

THE CATHOLIC  
UNIVERSITY  
OF AMERICA



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Columbus School of Law

# Lecturer Handbook

2024 – 2025

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## I. INTRODUCTION

The lecturers of The Catholic University of America, Columbus School of Law are valued members of the University and Law School communities. Our lecturers enhance the Law School's academic program and provide unique learning opportunities for our students. The administration, faculty and student body greatly appreciate your service to the School and to the profession.

This Handbook is intended to highlight issues that are of particular interest to lecturers. It contains information about the academic policies, personnel, procedures, and regulations of the Law School. We recommend that you also review the law school catalogue, *Announcements*, which will provide you with additional information about our academic programs. The *Announcements* contain the academic calendar, general information about the law school, course descriptions, Academic Rules, and the Rules of Professional Conduct for Law Students. *Announcements* can be found at our website <http://www.law.edu> under the 'Academics' tab.

## II. GENERAL INFORMATION

The Office of Academic Affairs is the Law School's department responsible for academic matters. Its goal is to provide students with the strongest legal education possible to equip them to become the most effective attorneys. To that end, the Office is here to support the lecturers in their teaching endeavors.

Please feel free to contact Ms. Doris Malig, Academic Affairs Manager ([malig@law.edu](mailto:malig@law.edu)), Senior Associate Dean Megan LaBelle ([labelle@law.edu](mailto:labelle@law.edu)), Assistant Dean and Registrar, Mr. Stuart Schept, ([schept@law.edu](mailto:schept@law.edu)) if you have any questions or need information.

Dean LaBelle can assist you with academic concerns regarding students, our curriculum, substantive teaching issues and exam questions. Dean Schept can help with questions regarding academic policies, turning in grades, scheduling and student records. The Dean of Students (Dean Gemma Forest) can provide guidelines regarding non-academic student concerns and information about student organizations. Ms. Malig can provide information about administrative matters such as appointment contracts, paychecks and parking.

The Office of Academic Affairs' website is <https://www.law.edu/academics/office-of-academic-affairs/index.html>

The Office of the Registrar's website is <https://www.law.edu/academics/registrar/index.html>.

### III. PRELIMINARY INFORMATION: GETTING STARTED

#### Administrative Matters

Checklist #1: Administrative Matters
<input type="checkbox"/> Review Handbook and Announcements
<input type="checkbox"/> Confirm Information in Appointment Contract
<input type="checkbox"/> Fill Out Payroll Forms and INS Forms if Necessary
<input type="checkbox"/> Obtain Garage Access and University ID

#### Appointment Contracts

Appointment contracts for the lecturers are issued individually for each semester from the University Office of the Vice Provost. Each semester's appointment form is often generated only weeks before the semester and confirms the course(s) to be taught, the period of appointment, and compensation. Please note that all appointments are contingent upon adequate course enrollment.

Proof of citizenship is required the first time an appointment is executed. The University Office of Human Resources (HR) must complete your Employment Eligibility Verification Form I-9 in person. Please make an appointment directly with HR. The Law School cannot verify I-9 forms.

#### Mailing and Email Addresses

All lecturers are assigned a mailbox in room 405, across from the copy/mail room on the fourth floor of the Law School. Internally distributed notices and announcements are placed in these boxes.

Please notify Ms. Malig ([malig@law.edu](mailto:malig@law.edu)) promptly if there is a change in your mailing address, and ensure that Ms. Malig has your current email address.

### **University ID Cards**

All lecturers are required to have a University Identification Card (ID). These cards are necessary to enter the building. Once your appointment contract is processed, you are eligible to receive an ID. The ID will allow you to use the Law School Library and University facilities including the Mullen Library and the DuFour Athletic Center. University IDs are obtained from the Transportation and Parking Services ([transportation.catholic.edu](http://transportation.catholic.edu)) located at Pryzbyla Center 242. This office is open from 9am – 5pm. Please contact Ms. Malig if you need assistance.

### **Offices Available for Lecturer Use**

All professors and instructors are required to be available for office hours where students can speak with the instructor about class related matters. This can be done in a variety of formats. Should you wish to use or reserve a faculty office for a specific period of time, please contact Natalie Pucillo ([pucillo@law.edu](mailto:pucillo@law.edu)).

### **Parking**

The Law School will arrange for lecturers to obtain temporary garage access for the days they are scheduled to teach. If you need information concerning parking, please contact Doris Malig.

## Preparing to Teach Your Class

<b>Checklist #2: Preparing for Class</b>
<input type="checkbox"/> Confirm Class Schedule/Room Assignment with our Senior Assistant Dean and Registrar, Mr. Stuart Schept
<input type="checkbox"/> Order Casebook(s) & Prepare Supplemental Materials
<input type="checkbox"/> Prepare Syllabus and Send Copy to Ms. Doris Malig
<input type="checkbox"/> Send Course Syllabus and Class Materials to the Copy Room for Photocopying
<input type="checkbox"/> Create TWEN or Brightspace Site
<input type="checkbox"/> Obtain class roster through Cardinal Station
<input type="checkbox"/> Email the students with a welcome note, first assignment, and advising them of the availability of the class TWEN/Brightspace site
<input type="checkbox"/> Post Assignment for First Class, if any, to the course TWEN/Brightspace site
<input type="checkbox"/> Notify the Library of Any Items to be Placed on Reserve
<input type="checkbox"/> Seating Charts are available in the assigned classrooms



## **Book Orders and Supplemental Course Materials**

Book orders must be placed with the University Book Store at [aip.bnccollege.com](http://aip.bnccollege.com) several months before classes begin. You are responsible for placing book orders directly with the university bookstore. If books are not ordered on time, they may not be available to students at the beginning of the semester. Students must also be told directly about the required texts for the course and they may (and many do) acquire class texts from sources other than the university bookstore. You should contact students through Cardinal Station and provide them with the book's title, author, edition, publisher, and ISBN number. Professors should not assign e-book version of textbooks. Although often less expensive, students cannot access these books during an exam.

You are encouraged to review multiple texts and to discuss potential texts with faculty teaching the same or related subjects. If you decide to use your own materials in lieu of or in addition to a published text, the Law School will have the materials copied and sold to students at cost. The law school's copying machines, however, are in constant use immediately before each semester begins. Therefore, please notify Walter Lewis ([lewiswl@law.edu](mailto:lewiswl@law.edu)) if you will have a significant copying request and arrange to have the materials delivered several weeks before you need them. If you wish to have copyrighted material included in handout materials, you must obtain the necessary permission from the copyright holder. Please contact Mr. Lewis or the University General Counsel's website [counsel.catholic.edu](http://counsel.catholic.edu) if you have questions regarding copyright issues. Please note that only copy room personnel may use the high-speed copiers located in the copy room.

Small copying jobs (e.g., syllabi, reading assignments) will be done at no expense to students. A box for submitting copying jobs is located next to the mail/copy room near the lecturer's mailboxes on the fourth floor. If the room is closed, the materials can be placed in the drop box outside the copy room. The box will be checked daily. Be sure to indicate on the available order form how many copies are needed and when they are required - please allow a reasonable amount of time for copying and remember that the beginning and end of each semester are particularly busy times for the support staff. The completed copies will be placed in your mailbox in room 405. You may also arrange to have materials placed on reserve in the Law School library. Please contact the Circulation Desk ([csl-circ@cua.edu](mailto:csl-circ@cua.edu)) if you need assistance.

### **Textbook Publishers**

Many publishers will, upon request from the professor, send complimentary copies of texts to professors to review when choosing course materials. The following contact information can be used to obtain review copies of textbooks and study aids. The Law Library also lists publishers' contact information on their website at

[https://libguides.law.cua.edu/faculty\\_collection\\_services/examination\\_copies](https://libguides.law.cua.edu/faculty_collection_services/examination_copies).

<b>Publisher</b>	<b>Contact Information</b>
West Academic Publishing Foundation Press	800-313-9378 mollie.grandebenson@westacademic.com accountmanager@westacademic.com
Aspen Publishing (formerly Wolters Kluwer)	Kimberly Sue, Senior Field Sales Manager 336-210-7167 Kimberly.sue@aspenspublishing.com
Carolina Academic Press	comp@cap-press.com
LexisNexis Law School Publications	reviewcopy@lexisnexis.com
Thomson Reuters	800-328-2209 ReviewRequests@thomsonreuters.com

## **Syllabus**

Lecturers are to prepare a syllabus for each course and update the syllabus every semester. The law school faculty has determined, pursuant to a resolution adopted in 2006 (included in the reference section of this handbook), that the course syllabus must be distributed to students on or prior to the first day of class. Based on that faculty resolution as well as ABA Standards, each syllabus should include the following course information:

### **a. Format of the Final Exam**

- a. closed book, open book, or modified open book
- b. types of questions, whether essay, short answer, or multiple choice
- c. materials that may be used

### **b. Specific Instructions for Papers (if applicable)**

### **c. Policy for In-Class Laptop Usage**

### **d. Policy for Recording of Class Lectures**

- Classes are not routinely recorded and any class recorded must have professor permission. It is within the professor's discretion.
- To have a class session recorded by the Media Services Department (audio only), professors must send requests directly to Greg Stack ([stack@law.edu](mailto:stack@law.edu)) or Len Davidson ([davidson@law.edu](mailto:davidson@law.edu)) for that specific class. Media Services does not accept requests from students; requests must come directly from a professor or from the Office of Academic Affairs. Greg and David can explain to you options for distributing this recording. The option to record on your own in our classrooms using YuJa (a new video recording system that will replace Panopto in Fall 2024) is also a possibility, and can be explained by Media Services.
- The Law School's *Rules of Professional Conduct for Law Students* (<https://www.law.edu/academics/catalog-announcements/2023/rules-of-professional-conduct.html#Comumunity-Awareness>) prohibits making, using, or distributing class or other law school presentation recordings in an unauthorized manner (Section IV.C.8). In addition, the University recently adopted a policy providing that "recording conversations, phone calls, images, or organizational meetings at Catholic University with any recording device...is prohibited unless all parties to the conversation or meeting give their consent in advance." The full policy is available here: <https://policies.catholic.edu/faculty-staff/faculty/recording.html>.

**e. Learning Outcomes**

**f. Basis of grade for class**

- Reminder that the use of generative artificial intelligence platforms such as ChatGBT for graded projects is a violation of the Law School's Rules of Professional Conduct unless explicitly authorized by the faculty member.

**g. Any Other Course-Specific Rules or Policies**

- A template for a syllabus is provided in the reference section of this handbook. If you would like an electronic copy, please email Natalie Pucillo ([pucillo@law.edu](mailto:pucillo@law.edu)).

All lecturers must submit a copy of their course syllabus to the Office of Academic Affairs no later than the first week of the semester. Please send a copy of your syllabus to Ms. Doris Malig at [malig@law.edu](mailto:malig@law.edu). As a note, students are able to review syllabi from previous semesters when considering course options.

**First Class Assignment**

The assignment for the first class, if there is one, should be emailed directly to students through Cardinal Station and posted on the course TWEN/Brightspace site. TWEN is a program developed by West Publishing that enables lecturers to set up a webpage for posting assignments, communicating with students, holding on-line discussions, and linking supplemental course materials. Students are very well versed in using TWEN, and it has been the primary method of classroom communication. The University has recently adopted a new course platform called Brightspace, which the rest of the University is transitioning to in Fall 2024. Information about Brightspace can be accessed here: <https://brightspace.catholic.edu/>. Law faculty may continue to use TWEN or may choose to use Brightspace instead. To set up a TWEN site or Brightspace account, please contact the Reference Librarians for assistance ([csl-ref@law.edu](mailto:csl-ref@law.edu)).

There is no established policy regarding average length of reading assignments.

**Class Schedules, Room Assignments, and Seating Charts**

Classes are scheduled in the Law School day and evening (generally 9:00 AM through 9:35 PM) Monday through Friday. Some classes are also scheduled on Saturday mornings. In a typical semester, the Law School schedules approximately 30 evening courses. Proposed class schedules are reviewed with respective lecturers before the final schedule is made available to students. The

final schedule, with room assignments, will be posted on the law school website as soon as it is available. If you have questions or wish to confirm your class schedule or room assignment, please contact our Registrar, Stuart Schept ([schept@law.edu](mailto:schept@law.edu)).

Seating charts are available for every classroom. Seating charts should be in each classroom. If one is not in the room, please contact the Faculty Support Services office for a seating chart for your classroom.

### **Support Services**

The Law School's Office of Faculty Support Services provides copying and exam processing services to support your teaching. Please limit your use of faculty support services to Law School-related business.

Course material packets (supplemental materials in addition to or in lieu of a text) are sold to students at the Copy Room adjacent to the lecturer's mailbox area on the fourth floor. A schedule of sale dates and times is posted at the window at the beginning of each semester for student reference.

If you wish to have additional materials copied and distributed to students during the course of the semester, you should submit a request to the Copy Room. The Copy Room staff will place the materials in your mailbox in room 405 on the fourth floor. Students may pick up the materials at their convenience.

Please contact Walter Lewis ([lewiswl@law.edu](mailto:lewiswl@law.edu)) for assistance with faculty support services. The following chart summarizes staff responsibilities:

<b>Name</b>	<b>Title</b>	<b>Phone</b>	<b>Responsibilities</b>
Katherine Crowley <a href="mailto:crowleykm@law.edu">crowleykm@law.edu</a>	Associate Dean for Administration and Chief of Staff	319-6792	Supervises all non-academic administrative aspects of the law school.
Walter Lewis <a href="mailto:lewiswl@law.edu">lewiswl@law.edu</a>	Copy Room Supervisor and Building Coordinator	319-6074	Mail delivery and copying requests.

## IV. CONDUCTING YOUR CLASS

Checklist #3: The First Day of Class
<input type="checkbox"/> Class Registration Lists (confirm students listed)
<input type="checkbox"/> Lecturer's Address/Phone - Instructions Regarding Communications
<input type="checkbox"/> Review Syllabus
<input type="checkbox"/> Review Attendance Policy
<input type="checkbox"/> Discuss Expectations Regarding Reading and Preparation for Class
<input type="checkbox"/> Explain Examinations/Paper Format
<input type="checkbox"/> Explain Components of Final Grade

### **Class Attendance**

ABA accreditation standards mandate that students regularly and punctually attend classes in order to satisfy residence and class hour requirements needed to graduate. As a result, all professors must take attendance for each class. **The Law School's Academic Rule concerning attendance states:**

*Regular and punctual attendance at class meetings or equivalent exercises is a condition of receiving credit in all courses. Classes meet 50 minutes for each hour of credit assigned. **If a student misses more than 100 minutes of class for each credit hour assigned to a course, the instructor may direct the Office of Academic Affairs to exclude the student from the course. The grade for an excluded student is F\*. For example, if a three-credit class meets three times a week for 50 minutes, the instructor may invoke this rule when a student misses more than 6 classes. If the three-credit class meets two times a week for 75 minutes, the instructor may invoke this rule when a student misses more than 4 classes. In a two-semester course, this rule applies on a per semester basis. Instructors may set stricter attendance rules in limited-enrollment courses, including required attendance at the first or other specified class meetings. Each instructor is responsible for announcing and enforcing the specific attendance policy for that course. Repeated exclusion from classes for violation of these rules shall be grounds for dismissal from the Law School upon a vote of the faculty.***

The attendance policy and method of enforcement you plan to use should be set out in your syllabus. In order to enforce the attendance policy, lecturers must take attendance at each class. Lecturers use different methods to keep track of student attendance. Some lecturers have students sign-in upon entering the classroom while others circulate a list during class and collect it when the class concludes. You must maintain attendance records for the duration of the semester.

Some lecturers ask the Academic Dean's office to notify a student that exclusion is likely unless he or she begins to attend class on a regular basis. Please notify Dean Schept or Dean LaBelle if you wish to warn or exclude a student for excessive absences.

It is also important to take attendance so that the law school can identify students who may be having some type of health or personal crisis. If you notice repeated absences of a student, please notify Dean Forest or Dean Schept so that they can contact the student and ensure that the student is safe.

### **Students Requiring Accommodation**

You may have students in your class who require accommodations under the Americans with Disabilities Act or Section 504 of the Rehabilitation Act of 1973. The Offices of Academic Affairs and Student Affairs coordinate the accommodation services required by students. Accommodations regarding exams (such as extended time) should not be shared with you as that would compromise anonymous grading. Accommodations for classroom learning are different. The accommodated students themselves must inform you directly that they have received classroom accommodations, and present you with a letter from the university's office of Disability Support Services describing the specific accommodations granted, and discuss the parameters of the accommodation with you to ensure you both understand what will be done. These are the only required accommodations, and must be "reasonable accommodations." Should any accommodations be particularly onerous or difficult for the professor, please contact Senior Associate Dean LaBelle. Similarly, should you have any concerns about the accommodation letter, you can discuss this with Senior Associate Dean LaBelle. Again, students should not discuss with you any accommodations they receive for exams.

### **Class Periods and Breaks**

A course scheduled to meet in academic sessions of two hours, *e.g.* a two-credit hour course meeting only once each week or a four-credit course meeting twice, should have a ten-minute break built into the scheduled time. There is no break period scheduled during a seventy-five-minute class, *e.g.* a three-credit course meeting twice a week.

### **Use of Class Time/Teaching Methods**

Lecturers are encouraged to use teaching methods which will allow students to engage actively in the process of acquiring substantive knowledge, skills, and professional values. Varying the teaching methods you use will enhance the ability of students with different learning styles to analyze course material. Teaching methods you might consider include: case analysis using the Socratic method or a modified Socratic method in which students are notified in advance that they will be called on in class; analysis and discussion of problems in which students are required to apply the law to a factual scenario (problems may be assigned in advance or distributed and discussed during class); lecture; small group discussion of questions and reporting of group responses to entire class; simulations; policy debates; and drafting exercises. Many lecturers use a combination of methods throughout the semester.

Students benefit from understanding how theory is translated into practice. It is useful to expose students to the types of documents, client scenarios, and advocacy challenges lawyers are likely to encounter in a particular area of practice. In courses which cover substantive material tested on bar examinations, lecturers are encouraged to familiarize themselves with the types of questions frequently asked and offer students opportunities to practice answering actual or hypothetical bar exam questions. The Office of Academic Affairs has access to a large pool of bar exam questions. Should you want more information on bar exam questions or access to the exam, contact Assistant Dean McDermott ([mcdermottb@law.edu](mailto:mcdermottb@law.edu)). You are encouraged to consult with members of the full-time faculty and other lecturers teaching in your subject area for suggestions regarding effective teaching methods. Dean LaBelle is available to assist you in this process ([labelle@law.edu](mailto:labelle@law.edu)).

Lecturers, particularly new lecturers, may find it useful to request mid-semester feedback from students to determine if all material has been thoroughly presented. Should there be substantial confusion regarding one or more areas, the lecturer may consider a modification of the



syllabus to allow further discussion. Therefore, lecturers should provide a method for mid-semester feedback. If you need assistance concerning mid-semester feedback, you should contact Dean LaBelle.

### **Audio-Visual Services/Library Services**

Audio-visual support is provided by Mr. Greg Stack ([Stack@law.edu](mailto:Stack@law.edu)) and Mr. Len Davidson ([davidson@law.edu](mailto:davidson@law.edu)). If you need assistance using classroom technology, class recordings, Power Point or computer projection devices, please contact Mr. Stack or Mr. Davidson directly. They can provide you with an orientation to our law school technology. Most of our classrooms are equipped with educational technology. They are available to train you in the use of technology to enhance your teaching.

Please note that the library maintains a large collection of law-related educational resources.

Similarly, the University's Center for Teaching Excellence (CTE), <https://centerforteaching.catholic.edu/>, has several resources to assist in effective teaching in general. You should feel free to consult with our reference librarians and the CTE to determine if any of these materials might be helpful to you or your students.

### **Guest Lecturers**

Lecturers may invite guest lecturers to speak to their classes. Instruction of students, however, is the primary responsibility of the lecturer, and therefore, guest lecturers should be used sparingly. The school cannot compensate such guests, but parking in the law school garage can be arranged with the Office of Transportation and Services.

The lecturer must send an email to [cua-transportation@cua.edu](mailto:cua-transportation@cua.edu) requesting for a guest permit. The permit is also completely electronic. You will receive an email prompting you to sign up for a complimentary permit. During this process, you will be prompted to enter your guest speaker's license plate number, which would act as the permit. You can copy the Director Jason Nichols at [nichollsj@cua.edu](mailto:nichollsj@cua.edu)

**Please note, this does not grant the guest lecturer access to the garage, as a CUA ID card is needed to access the garage. In short, you will need to swipe your ICUA D to allow your guest to enter and leave the garage and building.**

### **Availability of Lecturers Outside of Class**

Students understand that lecturers have additional commitments beyond teaching. However, students greatly appreciate and need the opportunity to meet with lecturers to discuss class material outside of the classroom. All lecturers need to be available to students for this purpose at least one hour a week. This can be accomplished online or in person. You may want to arrange to arrive early for class, remain for a while beyond class time, or schedule separate meeting times with students in one of the available faculty offices of the law school.

Students also appreciate clear instructions regarding the appropriate method(s) of contacting you outside of class (*i.e.*, via phone or email). A student may need to inform you of an unexpected absence or request clarification of material. Please provide specific instructions regarding these communications in the course syllabus.

### **Contacting Students**

Every student has an email account through the University as well as personal email accounts. You can also communicate with students via the course TWEN/Brightspace site and Cardinal Students. If you need assistance with the course TWEN/Brightspace site, please contact the reference librarians.

### **Concerns Regarding Health or Well-Being of Students**

If you have reason to believe that a student is experiencing some type of health or emotional difficulty, please contact Dean Gemma Forest, our Assistant Dean for Student Affairs and Dean of Students for the Upper Division ([forest@cua.edu](mailto:forest@cua.edu)) and copy Dean LaBelle ([labelle@law.edu](mailto:labelle@law.edu)). Dean Forest is available to guide students, provide counseling referrals, and monitor ongoing situations. While it is important to be supportive of students, lecturers should not attempt to provide mental health counseling. Please feel free to contact Dean Forest with any concerns or questions you may have. If you would like to have the Academic Affairs Office contact a student, please notify the Office of Academic Affairs who will be happy to assist.

### **Student Evaluations**

For student evaluations, we use an online course/faculty evaluation system called “CoursEval.” During the last few weeks of each semester, the online evaluation will begin and end prior to first day of exams. Despite this open time-frame, for purposes of increasing student participation in this survey, you must set aside 15 minutes during one of your final classes and allow your students to complete their evaluation on their laptops. Prior to the day you select, please notify your students of this day and ask that they bring their laptops to class. Of course, if any student does not bring his or her laptop to class on the day you have designated, he or she still has time to complete the evaluation. The Registrar will be e-mailing your students separately to give them further information on the on-line evaluation and how they log in. The Registrar will also e-mail you prior to the opening of the course evaluation period.

After all semester grades have been posted, the Registrar will give you online access to the results. The numerical averages of responses to questions on the student evaluations are published. The written comments are not published, but are available to the Dean and to the Academic Deans.

### **Emergency Closing Procedures**

University authorities decide when the school must be closed because of inclement weather or other emergencies. If a decision to close is made in the morning before classes begin, it will be announced on the Law School website (<http://www.law.edu>) and via broadcast media in the D.C. metropolitan area. Decisions to reopen will be disseminated in the same manner. Telephone inquiries may be directed to the University switchboard at 202-319-5000.

When the University closes, the law library and all other staff offices will close. The library will reopen as soon as classes resume or, if there are no classes scheduled for the succeeding day, then the law school administration decides if it is feasible to reopen.

If the University is closed due to inclement weather during an examination period, the law school examinations affected will be rescheduled. Lecturers will be kept informed of the reschedule process.

### **In-Person Classes**

All classes are expected to occur in person, on campus, and on time. If a student is ill or cannot attend class, students should not expect to attend that class via Zoom. Should a student become ill with COVID, we want to encourage them to follow COVID protocols and professors should make the materials available to them. The method of doing so (recording the lecture, meeting with the student individually, providing notes, etc.) is in the discretion of the professor.

### **Canceling and Rescheduling Classes**

Law School classes will be conducted as scheduled unless the University shuts down because of inclement weather or other emergencies (see above). If a personal emergency makes it necessary to cancel a class, please notify the students as far in advance as possible. If you must cancel a class, you must inform your class via TWEN/Brightspace or email, and inform Dean Schept ([schept@cua.edu](mailto:schept@cua.edu)). Aside from unexpected emergencies, lecturers are expected to conduct all classes in person as scheduled.

Any cancelled class must be rescheduled. This is necessary to ensure that we are in compliance with ABA requirements concerning the number of class hours offered to students per semester. In order to reserve a classroom for a rescheduled class, please contact Natalie Pucillo [pucillo@law.edu](mailto:pucillo@law.edu).

## **V. EVALUATING STUDENTS**

In evaluating students, professors should consider two aspects. First, students benefit from regular and personalized assessment and feedback. This allows students to identify areas of weakness before they take a final exam. It also allows you to identify topics that can be re-emphasized or clarified. To that end, instructors should have opportunities for feedback and assessment prior to the final exam. These should include a midterm as well as problem sets, exercises, or other opportunities. At a minimum, lecturers in exam classes should offer at least one midterm assessment with substantive feedback, approximately half way through the semester.

The second aspect of evaluation includes grading. Here, an instructor should focus on fairly assessing the student's ability to demonstrate a mastery of the material.

## **Components of Student Grades**

### **Final Examinations**

Unless a course is graded in whole or in part on the basis of a paper, each student should be evaluated based upon a final examination. The examination process is anonymous. All students are assigned an exam number to use as an identifier on all exams. In an effort to maintain anonymity, we ask that you refer students who have questions concerning scheduling of exams or other logistical questions to the Office of Academic Affairs, Suite 343. Please notify Dean Schept or Dean Forest if a student compromises the anonymity of the examination process prior to the posting of final grades in your course.

The course descriptions in the law school catalogue generally indicate whether courses will be graded on the basis of an exam, a paper, or both. If you are considering evaluating students in a manner different from that described in the catalogue, you should consult with the Senior Associate Dean in Academic Affairs. In addition, you must notify both Dean Schept and the students enrolled in the class no later than the first day of class if you will be using a different evaluation format. Due to concerns about the use of generative artificial intelligence platforms like ChatGBT, the faculty has passed a resolution prohibiting take home midterms and finals. Professors should provide in the syllabus a day for midterm.

### **Non-Examination Work Product**

In any one-semester course, at the lecturer's option, up to 30 percent of the final grade may be based on student work product other than the final examination. In any two-semester course at the lecturer's option, up to 30 percent of the final grade may be based on student work product other than the semester-end examinations.

The student work product that comprises the non-examination portion of the final grade may consist of answers to written problems; research or drafting assignments; periodic quizzes; a mid-semester test; classroom demonstrations, presentations or reports; individual or team exercises such as simulations or interviews, depositions, arguments, hearings, negotiations, or the like; or any other activity during the semester that can be objectively assessed and compared from one student to another.

Any lecturer intending to base a portion of the final grade in the course on student work product other than a final examination must make that election, set forth the criteria for the grade in writing, and distribute it to the students in the course at or before the first class meeting. The lecturer may not add non-examination grading component criteria after the initial distribution of the criteria to the students. Previously announced non-examination grading criteria may be eliminated or changed by the lecturer so long as the change is made in writing and distributed to the students before the last day of classes.

When the final grades are submitted to Dean Schept, the lecturer must submit a written worksheet or compilation that identifies the non-examination component(s) for each student. The lecturer should grade the non-examination components of the final grade on an anonymous basis to the extent feasible, especially in first year courses.

### **Externship, Simulated Lawyering Skills, Seminar, or Paper Courses**

Externship courses, simulated lawyering skills courses, seminars, and courses which satisfy the Writing Requirement (explained below) are exempt from the 30% rule outlined in the previous section. Grades in these courses may be based in whole or in part on student performance in simulations or other activities so long as the student's performance can be assessed in an objective manner and the criteria allows for comparison from one student to another. The Academic Rules require that the lecturer provide the evaluation criteria to students, in writing, at or before the first class meeting.

### **Class Participation**

At the instructor's option, assessment of classroom performance, which includes participation in class discussions and in-class exercises, may raise or lower a student's grade for the course by a single letter-grade step. A single letter-grade step change is a change from an A to an A+ or A-, from a B+ to an A- or B, etc. However, no grade of D, F, or No Pass may be created or altered through an addition of or subtraction of a step as provided in this section.

## **Drafting and Proofing Exams**

Each lecturer is responsible for drafting his or her own exam. Lecturers should not use questions they have previously asked, have been produced by other professors, or questions available in commercial or on-line resources. New exam questions must be written each semester. Lecturers should not repeat questions.

The Office of Faculty Support Services is available to assist you in the typing and copying of your exam(s). You can contact Dean LaBelle if you need administrative assistance in preparing your exam. Please adhere to the submission deadlines set by Faculty Support. The end of the semester is a hectic time for the faculty support staff and it is difficult to accommodate last minute submissions or changes. If you use your own secretarial support to prepare an examination, please keep exam documents secure at all times.

It is essential that you review and proofread your examination carefully to ensure that there are no ambiguities or other problems that might affect the administration of the exam. We strongly encourage you to have a colleague or other professor review your examination. It is often useful to write out the answers to the exam you have prepared in order to identify potential problems with the questions and to determine whether the time expectations you have for completion of the exam are realistic. The Office of Academic Affairs can assist you in finding a professor who will consult on exam writing as well as review your exam draft. Please contact Doris Malig ([malig@law.edu](mailto:malig@law.edu)) for assistance.

## **Administration of Final Exams and Delivery of Final Exams for Grading**

The Office of Academic Affairs administers final examinations. You do not need to be present while the examination is being administered. You must, however, be available by phone during the period of time that the exam is being administered. Occasionally, questions and issues arise about an exam that only the faculty member can address.

All completed exams will be processed by the Registrar. The Registrar will send completed exams to you electronically within 1-2 business days after the exam has been administered.

You will have a strict deadline before which you must turn in your grades. It is essential that you adhere to this deadline, as no class rank can be determined for any student until all grades for all students are completed.

## **Papers / Writing Requirement**

### **Legal Writing Skills/Upper Division Writing Requirement**

The law school faculty has identified legal writing as a critical skill that law students should develop during their education at CUA Law. The faculty has adopted several curricular requirements designed to help students hone their legal writing skills. Students must participate in the Lawyering Skills Program, a year-long course in legal writing and analysis, during their first year of law school. In addition, the faculty instituted an upper level writing requirement.

Lecturers who teach courses in which students are producing papers that satisfy the upper division writing requirement are expected to i) closely supervise the writing process (ensuring that deadlines are set for: generating a topic, producing an outline, and submitting drafts) and ii) provide significant feedback (written comments, conferences with the student or both) on drafts of written work product. In order for students to improve their writing skills, comprehensive feedback on both the substance and style of their work product is important. Students also need opportunities to incorporate the feedback they receive.

The course descriptions provided in our course catalogue indicate whether students enrolled in a particular course are required to write or have the option of writing a paper(s) which satisfies the upper division writing requirement. If the course description does not mention the upper division writing requirement, then you should assume that any paper(s) written for the course will not count toward the requirement. If you have questions concerning writing requirements, feel free to contact any dean in the Office of Academic Affairs.

### **Plagiarism**

If you have any concerns that a student may have engaged in plagiarism you should consult with the Senior Associate Dean of Academic Affairs. The University Academic Dishonesty Policy defines plagiarism as:

...the act of presenting the work or methodology of another as if it were one's own. It includes quoting, paraphrasing, summarizing or utilizing the published work of others without proper acknowledgment, and, where appropriate, quotation marks. Most frequently, it involves the unacknowledged use of published books or articles in periodicals, magazines, newspapers and electronic media. However, any unacknowledged use of another's words, ideas or electronic processes constitutes plagiarism, including the use of papers written by other students, oral presentations, interviews, radio or TV broadcasts, any published or unpublished materials



(including Web-based materials, letters, pamphlets, leaflets, notes or other electronic or print documents), and any unauthorized or inadequately credited use of foreign language, scientific and/or mathematical calculation and/or modeling programs or online services.

Furthermore, the Law School's Rules on Professional Conduct prohibit the use of generative artificial intelligence platforms such as ChatGBT for graded projects unless explicitly authorized by the faculty member.

The University has plagiarism detection software that is available to lecturers. If you need access to these resources, please contact Natalie Pucillo in Academic Affairs ([pucillo@law.edu](mailto:pucillo@law.edu)).

## **Grades, Grading, and Discretionary Points**

### **Letter-Based Grades**

The Law School faculty uses a letter-based grading system. Lecturers must submit a letter grade for each student. The Registrar will not accept numerical grades. Grades for students are based on the following letter-grade scale:

A+	4.33
A, A-	4.00, 3.67
B+, B, B-	3.33, 3.00, 2.67
C+, C	2.33, 2.00
C-, D	1.67, 1.00
F	Failure
F*	Administrative Failure

The grade of F\* should be awarded to students who did not officially withdraw from the course, but who failed to attend and participate in course activities through the last day of classes.

## **Components of Grades**

For certain classes (Administrative Law; Agency & Partnership; Civil Procedure; Commercial Transactions; Conflict of Laws; Constitutional Law I; Constitutional Law II; Contracts; Corporations; Criminal Law; Criminal Procedure; Evidence; Family Law; Federal Income Tax; Professional Responsibility; Property; Remedies; Sales & Leases; Torts; Trust & Estates), at least 70% of each student's grade shall be based solely on anonymous written examination(s), including one comprehensive exam. At the instructor's option, up to 30% of the final grade may be based on student work product other than the anonymous examination(s). The instructor should grade the non-examination components on an anonymous basis whenever feasible.

For all other courses, instructors may establish components other than an examination on which to base grades.

## **Adjustment of Grades Based on Class Participation**

In exam courses, lecturers will be given rosters listing exam identification numbers rather than student names in order to preserve anonymity. Once an instructor has assigned exam grades, s/he submits the anonymous grades to the Registrar. The Registrar will then provide the lecturer with a grade roster identifying students by name so that those professors who wish to reward or penalize students for class participation can do so (as long as the instructor informed students on or before the first day of classes that class participation would be a component of the final grade for the course). The instructor may raise or lower a student's final grade by a single letter-grade step (i.e. raise grade from B to B+ or lower grade from B to B-). However, no grade of D or F may be created or altered through addition or subtraction of a letter-grade step on the basis of class participation. After taking participation grades and any other component of the grade into account (if applicable), the instructor shall submit final grades to the Registrar. Those final grades must meet the grade distribution requirements discussed below.

### **Standards of Grade Distribution**

The faculty has adopted norms for grade distribution, including a mandatory mean for all classes other than clinic courses and those classes with fewer than 10 students. The grade distribution shall have a mean falling within a range of 3.0 to 3.30. In order to comply with the mandatory mean at the end of the course, it is prudent to grade all examination(s) and assignments throughout the semester according to this standard. All lecturers are required to calculate their own grades and means. No mandatory means shall apply to grades awarded to LL.M. or M.L.S. students. The grade ranges set out for J.D. students may be used to guide the assignment of grades for LL.M. students, however, such grades ranges are merely advisory. If you have questions you should not hesitate to contact Academic Affairs. The Academic Rules regarding grading are included in the reference section of this handbook.

### **Submission of Grades to Registrar**

You will receive a memo from our Registrar toward the end of the semester which will provide you with information about the grading process and deadlines for submitting grades. Grades should be submitted as soon as possible after exams/papers are completed. After the conclusion of the Spring semester, grades for May graduates are normally due approximately one to two days after the end of the examination period. Late submission of grades causes great consternation for students and delays students' abilities to seek employment, obtain tuition reimbursement, secure positions with law reviews, and qualify for scholarships.

In order to award honors at the Law School's commencement ceremony, the grades of graduating students must be submitted at a time designated by the Academic Dean. The Registrar will notify you regarding whether you have graduating students in your class. Lecturers must turn in grades prior to the deadline. Extensions cannot be granted for the grades of graduating students.

### **Feedback to Students/Student Review of Exams**

The testing process can be a valuable learning experience and lecturers must provide exam feedback to students. Such feedback may be in the form of individual conferences, a generally available model answer, publication of one or more of best answers, a general review session open to all students in the course, or written critiques on the exam answer itself. Students should have a reasonable opportunity to review their examinations.

In spring 2021, the Law Library and the Office of Academic Affairs implemented a virtual exam review facility. This online system replaces the in-person exam review facility previously provided by the Law Library Reference Department. The virtual system allows students to temporarily review their own exam submission, the exam questions, and any other supplementary or explanatory material made available by the relevant faculty member (e.g., a model answer). Students may view comments on their graded exams, provided that those comments have been made digitally. See the Virtual Exam Review System Instructions for more information.

### **Grade Changes**

All course grades are considered final once submitted to the Office of Academic Affairs. The Academic Dean may change an otherwise final grade only on written certification from the instructor that either: (1) the final grade reflects an incorrect mathematical computation or recordation or (2) in determining the particular exam or paper grade, the instructor evaluated the student's work differently from that of all others in the course. (The latter criterion does not contemplate changes in the classroom performance Rule 8C portion of any final grade).

No final grade will be changed merely to prevent exclusion of a student, to assure academic credit for the course, or to improve class rank at this institution or any other; or because, on review, the instructor is persuaded the student had a better (or worse) grasp of the course material than the exam or paper evidenced.

In no event may any final grade be changed unless the instructor's written certification reaches the Academic Dean by the middle of the term following that for which the grade was entered.

## VI. REFERENCE

### **Prohibition on Relations with Students or Subordinates**

Section XII of the University Policy on Prohibition on Relations with Students or Subordinates provides the following:

The Catholic University of America seeks to maintain a professional and ethical educational environment. Actions of faculty members (including adjunct faculty), professional staff members and academic administrators that are unprofessional are inconsistent with the university's educational mission. It is essential that those in a position of authority not abuse the power with which they are entrusted. Employees should be aware that consensual dating or sexual relationships may result in claims of sexual harassment because the voluntariness of the consent may be questioned when a power differential exists between the individuals in the relationship.

A consensual dating or sexual relationship between a staff employee, a member of the faculty (including adjunct faculty) and a student, or an employee that the staff/faculty directly supervises, is prohibited when the staff/faculty has any current or foreseeable professional responsibility for the student or the employee. The prohibition on consensual relations also applies to graduate students when serving as instructors. Voluntary consent by the student/employee in such a relationship is suspect, given the fundamental nature of such a relationship. Moreover, others in the work or learning environment may be affected by such behavior. Therefore, it is deemed unprofessional and a violation of University policy for any member of the faculty or staff to engage in a dating or sexual relationship, whether or not consented to, with a student or employee whom he/she instructs, evaluates, supervises, or advises, or over whom he/she is in a position to exercise authority in any way, now or in the foreseeable future.

A violation of this prohibition may result in disciplinary action including dismissal for unprofessional conduct, following the appropriate employment procedures.

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1. While these definitions are derived from applicable law, the prohibited conduct described in this section encompass more than conduct proscribed by law.
  2. Compassionate and understanding care should be given to a person who is the victim of sexual assault. Health care providers should cooperate with law enforcement officials and offer the person psychological and spiritual support as well as accurate medical information. A female who has been raped should be able to defend herself against a potential conception from the sexual assault. If, after appropriate testing, there is no evidence that conception has occurred already, she may be treated with medications that would prevent ovulation, sperm capacitation, or fertilization. It is not permissible, however, to initiate or to recommend treatments that have as their purpose or direct effect the removal, destruction, or interference with the implantation of a fertilized ovum. *Source:* Directive 36 of the [Ethical and Religious Directives for Catholic Health Care](#)

Services, Fifth Edition, United States Conference of Catholic Bishops (November 17, 2009).

<https://policies.catholic.edu/faculty-staff/employment/eo/sexharass.html#:~:text=A%20consensual%20dating%20or%20sexual,for%20the%20student%20or%20the>

## **Faculty Resolution Concerning Syllabi Requirements**

### **RESOLUTION**

(Approved, as amended, March 16, 2006)

Expressing the opinion of the Curriculum Committee in regards to uniform format requirements for course syllabi.

**WHEREAS**, clear and uniform minimum standards for syllabus content and structure will assist students in making course selection and planning;

**WHEREAS**, in order to provide the students at this school with the ability to make informed decisions in selecting professors and course planning, in order to obtain the best possible legal education, every course should provide a syllabus with such minimum standards;

**WHEREAS**, such minimum content and structure will assist in the overall course review being conducted through the office of the Associate Dean for Academic Affairs;

Now, therefore, be it **RESOLVED**, every course offered should include a syllabus, that students may use as a guideline for the course, subject to change at the professor's discretion; with the following minimum information:

To the extent practicable, a list of topics and sub-topics to be covered during the semester, stated with sufficient comprehensiveness to communicate with specificity the substantive contents of the course.

1. To the extent practicable, a list of topics and sub-topics to be covered during the semester, stated with sufficient comprehensiveness to communicate with specificity the substantive contents of the course.
2. A listing of required materials and supplemental materials for the course including any items placed on reserve,
3. Explanation of the computation and weighing of all components of the final grade including:
  - writing components;
  - midterm examinations, quizzes, problem submissions;
  - classroom demonstrations and exercises;
  - discretionary points (i.e. class participation)
4. Policy for in-class laptop usage
5. Policy for recording of class lectures
6. Policy with regard to email access to the professor and/or setting up of listserv and TWEN sites.

7. Any course-specific attendance policies
  - a. Any other course-specific rules or policies.
  - b. Office hours
  - c. The format of the final exam
- Whether closed book, open book, or modified open book
- Types of questions, whether essay, short answer, or multiple choice

Now, therefore, be it further **RESOLVED** that each instructor should make the syllabus available to students no later than the first class meeting of the semester and submit a copy to the office of the Associate Dean for Academic Affairs.



## **Academic Rule 4 – Grading and Good Standing**

### **IV. GRADING AND GOOD STANDING**

#### **A. Grades**

Grades for all students will be based on the following letter-grade scale: A+, A, A-, B+, B, B-, C+, C, C-, D, F (Failure), F\* (Administrative Failure). The grade of F\* is given to students who did not officially withdraw from the course and who failed to attend and participate in course activities through the end of the course period, as determined by the instructor.

Letter-based grades will be converted to numerical values to calculate grade point averages, to determine class rank, and to determine academic status as follows: A+=4.33; A=4.00; A-=3.67; B+=3.33; B=3.00; B-=2.67; C+=2.33; C=2.00; C-=1.67; D=1.00; F=0; F\*=0.

A course may be offered on a pass/fail basis. In a pass/fail course, the grade does not have a numeric value and does not count toward the calculation of a student's grade point average, class rank, or for purposes of exclusion.

Only a failing grade may be appealed. The procedures for appealing a failing grade are available at <http://policies.cua.edu/academicundergrad/appealfailinggrades.cfm>.

#### **B. Academic Exclusion**

Students who have a cumulative grade point average at the end of their first year or any subsequent academic year of less than 2.50 will be excluded from the Law School. For purposes of this rule, full-time students complete their first year after their first two semesters of law school and part-time students complete their first year after their first four semesters of law school. Transfer students are assessed based on work at the Law School.

#### **C. Students at Academic Risk**

Students who have a cumulative grade point average of less than 3.00 at the end of any semester will be notified after the semester that they are academically at risk. This notification will not appear on the academic transcript.

#### **D. Eligibility for Academic Journals**

Students who have a cumulative grade point average of less than 3.00 (based on a minimum of two semesters) are not eligible to join a student academic journal.

#### **E. Standards of Grade Distribution**

In all courses other than clinic courses and courses of fewer than 10 students, the grade distribution shall have a mean falling within a range of 3.00–3.30.

## F. Enforcement of Distributional Ranges

1. Faculty members are responsible for calculating and verifying the mean grade for each course (excluding delayed examinations and papers) and for including such information in their submission of grades. For purposes of computing the mean, faculty members shall calculate all grades of C, C-, D or F as a 2.00. However, this has no effect on the calculation of an individual student's grade point average. Each student will receive the numerical value of whatever grade the student earns in a course (i.e., an A+ will be calculated as a 4.33; an A as a 4.00; an A- as 3.67; a B+ as a 3.33; a B as a 3.00; a B- as 2.67; a C+ as a 2.33; a C as 2.00; a C- as 1.67; a D as 1.00; an F and F\* as 0). Pass/fail grades are ignored for this purpose. In assessing compliance, the top and bottom of the range is the number taken to two decimal points (e.g., 3.00).
2. If a faculty member submits grades outside the required range, the Academic Dean will return the grades for appropriate adjustment. Grades not adjusted will not be entered into any student's academic record.
3. A faculty member may submit a written request for an exception from the required mean with a detailed written justification to the Dean and the Academic Dean. The Dean may grant an exception only upon a showing of extraordinary circumstances. Any approved exemption by the Dean shall be communicated to the Academic Dean and the Chair of the Academic Affairs Committee, with an explanation of the extraordinary circumstances.
4. After approval by the Academic Dean, the Registrar shall post the mean for all courses.



## COURSE SPECIFICS

*[Instructors should update each of the sub-headings under Course Specifics, delete the sub-headings not used, and delete the highlighted directions]*

### COURSE DESCRIPTION

Brief description of the course from the Course Catalog, including a discussion of how the course fits into the liberal arts curriculum or major requirements. Please also include a statement of how the course supports the mission of the university.

### INSTRUCTOR INFORMATION

- Name and Title
- Email Address
- Phone
- Specify how you will contact students and how students should contact you regarding assignments, absences, questions, or accommodations

### CLASS MEETINGS

- Days
- Times
- Building & Room

### OFFICE HOURS

- Office Number
- Days and Times

## COURSE GOALS

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OBJECTIVES *[objectives = what students will do as part of the course]*

In this course, students will:

- Objective #1
- Objective #2
- Objective #3
- Objective #4

OUTCOMES *[outcomes = what students will be able to do once they have completed the course]*

Successful completion of this course will enable students to:

- Outcome #1
- Outcome #2
- Outcome #3
- Outcome #4

*[In this section, include a description of course format, giving students a broad idea of what they will be doing and how you will assess their progress. Once completed, delete any unused content and the highlighted directions]*

## INSTRUCTIONAL METHODS AND COURSE REQUIREMENTS

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### REQUIRED MATERIALS

Include any required texts or materials here. Please keep in mind that course materials must be registered with Barnes and Noble in order to comply with federal reporting requirements. Students are not obligated to purchase their materials through Barnes and Noble. To get started, click [here](#) or go to <https://www.facultyenlight.com/> and sign-in to begin the adoption process. And for any classes that are not requiring any textbooks, there is an option to select “No Text Material Required for This Course” on the adoption page. If you have questions, please email the bookstore at [SM8060@bncollege.com](mailto:SM8060@bncollege.com).

### RECOMMENDED MATERIALS

Include any recommended texts or materials here

### CLASS POLICIES

- **Attendance**  
Detail (be specific about online/vs. in person attendance)
- **Technology**  
Detail (policy on laptops, recording lectures)
- **Late Assignments**  
Detail

## GRADES

- Link or attach scoring guidelines if appropriate
- Include weighting of various components of course grade
- Include equivalencies of course total points and/or average to University letter grades
- Consider including a statement that grades on Blackboard do not necessarily forecast the final course grade, as they may not reflect outstanding assignments
- Include a statement on how midterm grades will be calculated if a first year course
- If there is a minimum passing score for the course to count for a requirement, include that information in this section (ie, must pass with a C or better to count for the requirement)

## ASSESSMENT OF LEARNING

List major course assignments/assessments:

- Major assignments
- Major projects
- Major assessments (Mid-term)
- Major assessments (Final)

## COURSE SCHEDULE & BIBLIOGRAPHY

### COURSE SCHEDULE

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[to be filled out by the instructor]

Each class meeting date, topic, due dates for assignments and projects/test dates

Pay careful attention to holidays, academic Mondays, class cancellations due to university events, etc.

Note midterm date as determined by Academic Calendar and be sure to devise assignments so that a meaningful grade can be entered at midterm

Include final exam date and time (<https://enrollment-services.catholic.edu/academic-calendar/exam-schedule/index.html>)

### BIBLIOGRAPHY

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[to be filled out by the instructor]

References, supplementary readings, websites of interest

\* For courses in which both graduate and undergraduate students are permitted to enroll, two separate syllabi are required that should reflect the additional requirements for students taking a course for graduate credit.

# CATHOLIC UNIVERSITY POLICIES

## GRADUATE LEVEL

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In addition to the [Law School Rules of Professional Conduct](#), all members of the Catholic University community have a shared responsibility to know and to abide by the University's policies, especially relating to:

- Academic Integrity
- Accommodations for Students with Disabilities
- Attendance
- Conduct
- Final Exams
- Grades and appeals

All of Catholic University's policies are detailed at <https://policies.catholic.edu/index.html>. Please follow up with the instructor if you have any policy-related questions.

Of particular note are the policies regarding Academic Integrity, Accommodations for Students with Disabilities, and Final Exams, which are described below.

### ACADEMIC INTEGRITY

Academic dishonesty at The Catholic University of America is not tolerated (<https://policies.catholic.edu/students/academicundergrad/integrityfull.html> and <https://policies.catholic.edu/students/academicundergrad/integrityprocedures.html>)

As such, academic integrity is not merely avoiding plagiarism or cheating, but it certainly includes those things. Academic integrity means, above all else, taking responsibility for your work, your ideas, and your effort, and giving credit to others for their work, ideas, and effort. If you submit work that is not your own – whether test answers, whole papers, or something in-between – that is considered to be academic dishonesty. University procedures related to academic dishonesty are conducted with respect and dignity, while also preserving accountability, and they presuppose that all participants will treat each other with respect and dignity.

The following sanctions are presented in the University procedures related to Student Academic Dishonesty:

*“The presumed sanction for undergraduate students for academic dishonesty will be failure for the course. In the context of graduate studies, the expectations for academic honesty are greater, and therefore the presumed sanction for dishonesty is likely to be more severe, e.g., expulsion. ...In the more unusual case, mitigating circumstances may exist that would warrant a lesser sanction than the presumed sanction.”*

At times, you may do group work for an in-class presentation or group project. For that *specific* assignment, you are allowed to share material, ideas and information; however, for any

related work that is to be submitted on an individual basis, your submission is expected to be your own in its entirety. If there is no group work in the class you should not collaborate with classmates on work that is to be submitted for an individual grade.

For more information about what academic integrity means at CUA, including your responsibilities and rights, visit <https://integrity.catholic.edu/index.html>.

**Final Exam:** The final exam must be given on the day and time assigned. Please plan accordingly for travel, work, special events, or appointments.

## UNIVERSITY RESOURCES

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- **Law Library:** <https://www.law.edu/about-us/law-library/index.html>
- **Office of Disability Support Services** <https://dss.catholic.edu/index.html>
- **Counseling Center** <https://counseling.catholic.edu/index.html>
- **Student Health Services** <https://health.catholic.edu/index.html>

## **Criteria for Evaluating Papers (Developed by Professor Sarah Duggin)**

### 1. Overall Impressions

- What are your overall impressions of the paper?
- Do you find the paper clear and persuasive? Why, or why not?
- What is best about the paper? What areas need more work?

### 2. Thesis

- What is the thesis of the paper?
- Is the thesis clearly and cogently stated in the introduction?
- Does the discussion build throughout the paper in a manner that supports and explains this thesis?

### 3. Introduction

- Does the introduction adequately explain the problem the author addresses in the paper and hook your interest in the problem?
- Does the introduction provide a roadmap for the paper?
- Does the introduction gracefully transition into the substantive discussion?

### 4. Organization

- Is the organization generally logical and coherent?
- In what ways could the author improve the organization?

### 5. Substantive Discussion

- Does the paper adequately address the problem at issue?
- Does the discussion explore the topic in depth, or is it superficial?
- What are the strongest aspects of the discussion?
- How could the author improve the discussion?
- Are there particular substantive points that seem questionable?

### 6. Analysis

- How would you evaluate the quality of the analysis set forth in the paper?
- Are there any particular points the author needs to address to make the analysis more effective?

### 7. Citations

- Are citations used appropriately throughout the paper? Are there places where additional citations may be needed?
- Do the citations conform to the Bluebook? (Note: The author may use either the Practitioners' Notes or the law review format, but the form selected must be used correctly and consistently throughout the paper.)



#### 8. Grammar, Syntax, Spelling, Word Usage

- Are there any grammar mistakes?
- Does the author arrange words, phrases and sentences appropriately?
- Are there spelling mistakes?
- Does the author use words precisely?
- Does the author use the same term to refer to the same specific concept to ensure clarity and vary other words and expressions to make the discussion more interesting?

#### 9. Style

- Is the writing style clear and concise throughout the paper? Are there places where the style could be better? If so, how?
- Do paragraphs begin with topic sentences and conclude with appropriate transitions?

#### 10. Conclusion

- Does the author use the conclusion section appropriately to provide a brief summary of the point of the paper?
- Does the author inappropriately include important substantive points in the conclusion that were not discussed in the main body of the paper?
- Does the author appropriately close with some new insight or way of expressing the synthesis of the paper?

## Contact Information

<b>Name</b>	<b>Title</b>	<b>Email</b>	<b>Phone Number</b>
Megan LaBelle	Senior Associate Dean for Academic Affairs	<a href="mailto:labelle@law.edu">labelle@law.edu</a>	202-319-6615
Gemma Forest	Assistant Dean for Student Affairs and Dean of Students for the Upper Division	<a href="mailto:forest@cua.edu">forest@cua.edu</a>	202-319-4969
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