



Instructional Policies and Classroom Procedures

1. Classroom Activity

(1) Faculty Responsibility

The primary responsibility of the faculty is teaching the appropriate subject matter in an interesting, informative manner. The application of the academic standards of the Law School established by the faculty and approved by the administration is equally important and should be reflected in the quality of teaching, quantity of work required for the students, and also in the distribution of grades. These standards must be, as in any educational institution, related to the applicable admission standards if the Law School expects to meet its obligation to its students. It is, therefore, the responsibility of the faculty to work with the student body to afford a reasonable opportunity, applicable within the framework of the standards of the Law School, for the students to reach their intended goal of graduation.

(2) Class Sessions

A one credit hour course must meet for 770 minutes a semester. A two credit hour course will meet for 1540 minutes a semester. A three credit hour course will meet for 2240 minutes a semester. And a four credit hour course will meet for 3380 minutes a semester.

Day division classes will usually be scheduled between 9:00 a.m. and 5:30 p.m.

Professors who prefer to teach from 6:00 to 9:00 p.m. may take a fifteen minute break. Those teaching a two-hour course may prefer to eliminate the break and teach from 6:00-7:50 p.m. Classes may be scheduled on Saturdays or at other hours.

(3) Make-up Classes

The school observes (if the Academic Calendar has scheduled class sections) only Labor Day, the Monday through Sunday of Thanksgiving, Martin Luther King's Birthday, Memorial Day and Independence Day.

The John Marshall Law School recognizes the diversity of religious practices of its students, faculty and staff. Therefore, we have established a new policy of attendance to accommodate religious observance. In addition to the 25 % allowed absences, students will be excused without penalty for two class sessions in each course enrolled every semester.

We further recognize that some faculty may choose to cancel and reschedule class to accommodate religious observance. Faculty should make up a canceled class at a reasonably convenient time. Students who cannot attend the make-up class should be excused. Reasonable steps should be taken to accommodate colleagues and students.

(4) Independent Study and "Seminar" Papers

Generally, the minimum length of a paper should be as follows:

For one credit hour: 25 pages double spaced

For two credit hours: 40 pages double spaced

For three credit hours: 50 pages double spaced

For four credit hours: 60 pages double spaced

These totals are without footnotes. For measuring purposes, use courier 12-point type with one inch margins. If another typeface is used, make appropriate adjustments in calculation.

Subject matter is to be determined by the advisor and the student, within an appropriate academic scope of legal education and, if relevant, the focus of the applicable graduate degree program. Ordinarily, there should be an initial draft, which the advisor reviews; a revision, which the advisor also reviews; and a third draft or later draft, which the advisor accepts as the final paper. Additional intermediate drafts are not precluded.

Here is an example of a workable schedule:

- (1) Mid-September or Mid-February: The student should prepare a rough outline of the paper. The student and the advisor should meet to discuss the availability of sources, research strategies, and to suggest other possible avenues of research.
- (2) Mid-October or Mid-March: The student should prepare a draft of the paper. The student and the advisor should meet again to discuss writing and citation styles and address any questions/problems that the student may encounter in putting the research into writing.

- (3) Mid-November or Mid-April: The student and the advisor should meet and the student should be prepared to present and discuss the paper with the advisor in an advanced draft form. At the discretion of the advisor, other faculty members, scholars, reference librarians, writing advisors, or outside commentators may be present to assist the student in developing final changes to the paper.

Both the faculty member supervising the Independent Study project and the appropriate Associate Dean must approve the project. Copies of the form indicating approval of the project will be retained by the Associate Dean and the Registrar's Office. The final due date must be no later than the end of finals period for the semester in which the Independent Study Project is undertaken. The final paper must be turned in to both the faculty member and the appropriate Associate Dean by the approved due date in order for credit to be given for the project.

2. Teaching Assignments and Assessment of Student Learning in Core Courses

In the JD core curriculum and, in particular, in those courses subject to Curve I (Civil Procedure I, Constitutional Law I, Contracts I and II, Criminal Law, Property, and Torts), faculty should strive to employ multiple formative or summative assessments over the course of the semester and to utilize a variety of approaches (such as essay questions, short answer questions, and multiple choice questions) in those assessments and the final examination.

Additionally, no adjunct faculty member will be assigned to teach courses subject to Curve I absent an emergency.

3. Final Examinations

(1) Faculty Responsibility

A written examination at the conclusion of each course will ordinarily be the principal determinant of a student's grade. However, interim examinations, briefs of cases and other assignments particularized to the class may be taken into account.

Class preparation and participation are essential components of the educational process. Individual professors may develop class rules and grading procedures which take into account a student's fulfillment of those responsibilities. Professors should distribute any special rules governing classroom participation and grading at the beginning of each semester.

Faculty members are responsible for preparation and grading (within a reasonable amount of time) of final examinations.

Final examinations are normally relational to the course hours. Although Faculty members do not proctor their own exams, they are expected to be either in the building or reachable by phone during the exam.

(2) Preparation of Examinations

The faculty secretaries type all final examinations unless the faculty member types his/her own examination. A form will be sent out to all faculty members about their respective examinations, the date they are due, and the date the grades are due. This schedule must be followed. Failure to give the faculty secretaries sufficient time to type the examination places a burden on both the secretaries and Academic Services. Faculty members must transpose their grades from the booklets to the grade sheets provided by the Registrar. The Academic Services staff will not transpose grades from the books to the exam authorization sheet. Faculty members who give take-home exams must notify their students in writing exactly where, when, and during what hours the exams are to be picked up and where they are to be delivered when they are completed. Academic Services should be given the same copy of instructions as is given to the students.

(3) Examination Scheduling

Final examinations must be given on the date and time scheduled by the Registrar unless other arrangements have been made in advance by the Academic Services Office.

(4) Make-up Examinations

Faculty may choose to either give the same exam or create a different exam for those students taking the exam at an alternate time.

An exam schedule for each semester is published with the registration materials.

The matter of whether to give an alternative exam rests in the hands of the instructor. The Associate Dean will not intervene absent extraordinary circumstances.

(5) Law School Policy Requiring Faculty to Engage in Reasonable Post-Examination Review with Students

In accordance with an ABA recommendation, the Law School has a policy requiring faculty members to engage in reasonable post-examination review with students, preferably individual review upon request. Absent good cause, students should also have a right to reasonably review their examination papers. This does not mean that faculty members are obligated to review examinations individually with all students in every course. A reasonable policy may take into account the workload of

individual teachers, the number of examinations in the course, the academic needs of the particular students requesting review, and the availability of review in courses throughout the school. Faculty members may choose to carry out such a policy using alternative means, including engaging in individual review of examinations upon a student's request, by holding a general review concerning the examination open to all students, or by providing an outline or exemplar of good examination answers.