE THE EXAM DATE OR THE FORMAT!!

Once it is scheduled (in the Registration Packet prepared by the Registrar), DO NOT change the time or date of your final exam. Likewise, do not change the format. For example, if you list your exam as a take-home exam and then change it to an in-class exam, or if you change from an open-book to a closed-book exam, you will likely encounter a delegation of students who will claim that they have been disadvantaged.

The two week final examination schedule is a fragile house of cards. Students are well-informed about the exam schedule when they prepare their schedules and they rely on the exam schedule when they register for courses. However, two challenges arise with some regularity.

1. Occasionally, a group of students will approach you with a request to change the examination time. In nearly all of these cases, the group does not speak for the entire class. Usually, it is impossible to reschedule an exam to a time that is not in conflict with another exam to be taken by at least one of your students. Faculty members have unknowingly agreed to a different exam date a few times over the years and it has resulted in a nightmare.

2. Another recurring problem is that some students register for courses with final examinations at different times on the same day. They do so knowingly. All students are aware of the exam schedule when they register for your course. We include the exam schedule in the registration materials each semester and students are told to consider exam schedules when planning their semester. We send the following message to students several times a year in the registration materials and on the website:

   Reminder: Be sure to check your examination schedule. Students are not permitted to register for courses whose examination time conflicts. Poor planning on the student’s part, resulting in examination conflicts will result in a grade of “WF.”

DO NOT permit an individual to change his or her examination time – even if they appear to have a good reason. Refer all student requests to reschedule an exam to the Associate Dean for Administration, James J. Faught, at jfaught@luc.edu. A request to postpone an exam will be approved only for serious reasons and requests to take an exam early will not be approved. If a request to postpone an exam is approved, the exam will be administered through the Dean’s Office and exam answers will be sent to you for grading as soon as possible after administration. In these or similar cases, if a student or a group of students ask you to change the exam time to accommodate them, please do not express an opinion and send the student to Associate Dean Jim Faught. In an effort to be fair to all students, we try to apply the same standards to every request. (Some years ago, before
From Jim Faught:
Finally, let me repeat my request that if a student approaches you to change her exam time, you express no opinion. I ask this as a personal favor because, like anyone else, I like to maintain at least a little goodwill in this vale of tears. If a student comes to me with a "weak" excuse and says, "Professor Jones said it was OK with her if it was OK with you," I come off like Darth Vader when I do not approve the request. If you could simply say something like, "I have no control over these things. Go see Faught," I would be grateful. Fairness to all students is the goal.

EXAM DELIVERY AND COPYING
It is your responsibility to provide the Registrar with enough copies of your exam, each with an exam cover sheet on top and the Honor Statement (in Appendix at page 41) on the last page. Deliver them to the Law Registrar’s Office (Room 1203) at least 48 business hours in advance of your exam. Because you will not be in the exam room, please be fastidious in reviewing your exam for clarity. Also, remember that simplicity in the administration of exams is a real virtue. Students under stress often have difficulty following a complex set of instructions. Please send a copy of your exam to Associate Dean Jim Faught at jfaught@luc.edu so that we can have it available in case someone needs to take an accommodated exam through the Dean’s Office.

HONOR STATEMENT
Each exam should include an “Honor Statement” which is to be signed by the student at the end of the exam. Be sure to include a copy of the “Honor Statement” (which is attached at Appendix, page 41) as the last page of your exam.

CORRECTIONS TO YOUR EXAM
Sometimes, you or your students will discover an error in the written exam. Please proofread your examination with great care before submitting it to the Office of the Registrar. When a correction is necessary it must be announced in the examination rooms as soon as the error is discovered. These announcements are disturbing to students and may even disadvantage those who answer questions out of order.

EXAM PROCEDURES
Each semester, shortly before exams, we send out an e-mail to students and faculty containing our exam procedures. A sample of the “Exam Procedures” can be found at Appendix, page 42.
GRDES

Your grading process should be clear and documented. For each exam clearly mark your point evaluation by each exam question when grading or use a grade sheet for each exam question. There is an increased level of concern among students about grades, so you will be in a better position to discuss your decision if your records are clear and complete.

Loyola gives the grades A, A-, B+, B, B-, C+, C, C-, D, F and WF. (There is no grade of "incomplete" and no grade of D+ or F+.) The grade "WF" (withdraw failing) is used under the following circumstances:

a) when a student, for any reason, falls short of course requirements by not submitting some or all materials upon which a grade is based, and the faculty member is willing to grant a brief extension with a due date, you should enter no grade for that student (leave it blank in LOCUS). The student is expected to complete the missing material by the due date you set and you can enter the grade accordingly. Note that in these cases, unless the deadline is formally extended, the “no grade” classification will automatically convert to the grade of “WF” (withdraw failing) six weeks after the date that grades are due for that semester.

b) when a student is withdrawn administratively from a course because, for example, of poor attendance, student discipline or because the student has not attended the final exam. The faculty member who issues a “WF” to a student cannot enter that grade into the LOCUS grading system. Instead, the faculty member must identify the student to the Registrar when completing the grade reports. Similarly, any course grade(s) issued to students through methods other than anonymous final exams or papers must be identified by student and grade to the Registrar when completing the grade reports. The Registrar will then enter the final grades. (See below.)

ANONYMOUS GRADING
Examinations and papers are to be graded anonymously. The University creates a random list of examination numbers for students to use in lieu of their names, social security numbers or other identifying notations. Your on-line grade sheet in LOCUS contains those numbers and you will record the grades by exam number - ensuring that the identity of the exam writer is not revealed to the grader. The Law School Registrar is the keeper of the code and is the only person who has access to the exam numbers.

Obviously, not all courses can be graded anonymously. Skills courses like Trial Practice and the Mediation Seminar, as well as many of our writing courses, are not graded anonymously. If any component of your course is not graded anonymously, students should be informed. Also, the Registrar must be informed if any part of your grade will be based on a non-anonymous element.

PARTICIPATION GRADES
Participation and attendance may also be factors in determining grades if you deem that appropriate and announce a detailed policy during the add/drop period during the first week of class and include it on your syllabus.
MIXING ANONYMOUS GRADES WITH NON-ANONYMOUS GRADES

If you plan to mix a grade that is not anonymous (e.g., for a written project or class participation) with an anonymous grade from a final exam, you must submit the student names and class participation grades to the Law Registrar Office who will convert the student names to exam numbers and return them to you in numeric order with the participation grade. You can then combine the participation grade with the exam grade and enter the FINAL grade. These mixed grades should be submitted to the Registrar at least two days before the deadline so that the final grades are entered on time.

THE CURVE

The faculty has adopted an official required grade curve for the school. The official curve is sufficiently flexible to allow members of the faculty to reward students appropriately for their performance and to call attention to those students in apparent need of assistance. The adopted policy also provides for a teacher's ability to deviate from the official grade curve upon a documented showing of an appropriate reason to do so. This information should be sent to the Associate Dean for Academic Affairs for approval. The official required grade curve (revised as of September 21, 2004) is:

- A.....5-10%
- A-.5-15
- B+.10-20%
- B.....20-30%
- B-....10-25%
- C+.10-25%
- C......5-20%
- C-.0-10%
- D......0-10%
- F.....0-5%

The curve applies to all courses with an enrollment of 25 or more, with the exception of Trial Practice I, Trial Practice II, ChildLaw Trial Practice, the Business Law Center Clinic and Seminar, the Child and Family Law Clinic, and the Community Law Center Clinic.

In courses of 25 or more students and containing both J.D. and graduate (M.J. and LL.M.) students, the following rules will apply: (1) If 25% or more of the total students are graduate students, the grade curve will apply to the J.D. students only. (Teachers can grade all the students together, and then separate out the J.D. students for purposes of applying the grade curve.) (2) If fewer than 25% of the total students are graduate students, the grade curve will apply to the entire class.

The grade of WF (withdraw failing) is used when a student is withdrawn administratively from a course because of, for example, excessive absences, or student discipline. Obviously, accommodations can be made for situations involving extreme hardship, but normally the burden will be (and should be) on the student to complete his or her assignments rather than on the faculty member to track the student down.
USEFUL LINKS:
- School of Law Grading Information: https://www.luc.edu/academics/catalog/undergrad/reg_gradingsystem.shtml
- Final Grade Entry PDF: https://locus.luc.edu/training/faculty/final_grade_entry.pdf
- Recording Grades FAQ: https://locus.luc.edu/training/faculty/Record_Grades_FAQ.pdf

GRADE DEADLINES – VERY IMPORTANT
Each semester, the Registrar will send you a message informing you of the exact dates on which exam grades will be due. Please enter your grades on LOCUS before the deadline. Late grades from even one instructor results in a delay in running class ranks for all of our students, many of whom rely on their class ranks in order to complete applications for employment or to determine eligibility for job interviews, financial assistance, for journal membership or competition teams
- Senior grades are always due two weeks after the last day of final exams.
- All other grades are due four weeks after the last day of final exams.

It is extremely important that faculty submit all grades by the deadline. Late submission of grades can (and usually does) result in the following difficulties:
- Honor status and degrees cannot be posted on graduating students’ transcripts.
- Proof of Legal Studies Certificates cannot be sent to Bar Examiners until a graduate’s final grades are received. If the certificate is not sent before the Bar Examiner’s deadline, that graduate may not sit for the bar exam.
- If even one set of grades is missing, class ranks for an entire class cannot be determined. This has an adverse effect on those students who are applying for jobs, for scholarships, for positions on legal publications, tutoring positions, competition teams and research positions.
- Employers set deadlines for tuition reimbursements. Students who miss these deadlines are often unable to access tuition reimbursements from their employers.

RELEASE OF EXAMINATION QUESTIONS, RETENTION OF EXAMINATIONS
Upon the completion of each examination period (including deferred exams), copies of all examinations given during that period must be kept by the faculty member. The School of Law’s accrediting associations require that all papers and exam answers be kept on file for one year. Therefore, you should retain your exams for one full year before you discard them.

EXAMINATION FEEDBACK POLICY
The School of Law believes that information about the elements of superior student performance on examinations and other evaluated work should be part of the student’s learning process. Because some students may have received permission to postpone an exam, do not post any exam feedback if a student in your class is scheduled for a deferred exam. The following policy for examination feedback is recommended:

SAMPLE: FEEDBACK PROCEDURE
There shall be available to any interested student a copy of the best examination paper covering the entire exam, accompanied by a brief memorandum noting major issues not
addressed and major errors on the best examinations. [The purpose is to make information available about what elements, in your judgement, illustrate a superior performance on the examination.] To the extent possible, a student who so requests shall have the opportunity for an individual conference with me concerning the examination. In any event, this opportunity shall be afforded to any student with a grade of "D" or "F."

**GRADE CHANGES - IMPORTANT**
Once you have submitted the final grades to the Office of the Registrar, a grade may be changed only for demonstrable clerical error, a mathematical error in grade calculation, or if the student has engaged in some form of misconduct. All requests for grade changes must be submitted to Associate Dean for Academic Affairs for approval with a copy to the Law Registrar Office. Grade changes should be submitted no later than a week after grades are due. This is important because grade changes that occur after the deadline date are likely to affect class ranks, laudatory status, eligibility for job interviews, eligibility for journal membership, etc. **Please note that students may not be given a substitute or repeat examination to raise a grade.**

**FACULTY EVALUATIONS AND FEEDBACK**

**FACULTY EVALUATIONS**
Toward the end of the semester, students have an opportunity to evaluate your class on-line. The University will notify faculty members by e-mail when the Faculty Evaluations can be accessed by your students. If students complete evaluations during a class period, we will gather far more responses than if they are simply encouraged to complete them on-line outside of class. We ask that you make time (about ten minutes) during one of your classes to have the students complete the evaluation on-line. Please leave the room temporarily while the students are completing the evaluations. Law faculty will be able to access the results of the Faculty Evaluations approximately six weeks after the last day of the semester.

**EVALUATION FEEDBACK**

- Evaluations from Fall 2015 to the present can be accessed by the faculty member on-line at: [http://www.luc.edu/idea/](http://www.luc.edu/idea/). Select the instructor login on the left of the page.

- Evaluations from prior to Fall 2015 can be accessed by the faculty member in hard-copy in the Registrar’s Office, Room 1203.
APPENDIX

GRADUATION REQUIREMENTS

The following language is posted on the School of Law website and in various Law School publications.

J.D Requirements

A student shall be eligible for the degree of Juris Doctor upon satisfying the following requirements:

- All students must successfully complete a minimum of eighty-six (86) credit units, seventy-four (74) of which must be graded credits.
- Students must complete their course of study for the JD degree no later than 84 months after commencing law study at the School of Law or at a law school from which the school has accepted transfer credit.
- All students must satisfy residency requirements (See http://www.luc.edu/law/academics/registrar/degereerequirements/graduationrequirements/) These requirements are designed to comply with Standards of the American Bar Association and ensure that students have had sufficient exposure to the knowledge, skills and values of the legal profession. At the same time, they are designed to equalize tuition costs to the extent possible.

Required Curriculum

All students must successfully complete the required curriculum. Required courses include the following:

- Civil Procedure (4 credit hours in Fall semester of the first year)
- Torts (4 credit hours in Fall semester of the first year)
- Property (4 credit hours in Fall semester of the first year full-time/second year part-time)
- Contracts (4 credit hours in Spring semester of the first year)
- Constitutional Law (4 credit hours in Spring semester of the first year full-time/second year part-time)
- Criminal Law (3 credit hours in Spring semester of the first year)
- Legal Writing I and Legal Research (2 credit hours in Fall semester of the first year)
- Legal Writing II (2 credit hours in Spring semester of the first year)
- Perspective Elective (2 or 3 credit hours in Spring semester of first year for full-time students; part-time students must take perspective elective after the first year)
- Advocacy (2 credit hours taken during the fall semester of the second year)
- Professional Responsibility (3 credit hours – after first year)
- Skills Elective – (A minimum of 2 credit hours – after first year)
- Experiential Learning Electives - A minimum of 6 credits are required after the first year. A maximum of 3 Experiential Learning hours may be earned through a comprehensive simulation. At least 3 credits must be earned through a live-client experience in one of the following ways:
  1. an intensive field placement through Loyola’s Externship Program,
  2. through participation in one of Loyola’s seven clinics, or
  3. through an approved practicum project.
Students may not satisfy the Experiential Learning requirement by taking a class that is also taken to satisfy the “Skill” requirement or the “Perspective Elective” requirement.

- Mandatory “bar skills” class - J.D. Students who are ranked in the bottom 15% of their class after their second, third, or fourth semester of law school will be required to complete 2 credits in a designated “BAR SKILLS” class in order to graduate. Those students who entered law school before the fall of 2014 are exempt from this requirement.

**Eligibility to Continue in the J.D. Program**

- **Students in the J.D. Program who matriculate prior to the 2017-18 Academic Year** must achieve a minimum 2.0 grade point average in order to graduate. Prior to graduation, eligibility to continue in the J.D. Program is determined as follows:
  - In order to remain in good standing and be eligible to continue in the program, a student:
    - must have attained a grade point average of at least 1.75 at the end of the first semester of the first year;
    - after the completion of every semester thereafter, maintain a cumulative grade point average of at least 2.0; and
    - not receive a grade of “F” or “WF” in more than three courses during residence in the School of Law

- **Students who matriculate after the 2016-17 Academic Year** must achieve a minimum 2.33 grade point average in order to graduate. Prior to graduation, eligibility to continue in the J.D. Program is determined as follows:
  - In order to remain in good standing and be eligible to continue in the program, a student:
    - must have attained a grade point average of at least 2.00 at the end of the first semester of the first year;
    - after the completion of every semester thereafter, maintain a cumulative grade point average of at least 2.33; and
    - not receive a grade of “F” or “WF” in more than three courses during residence in the School of Law.
LOYOLA SCHOOL OF LAW CODE OF CONDUCT

All students are given a copy of the Code when they enter Loyola and they are expected to be familiar with it. If you have a concern or a question that may involve student conduct, contact Associate Dean James J. Faught at (312) 915-7131 or at jfaught@luc.edu. The Code of Conduct can be found on the School of Law website at http://www.luc.edu/media/lucedu/law/fyi/pdfs/Code_of_Conduct.pdf

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LOYOLA PLAGIARISM POLICY

As more and more courses require students to submit research papers, problems involving plagiarism arise more frequently. Remember that the lack of intent is not a defense to a charge of plagiarism. When these issues arise, most of them involve simple ignorance of the rules of proper citation and attribution of other sources. However, students are notified frequently in various forms of the plagiarism policy at Loyola. Loyola’s Legal Writing Plagiarism Policy is disseminated each year to first-year students through the Legal Writing Program and again to all second-year students in their required Advocacy sections.

Loyola’s Plagiarism Policy is also on the Loyola School of Law website at http://www.luc.edu/law/resources/schooloflawpolicies/. It states as follows:

“Plagiarism is prohibited conduct under Section I(B)(1) of the Loyola University Chicago School of Law Code of Student Conduct. Students are expected to know the principles of plagiarism and the correct rules for citing sources. When a law student submits any written project such as an assignment to a professor, a submission to a student publication, an application for a scholarship or award contest, or writing samples for interviews, the student represents that he or she has complied with this plagiarism policy. Lack of intent is not a defense to a charge of plagiarism.

Plagiarism is the use of words or ideas from another source without proper attribution to the original source. Lawyers and law students often reference other sources. However, it is critical, from the standpoint of both integrity and style, to appropriately identify and credit any excerpts, quotations, or paraphrasing of concepts drawn from any other source.

Avoiding plagiarism requires appropriate use of citations. Every sentence that is not an original thought must be cited. The use of citations identifies for the reader when material is drawn from another source, as opposed to reflecting original thought. Though it may be accepted in other academic or professional programs, citing intermittently (for example at the end of paragraphs or sections) is insufficient in any of the written projects covered by this plagiarism policy.”
The Legal Writing Institute’s website includes a publication entitled Law School Plagiarism v. Proper Attribution, which outlines the following rules for working with authority:

1. Acknowledge direct use of someone else’s words.
2. Acknowledge any paraphrase of someone else’s words.
3. Acknowledge direct use of someone else’s idea.
4. Acknowledge a source when your own analysis or conclusion builds on that source.
5. Acknowledge a source when your idea about a legal opinion came from a source other than the opinion itself.


As these rules indicate, you are required to appropriately acknowledge the source for any language, ideas, and analysis in your written work. If you use words or phrases from a source, attribution with a citation is required but is insufficient on its own. A citation alone does not appropriately acknowledge your direct use of language from another source. In addition to including a citation, you must also place that material in quotation marks, or in a block quotation format if appropriate. If you use language that is not a direct quotation but is substantially similar to language in your source, you will most likely need to paraphrase more thoroughly or use quotations for relevant portions to avoid plagiarism.

Further, a change in language or the order of the language does not make the idea your own. Attribution still is required. It is plagiarism to take a discussion, words, or ideas from any authority, without crediting the original source, even if the material has been paraphrased. If you are uncertain how these principles apply to your work, you are responsible for seeking clarification from your professor or faculty advisor.

For any writing project in law school, you should keep your notes and other materials. Students are required to keep all drafts, research notes, and any materials used in completing their writing assignments for a year or until otherwise notified by the professor. Please note that submissions may be checked through detection tools, such as Turn-It-In and/or similar resources. Also, faculty and advisors may supplement this policy with additional information and requirements.
CLASS ATTENDANCE and BEST PRACTICES

THE SCHOOL OF LAW ATTENDANCE POLICY
Loyola’s website and registration materials contain the following School of Law Attendance Policy:

“Regular and punctual class attendance, as determined by the instructor and the Dean, is required in all courses. Excessive absences or tardy attendance, even if all or some of them are considered to be “excused,” violate this requirement. Students who violate this provision are subject to various sanctions including a reduction in the grade, withdrawal from the course, additional remedial work, withholding of the final exam or a final grade which results in the grade of “WF” (withdraw failing), or other appropriate sanctions in the discretion of the instructor or the Dean. Since regular and punctual attendance is required in all courses, registration for courses that meet at the same time or overlapping times is not permitted.”

In recent years, there has been an increase in the number of reports of excessive class absences among law students. While faculty members and administrators have handled these matters on a case-by-case basis, we thought it would be useful to provide some guidance in the form of “best practice suggestions.” It is not our intention to establish a firm policy for every situation and each faculty member may exercise discretion in the enforcement of attendance policies. Faculty members have a narrow range of attendance expectations, depending on the faculty member and the course. Many have strict limits on the number of absences. We (faculty, staff, administration and students) do everything we can for students with personal problems that affect their attendance, and many of you have been a part of the solutions. But it is important to know that when absences are excessive, even the worst student misfortune does not require you to award academic credit.

Class absences are often a symptom of a bigger problem. If a student is missing your class, it is likely that he/she is also not attending other classes. Bring class attendance problems to Jim Faught’s attention at jfaught@luc.edu or call at (312) 915-7131. We will try to see if the student is having a problem in other classes as well and may communicate with the student to try to get to the root of the issue. Typical problems range from money and work to depression to love stories to (increasingly) simple poor judgment. Each case is different. We try to provide realistic options to students without compromising class requirements. Some options offer support and often allow the student to gain time to “get their lives together.” Students are normally greatly relieved.

See the following pages for our suggestions as to the best ways to handle problems related to class attendance.

* * * * *
CLASS ATTENDANCE – BEST PRACTICE SUGGESTIONS

1. **BE PREPARED**
   Most faculty members don’t think much about negative situations like excessive class absences. That’s a good thing – stay positive! But when excessive absences occur, an additional burden is often placed upon the faculty member to act. A good first step is to imagine these situations in advance and settle on a plan of action.

2. **PUT YOUR ATTENDANCE POLICY IN YOUR SYLLABUS AND BE SPECIFIC**
   It’s a lot easier to enforce an attendance policy if the message is clear from the beginning of the semester. State your attendance policy prominently in your syllabus – the more specific a policy, the better. If you can, tell the students what will constitute “crossing the line” with respect to absences and lateness. You may apply various sanctions to students who miss class, including a reduction in the final grade, additional remedial work, or withdrawal from the course with a failing grade.

   In the case of excessive absences, you may withdraw the student from your course which results in the grade of “WF” (withdraw failing). If a student has strong equities for his absences, he may be withdrawn from your class with a grade of “W” (withdraw) which will have no impact on his grade point average. Each semester, these sanctions are applied to students who have excessive absences.

3. **ANNOUNCE YOUR ATTENDANCE POLICY AT THE FIRST CLASS**
   We realize that it is sometimes awkward to inject a serious policy discussion into a positive classroom experience, but it may avoid worse problems down the road. Blame it on the deans! Tell the students that the administration suggests/Requires that you state your attendance policy at the first class.

4. **RESTATE IT AT THE SECOND CLASS**
   In the first week of classes, students are allowed to add and drop classes. As a consequence, they may not have attended your first class to hear your message. Believe it or not, we once had a student claim – after missing class all semester – that he did not understand that attendance was required even though the teacher had announced his attendance policy during the first few weeks of class. Of course the student was not there to hear him!! (This led to our suggestion that the policy be included in the syllabus.)

5. **THE SINGLE BIGGEST MISTAKE**
   Don’t wait too long. The single biggest mistake in the enforcement of attendance policies is that a faculty member will wait until after mid-semester to do something. By then, it is often the case that the student’s absences have been excessive by anyone’s judgment, and there is little room to correct the problem. If you notice an attendance issue, don’t ignore it and don’t wait to do something. It is always a good idea to keep internal records of student absences if you can. What at first may seem like an innocuous or isolated absence may be the start of a pattern that could be hard to reconstruct if there is no record. If a student is absent from a few classes early in the semester (meaning the first two or three weeks), contact him or her in writing and be clear about your expectations. Keep a copy of the message and enforce your expectations.

   **HERE’S A SAMPLE OF A RECENT COMMUNICATION TO A STUDENT WHO HAD EXCESSIVE ABSENCES**
EARLY IN A SEMESTER:

“Dear Student,

I am not aware of the particular circumstances that have resulted in your class absences, but I want to give you a very clear message about the Law School’s obligations and practices regarding attendance.

I’m sure you are aware of the importance of this matter, but it may be helpful to repeat my attendance policy. (Repeat policy as stated in syllabus.) Law schools take this responsibility seriously for a variety of reasons. Chief among them is the notion that a student who has gaps in his exposure to the material because of irregular attendance will not be as prepared to serve his or her clients.

My expectation is that you will be present at each class for the remainder of the semester. In the event that you are absent from any class, without extraordinary circumstances, (insert the sanction that you propose). Examples:

- I will request that you be withdrawn from the class which will result in the grade of “WF” (withdraw failing).
- You will be withdrawn from the class. It is not appropriate to award academic credit in this class after excessive absences for any reason.
- If you miss one more class for any reason, I will deduct a full letter grade from your final grade.
- Etc.

I am hopeful that you will be able to comply with the requirements and complete a successful semester.

(Signed)

Cc: James J. Faught”

6. WHAT IF ABSENCES PERSIST?
Follow through on your expectations. Contact Associate Dean Jim Faught. You may be asked to participate in further communications with the student.

7. WHAT ABOUT “EXCUSED” ABSENCES?
“Excused absences” present a particular problem. When a student suffers from illness or serious personal difficulties, there is always a tension between our sense of compassion for the student and our responsibility to prepare her to become a competent and ethical lawyer. We consider attendance to be a basic part of legal education. When a student has excessive absences for even the best reasons, it becomes hard to apply the distinction between excused and unexcused absences. When students have missed too many classes – for whatever reason – faculty are under no obligation to permit them to continue in the course, regardless of the equities they put forth. To do so in a compassionate effort to accommodate unfortunate circumstances does not do student any favors. To over-accommodate and not set realistic limits for a student in these circumstances deprives the student of an important part of his or her professional development and is unfair to those students who attend class despite their own personal burdens.

8. WEEKEND JD PROGRAM ABSENCES
If you teach in Loyola’s Weekend JD Program, regular and punctual attendance is particularly important.
since classes meet only seven times each semester. An absence of one weekend is the equivalent of nearly a two-week absence in the full-time division. Most faculty consider an absence of two weekends to be excessive, regardless of the excuse. At some point in both the full- and part-time programs, no distinction is made between “excused” and “unexcused” absences. The administration supports faculty members in their determination of the limit on absences, but it is important to know that even the worst misfortune does not require that academic credit be awarded when absences are excessive. In those cases, the student is normally withdrawn from the class. If a student has missed too many classes – even with a great explanation - a faculty member may withhold the final exam from the student and the result may be a failing grade of “WF.”

We inform weekend students about these policies and when students in the Weekend J. D. Program request an excused absence, we ask that they complete the form below. Absences are excused only for serious reasons that generally fall outside the student’s control and are of such a nature that unfairness would result if the request for an extension is denied. If an absence is excused, we give the student access to a video recording of the class if it is available. The following form is used when a Weekend J.D. Student requests an excused absence.

* * * * * *

REQUEST FOR EXCUSED WEEKEND ABSENCE

Note: If an absence in the Weekend JD Program is approved, the student may be permitted access to a video of the class(es), if available.

PART I
Student’s Name: _________________________ E-Mail Address:
Current Semester (Circle One): Fall     Spring     Summer     201___
Date(s) of absence(s):______________________________________________________
Please list all courses affected:
Course Name: _____________________ Faculty Member:
Course Name: _____________________ Faculty Member:
Course Name: _____________________ Faculty Member:
Course Name: _____________________ Faculty Member:

PART II - REASONS FOR REQUEST
The student must attach an explanation for the request for an excused absence in the above-named courses. If available, documentation must be attached.

____________________________________________________________________________________

____________________________________
Student Signature:_____________________________________

PLEASE SUBMIT THIS COMPLETED FORM TO MR. KIRK WALTER AT kwalter2@luc.edu
**EXAM HONOR STATEMENT**

(Be sure to include a copy of the Honor Statement below as the last page of your exam.)

* * * * * * *

Please detach and submit separately from your examination. Failure to submit this statement signed shall constitute evidence that the student has engaged in academic dishonesty or has gained unfair advantage during the examination.

**Examination Honor Statement**

I hereby swear and affirm that I have not engaged in any form of dishonesty or otherwise gained an unfair advantage with respect to this examination. I further represent that I have not used any unauthorized or prohibited sources or materials during the exam in the preparation of my answers.

Course: ______________________________________________________________

Professor: _____________________________________________________________

Student’s Printed Name: ________________________________________________

Signature: ____________________________________________________________

Date: _________________________________

Please detach and submit separately from your examination. Failure to submit this statement signed shall constitute evidence that the student has engaged in academic dishonesty or has gained unfair advantage during the examination.
Please take a minute to review our exam procedures. They are somewhat detailed, but the procedures are necessary. Since we began to offer exams by laptop computer, the administration of exams is much more complicated than during the old paper days. Even one mis-administration (is that a word?) of an exam can ruin the year. For that reason, I ask that you try your best to make your instructions clear and very simple.

If you are scheduled to have an exam for your course and have changed your mind about the format, please contact Dora Jacks at the Law Registrar’s Office ASAP at (312) 915-7167 or by e-mail at law-registrar@luc.edu For instance, if you have decided to offer a take-home exam and no longer plan to offer a classroom final exam, please let Dora know so that she can cancel the scheduled proctor to avoid the expense, and we can put your classroom to other uses. Note that we do not recommend that you change the format of your exam from the format that students expect. The registration materials and your syllabus are likely to have created an expectation among students regarding your exam format. Any deviation from that is likely to result in student complaints.

Students who have properly registered their laptop computers with Examplify, our software vendor, may use their laptops to take their final exams. Students who have not done so are not permitted to use their laptops for in-class exams and must handwriting their answers.

As in past semesters, outside proctors have been hired and trained for all exam rooms. The proctor in each room will be responsible for oversight of the exam. Since more people are now involved in administering your exam, we need to coordinate our efforts. In order for this to work successfully, we need your help with the following matters:

1. **Your Exam Room Assignment:** The Law Registrar’s Office will provide you with your exam room numbers and times, and they are available to discuss any special instructions that you have for your exam. The Law Registrar will communicate those details directly to your proctor.

2. **Exam Cover Sheet:** Attached below is our Model Cover Sheet for exams. It was drafted in an attempt to remedy many of our recurring exam problems. Modify it as needed, but please use a cover page for your exam that is similar to this one containing information about permitted materials, time permitted, special instructions, etc.

3. **Provide Your Exam:** It is your responsibility to provide enough copies of your exam, each with an exam cover sheet on top and an honor statement on the last page. Drop them off at the Law Registrar Office (Room 1203) at least 48 business hours in advance of your exam. Because you will not be in the exam room, please be fastidious in reviewing your exam for clarity. Also, remember that
simplicity in the administration of exams is a real virtue. Students under stress often have difficulty following a complex set of instructions.

4. **Send me a copy:** Please forward a copy of your exam to me at jfaught@luc.edu. I will need it in case anything goes wrong during the exam administration. Also, my office administers exams to students who have been awarded accommodations due to a disability.

5. **Exam Paper:** Students are not required to use a laptop for exams and some will handwrite their answers. For those students who handwrite their exams, white exam paper will be used for open book exams and colored paper will be used for closed book exams.

6. **Exam Day:** Your proctor(s) have been instructed to report to the Registrar’s Office (Room 1203) one hour before the start of your exam. They will pick up the exam paper and all materials necessary to administer the exam including the copies of the exam itself.

7. **Retrieving your Exams:** Please pick up your exams. The Registrar office must process ALL exams before they are returned to you. After your exam is completed, the proctors will return all hand-written and laptop exams to the Registrar’s Office for processing. All hand-written and laptop exams will be available at the Registrar’s Office within 48 business hours after the conclusion of the exam. You will be notified via email when your exams are available for pick-up. We do not want these exams to be left at the Registrar’s Office, so we ask that you retrieve them promptly within 48 business hours after you are notified they are ready to be picked up.

Please make a special effort to pick up your exams from the Registrar’s Office (Room 1203) after they have been printed out. While we would love to accommodate those who ask to have exams mailed to them, it has proven to be an enormous burden to do so. Thousands of exams will be administered through our offices and the risk of human error as well as the added expense of copying and mailing exams is something we’d like to avoid. In the event of an emergency and you are unable to retrieve your exams in person, we ask that you arrange for someone to pick them up for you. Thanks in advance for your cooperation on this.

We appreciate your cooperation in making this exam period a success. Call me at (312) 915-7131 if you have any questions. Thanks and good luck!!

-jf
MODEL EXAM COVER SHEET

Please use a cover page for your exam that is substantially similar to this one. It was drafted in an attempt to remedy many of our recurring exam problems.

MODEL EXAM COVER

COURSE: ___________________ PROFESSOR: ___________________ DATE OF EXAM: ________________

1) This is:  
   _ a closed book exam. All materials must be removed from the desk. 
   _ an open book exam. You may use any hard-copy materials. 
   _ a modified open book exam with the following restrictions: (Please be specific) 

2) Write your exam number here ______________

3) If you are handwriting your exam, take only the amount of exam paper that you need. Please avoid waste. Please return this exam and all unused sheets of exam paper at the end of the exam.

4) This exam consists of ___ pages including this page. When your proctor instructs you to do so, please count the pages. If your exam does not contain ___ pages including this page please see the proctor at once.

5) There are ___ questions on this exam. You must answer them all. Special Instructions: 
____________________________________________________________________________________ 
____________________________________________________________________________________ 

6) You will be given _______ (time) to complete this exam. If you are handwriting, you will not be given extra time at the end of the exam to put your exam and page numbers on your answers.

    At the end of the exam, all writing and typing must cease. The examination must be turned in or uploaded at once as instructed. Failure to comply with the published examination procedures and instructions of the proctor may violate applicable sections of the Loyola Code of Conduct.

7) If you are using a laptop computer to write your exam answers, please wait for instructions to upload.

8) If you are handwriting your exam answers, when you have completed the exam please staple this page and all of the exam pages to the top of your answer pages and turn them in.

9) Submit a signed copy of the Honor Statement to the appropriate place in the front of the room and leave the area of the exam quietly. Do not distract others who may be taking exams.

10) At the conclusion of the exam, assist in the check-out process by lining up quietly returning your written examination answers (if applicable), honor statement and exam questions to the proctor.
Loyola’s Student Bar Association promotes a paper waste reduction initiative. There are a variety of ways that students, staff and faculty can cut back on overuse of our paper resources. Begin with small steps toward being more paper conscious. For example:

- Students have mentioned that paper handouts in class are not always necessary because of the functions provided by both TWEN and Sakai.

- Usually, paper handouts end up in the garbage, in recycling or at the bottom of students’ backpacks. When documents can be posted or e-mailed it saves paper that would otherwise be wasted.

- Another helpful practice, especially in legal writing classes, is to encourage students to keep their research digital by using the annotation functions on Lexis and Westlaw.

- While some of us may prefer a hard copy of a case or article, many students find that being able to click between citations and save cases into folders is much more efficient than a thick stack of paper cases. It is important to educate students about these useful features.

- Also, when we do have to print something, try to remember to print double sided when possible.

Paper will always have a vital role in the legal profession, but we can make a lasting impact beginning right now with the Loyola community. By no means is this a new goal in the workplace setting, but we can all try to change old habits and create a more sustainable system in the years to come.