Each college and university in the United States undeniably intersects with the American legal system in multiple ways. No person directly connected with higher education, whether student, staff, faculty, parent, vendor, or visitor, is outside the influence of the law. It is essential, therefore, that competent student affairs practitioners have a basic understanding of legal concepts that directly apply to their work.

But don’t take my word for it. The following is from *Professional Competency Areas for Student Affairs Practitioners (2010)*, endorsed by both NASPA and ACPA:

**Law, Policy, and Governance**

*The Law, Policy, and Governance competency area includes the knowledge, skills, and attitudes relating to policy development processes used in various contexts, the application of legal constructs (emphasis added), and the understanding of governance structures and their effect on one’s professional practice.*

One should be able to:

1. Explain differences between public and private higher education with respect to the legal system and what they may mean for students, faculty, and staff at both types of institutions;
2. Describe evolving legal theories that define the student-institution relationship and how they affect professional practice;
3. Describe how national and state constitutions and laws influence the rights that students, faculty, and staff have on public and private campuses;
4. Explain the concepts of risk management and liability reduction strategies;
5. Explain when to consult with one’s immediate supervisor and campus legal counsel about matters that may have legal ramifications;
6. Act in accordance with federal and state laws and institutional policies regarding nondiscrimination;

7. Explain the legal theories connected with torts and negligence and how they affect professional practice; and

8. Explain the legal theories connected with contract law and how they affect professional practice.

With that said, educators need not learn to be lawyers (there are plenty of them already!). Rather, educators, administrators, and public policy-makers have different roles to play – roles in which it is more critical to know about the law than to know the law; more critical to know how to analyze problems from their own discipline’s perspective, against the backdrop of law, than to analyze problems from the lawyer’s perspective; and more critical to know how to work with lawyers in performing the educator’s, administrator’s, or public policy maker’s functions, than to perform the lawyers’ functions for them.

If this course “feels different” from other student development courses, it is because our work looks different through the lenses of liability, competing rights, and contractual obligations. However, if you keep an open mind, prepare diligently, and engage fully in class discussions, I promise you will complete this course more aware of the classical and contemporary legal issues that affect our work and better prepared to address these issues in your student affairs practice.

TEXT

The one and only required text for this course is


Additional supplemental materials, including the week’s cases, will regularly be provided or may require some research by students.

LEARNING OBJECTIVES

My objectives for this course are the following:

1. To familiarize students with the legal issues typically encountered by student affairs professionals and to enable students to analyze such issues so they may effectively work toward resolution with the assistance of legal counsel;
2. To further develop the students’ ability to engage in critical thinking in their analysis of legal issues and to broaden their perspective in the evaluation of the law;
3. To introduce students to legal research, to enhance their writing skills, and to further develop their oral presentation skills; and
4. To introduce practical ways of addressing legal problems encountered in student affairs.

SCHOOL OF EDUCATION IDEA OBJECTIVES FOR THIS COURSE

Objectives that are Essential for this Course:

1. Gaining factual knowledge (terminology, classifications, methods, trends);
2. Learning fundamental principles, generalizations, or theories; and
3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
Objectives that are **Important** for this Course:

1. Learning to apply course material (to improve thinking, problem solving, and decisions); and
2. Developing skill in expressing oneself orally or in writing.

Minor objectives:

1. Acquiring skills in working with others as a member of a team;
2. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.);
3. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.);
4. Learning how to find and use resources for answering questions or solving problems;
5. Developing a clearer understanding of, and commitment to, personal values;
6. Learning to analyze and critically evaluate ideas, arguments, and points of view; and
7. Acquiring an interest in learning more by asking questions and seeking answers.

**EMAIL/SAKAI**

Email using your Loyola email account will be the primary mode of out-of-class contact for this course. As such, it is imperative that you check your @luc.edu email and Sakai messages frequently.

**STUDENT PERFORMANCE EVALUATION**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-term Examination</td>
<td>20</td>
<td>(Feb 26)</td>
</tr>
<tr>
<td>Paper</td>
<td>25</td>
<td>(due April 9)</td>
</tr>
<tr>
<td>Final Examination</td>
<td>30</td>
<td>(April 30)</td>
</tr>
<tr>
<td>Class Participation</td>
<td>20</td>
<td>(ongoing)</td>
</tr>
<tr>
<td>Case Brief Presentation</td>
<td>5</td>
<td>(varies)</td>
</tr>
</tbody>
</table>

**Examinations**

Exams will be in the common law school format of “issue spotting.” You will be presented with one or more hypothetical scenario and asked to take on the role of an administrator in recognizing and analyzing the legal issues at hand. Success will be achieved by correctly identifying the issue, accurately summarizing and citing relevant legal rules, and providing a reasoned and legally sound recommendation for action. Additional guidance, including a sample exam and answer, will be provided in Sakai about this unique testing format as the date draws nearer.

**Paper**

Each student will research and write a 15-20 page paper in proper APA format. Students should be prepared to identify topics of interest at the second class meeting. The instructor will be available to work with each student throughout the semester to help direct research and provide guidance on the development of the paper. Grading will be based on the quality of the writing and the clarity and organization of the paper. The paper should logically and thoroughly explain the legal issues involved with the topic area and make recommendations for action, such as proposed administrative policies and practices, which would lead to effective legal compliance and yet ease practical difficulties associated with the issues identified.

Possible topics include, but are not limited to:

1. Student Diversity in Admissions and Financial Aid
2. The Student’s Right to Privacy
3. New Trends in Student Discipline and Due Process
4. Expression and Dissent by Students
5. Undocumented Citizens and Access to Higher Education
6. Emerging Law in Student Self-Harm and Mental Health Concerns
7. The Student and Sexual Harassment
8. Student Athlete Unionization
9. Student Organizations and Discrimination
10. Accountability for Professional Standards and Ethics
11. The Impact and Future of Title IX

The week of March 19, the instructor will be available for additional assistance with papers or to review initial drafts and provide feedback.

Final papers are due on April 9 (at the beginning of class, if in person; 7:00 PM if submitted electronically). Papers turned in after this time are late, which will result in a reduced number of points awarded for the paper at the discretion of the instructor.

**Participation**

The portion of your grade relating to your performance in class will be based on the instructor’s subjective evaluation of the quality and depth of your comments both in class and on the website, and the extent to which you contribute relevant, perceptive insights and knowledge about the material covered.

You will likely enhance your participation grade by:

1. Coming to class on time and prepared (more on this below)
2. Being able to accurately respond to questions presented in class regarding the facts, rule, holding, and/or rationale of a legal case
3. Respectfully presenting the basis for your views or opinions
4. Remaining open-minded and prepared to reflect on and analyze all sides of a question, recognizing that law is subject to different interpretations and not grounded on absolutes
5. Refraining from verbal games, distractions, or arguments about whether anyone is right or wrong
6. Contributing to professional, collegial atmosphere and showing respect for the views of others, even if you differ in your opinion
7. Recognizing that all participants have valuable experiences and perspectives to share, and ensuring that “airtime” is not dominated to the detriment of the discussion

Students are expected to be on time and prepared for class. This class will rely in part on the Socratic method, by which any student may be called upon to engage in discussion about the case at hand. This discussion is integral to the format of the course and requires diligent preparation by all students. Late arrivals, in addition to being discourteous, are disruptive and interrupt the flow of the dialogue. Unexcused absences may result in reduction of the number of points awarded for class participation, in addition to jeopardizing your performance on exams.
**A Note on Reading Legal Opinions:** Appendix C of your textbook contains excellent guidance on reading and analyzing court opinions. You may wish to review this guidance as you begin reading the cases assigned for the course. Some additional points:

1. Case titles appear as "A" v. "B" followed by a series of numbers showing the court, the date, and the volume reference.
2. Disregard terms like "petitioner," "respondent," "appellant" and "appellee." Instead, focus on the identity of the party maintaining the action (the plaintiff) and the party against whom it is brought (the defendant).
3. Make your analysis by: (1) understanding the facts; (2) determining the court's holding; and (3) identifying the key points in the rationale of the holding. You should then evaluate the arguments “for” and “against” the decision, including those of fairness and furtherance of public policy. Finally, assess the relevance of the case to your future work.
4. Appendix D in your textbook is a glossary of legal terms to which you may want to refer as you encounter legal terminology in the cases. If you cannot locate a term in this glossary, you may want to refer to “Black's Law Dictionary,” which is available in our library and in the instructor’s office on the Lake Shore Campus.

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**Case Brief Presentation**

Case law briefs are tools for summarizing and synthesizing the essential information regarding a specific case. Through writing briefs, students will optimally learn to mine the text of a case for the essential points and issues including how the court’s decision impacts higher education.

Each student will briefly present one case of interest to the class to assist in the discussion of the legal and factual issues. The instructor will assign a case to a student at least one week before the student is to present the case to the class. The student should be prepared on the scheduled date to present and lead, or assist in leading, the discussion of that case as it relates with that class period’s focus and to distribute their case brief to the class.

The essential elements to include when preparing case briefs include:

- Appropriate and clear heading
- The key facts of the case
- The issues and/or questions that are to be decided by the court
- The holding (decision) of the court
- The legal analysis/rationale that resulted in the holding
- The conclusion for the reader (what can we take away as the result of the case)

Briefs submitted for grades are not to exceed 2 pages (1 sheet, front and back) in length (but feel free to squeeze in as much info as you can with an 11-point or higher font). Sample briefs will be available in Sakai.

**Missed Assignments**

In case you must miss a scheduled exam, paper deadline, or presentation date, make-up assignments or presentations will be permitted only at the discretion of the instructor based on the demonstration of a compelling reason. Any make-up assignments that are permitted will only be administered after the assignment has been administered to the other
students in the class. Make-up assignments may differ in content and format from the assignment given to the larger class. All exams must be taken on a Loyola campus at a place and time authorized by the instructor.

Course Grade Protocol

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>94-100</td>
<td>A</td>
</tr>
<tr>
<td>90-93</td>
<td>A-</td>
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<tr>
<td>87-89</td>
<td>B+</td>
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<tr>
<td>84-86</td>
<td>B</td>
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<td>80-83</td>
<td>C+</td>
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<td>77-79</td>
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<td>74-76</td>
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<td>67-69</td>
<td>D+</td>
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<tr>
<td>64-66</td>
<td>D</td>
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<tr>
<td>60-63</td>
<td>D-</td>
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<tr>
<td>59 or fewer</td>
<td>F</td>
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</tbody>
</table>

CONDUCTING LEGAL RESEARCH (AKA, “FINDING THE STINKIN’ CASE”)

Searching Federal/State Court Cases

Students may wish to access full-text federal and state court cases as part of their research for assignments. If you know either the name of the case (the parties involved) or the official citation for the case, a case can easily be accessed electronically through Loyola’s library. Students will be introduced to this process in class.

Instructions: Go to LUC Homepage (www.luc.edu) and click on the main link to Libraries found under Resources. Then click on Libraries Home Page.

- Next, click on Databases by Title and click on the letter ‘L’
- Then click on Lexis-Nexis Academic
- At bottom of page, click on the tab labeled “Look Up a Legal Case”
- Then, you can enter either the name of the case (e.g., Healy v. James) or the actual citation (e.g., 408 U.S. 169) to get to the full text of the case. Note that full texts are typically quite lengthy as they contain footnotes and other detailed information pertinent to the case.
- Also, use the ‘Academic Knowledge Center’ tab (left side) and this takes you directly to many legal sources.

An Alternative: A second, easier and often faster, approach to finding key cases is simply to Google the name of the case or its full citation. Often times, you will receive a direct link to the full text of the case! If this works, it may not give you access to all the related analysis and other information provided by Lexis-Nexis Academic.

SELECTED WEB-BASED RESEARCH RESOURCES (Big thanks to Terry Williams!)

- National Association of College and University Attorneys (www.nacua.org)
- Association of Student Conduct Administration (www.theasca.org)
- American Association of Collegiate Registrars and Admission Officers (www.aacrao.org) Click on AACRAO Transcript and AACRAO SecureU for updates on legal issues
- Campus Legal Information Clearinghouse, Office of General Counsel, The Catholic University of America (http://counsel.cua.edu)
- National Center for Higher Education Risk Management (www.ncherm.org)
- National Immigration Law Center (http://www.nilc.org)
- Foundation for Individual Rights in Education (http://www.thefire.org)
- U.S. Code (http://uscode.house.gov) (all Federal statutes)
- Federal Judiciary Homepage (http://www.uscourts.gov/courtlinks.html)
• Higher Education Compliance Alliance (http://www.higheredcompliance.org)
• Illinois Board of Higher Education (http://www.ibhe.org)
• Illinois Community College Board (http://www.iccb.org)
• Illinois Compiled Statutes (ILCS) (http://www.ilga.gov)
• Equal Employment Opportunity Commission (EEOC) (http://www.eeoc.gov)
• UCLA Civil Rights Project (http://www.civilrightsproject.ucla.edu/)
• Center for Individual Rights (CIR) (http://www.cir-usa.org/)
• Alliance Defense Fund (ADF) (http://www.alliancedefensefund.org/)
• Student Press Law Center (http://www.splc.org)
• Inside Higher Education (http://www.insidehighered.com) (See section on ‘Quick Takes’
• The Chronicle of Higher Education (http://www.chronicle.com) (See section on ‘The Ticker’. You can access subscriber information by accessing the journal online through Loyola libraries.)
COURSE SCHEDULE AND TOPICAL OUTLINE

Class 1 / January 15  INTRODUCTION TO THE COURSE AND TO THE AMERICAN LEGAL SYSTEM

LHE Reading:
- General Introduction: The Study of Higher Education Law, pages 1-8
- Perspectives and Foundations, pages 11-32 (especially 1.2)

Supplemental Materials:
- United States v. Virginia
- Chaudhuri v. Tennessee State University

Class 2 / January 22  STUDENT CONSTITUTIONAL RIGHTS: DISCIPLINE, DUE PROCESS, AND SECTION 1983

LHE Reading:
- Section 1.5: The Public-Private Dichotomy, pages 33-46
- Section 9.1: Disciplinary and Grievance Systems, pages 569-580
- Section 9.2: Disciplinary Rules and Regulations, pages 580-587
- Section 9.3: Procedures for Suspension, Dismissal, and Other Sanctions, pages 587-602

Supplemental Materials:
- Due Process - An Introduction
- Section 1983 of the Civil Rights Act of 1871
- Tatro v. University of Minnesota
- Regents of Univ. of Michigan v. Ewing
- Pugel v. University of Illinois
- Hart v. Ferris State College
- Giebel v. Sylvester

Class 3 / January 29  RIGHT OF PRIVACY: SEARCH AND SEIZURE, STUDENT HOUSING, DRUG TESTING, CAMPUS POLICE, FERPA

LHE Reading:
- Section 7.4.1: Student Housing Overview, pages 446-447
- Section 7.4.3: Searches and Seizures, pages 455-461
- Section 10.4.8: Drug Testing, pages 733-739
- Section 7.6.1: Security Officers, pages 476-481
- Section 7.8.1: FERPA, pages 495-500

Supplemental Materials:
- Comments on Search and Seizure
- Board of Education v. Earls
- Commonwealth v. Neilson
- Devers v. Southern
- Minnesota v. Carter
- Piazzola v. Watkins
- Gonzaga v. Doe
Class 4 / February 5  
**ADMISSIONS AND AFFIRMATIVE ACTION**

LHE Reading:
- Section 7.2.1-7.2.4.1: Admissions, through Race, pages 376-384
- Section 7.2.5: Affirmative Action Programs, pages 398-421
- Section 7.3.3-7.3.4: Financial Aid, Nondiscrimination through Affirmative Action, pages 431-438

Supplemental Materials:
- Grove v. Ohio State University
- Grutter v. Bollinger
- Fisher v. University of Texas
- Podberesky v. Kirwan

Class 5 / February 12  
**TORTS: NEGLIGENCE, DUTY OF PROTECTION, AND INSTITUTIONAL LIABILITY**

LHE Reading:
- Section 3.2: Institutional Tort Liability, pages 97-125
- Section 7.6.2: Protecting Students against Violent Crime, pages 481-486
- Section 7.6.3: Federal Statutes and Campus Security, pages 486-490

Supplemental Materials:
- TBD

Class 6 / February 19  
**DISABILITY DISCRIMINATION AND ACCOMMODATION / BEHAVIORAL INTERVENTION**

LHE Reading:
- Section 7.2.4.3: Admissions, Disability, pages 389-395
- Section 8.4: Academic Accommodations for Students with Disabilities, pages 519-533
- Section 10.4.7: Athletics, Discrimination on the Basis of Disability, pages 731-733
- Section 9.2.4 Disciplining Students with Mental Disorders, pages 584-587

Supplemental Materials:
- Southeastern Community College v. Davis
- Tarasoff v. Regents of the University of California
- TBD

Class 7 / February 26  
**MID-TERM EXAMINATION**

NO CLASS / March 5  
**SPRING BREAK**

Class 8 / March 12  
**TITLE IX: GENDER-BASED MISCONDUCT AND DISCRIMINATION**

LHE Reading:
- Section 11.5.3: Title IX, pages 805-808
- Section 10.4.6: Athletics and Sex Discrimination, pages 716-731
- Section 7.2.4.2: Admissions and Sex, pages 384-389
- Section 8.5: Sexual Harassment of Students by Faculty Members, pages 533-553

Supplemental Materials:
Class 9 / March 19  OPTIONAL CLASS (TPE/NASPA)

During this week, time will be provided for individualized meeting and guidance regarding papers. Drafts must be submitted by March 12 if feedback is desired.

Class 10 / March 26  FREEDOMS OF EXPRESSION: STUDENT PRESS, ASSEMBLY, AND ACCESS, AND DEALING WITH STUDENT PROTESTS AND DISRUPTIONS

LHE Reading:
- Section 9.4: Student Protests and Freedom of Speech, pages 602-624
- Section 9.5: Speech Codes and the Problem of Hate Speech, pages 624-636
- Section 10.3: The Student Press, pages 685-704

Supplemental Materials:
- TBD

NO CLASS / April 2  HOLY THURSDAY (PART OF EASTER WEEKEND)

Class 11 / April 9  CONTRACTUAL AND INTELLECTUAL PROPERTY ISSUES

LHE Reading:
- Section 7.1.3: The Contractual Rights of Students, pages 345-353
- Section 7.2.3: The Contract Theory in Admission, pages 379-380
- Section 10.4.5: Athletic Scholarships, pages 712-716
- Section 11.3.2.3: Regulation of Intellectual Property, pages 783-794

Supplemental Materials:
- TBD

Class 12 / April 16  FACULTY ACADEMIC FREEDOM

Text pages:
- Section 6.1: General Concepts and Principles, pages 275-306
- Section 6.2: Academic Freedom in Teaching, pages 307-326

Supplemental Materials:
- TBD

Class 13 / April 23  EMERGING LEGAL ISSUES/HOT TOPICS

Text pages:
- TBD – Let’s see what the semester brings...

Supplemental Materials:
- TBD
OTHER IMPORTANT INFORMATION

COURSE LEARNING OUTCOMES

Upon completion of this course, students should be able...

1. To effectively recognize a wide variety of legal issues on the campus both before and at the time that they emerge at the institution;
2. To identify and become proficient in utilizing a variety of legal and other resources that can assist in effectively preparing for and addressing legal issues on the campus;
3. To develop skills in finding, reading, and understanding statutory and case law pertaining to higher education including how the law intersects with institutional/educational policy;
4. To acquire new levels of knowledge and efficacy in becoming active participants in addressing and resolving legal issues on the campus;
5. To gain enhanced understanding of the ethical, moral and social justice issues linked to legal issues and educational policy in higher education;
6. To acquire greater sensitivity and awareness of the potential legal ramifications of decision making and policy development on the campus; and
7. To gain an appreciation and understanding for the value and importance of remaining current on emerging legal issues that face the campus.

SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

The conceptual framework for Loyola’s School of Education that grounds our curriculum and learning outcomes emphasizes “Professionalism in Service of Social Justice.” This framework is consistent with the design and content of this course. The course in particular focuses on several key legal challenges important not only to U.S. higher education but to greater society as well. For example, these challenges involve incorporating fundamental fairness and justice in all educational policies and procedures so that all students, faculty, and staff (and other stakeholders) are treated equitably and with civility and dignity. Specific legal issues that address framework values include nondiscrimination (on basis of sex, race, color, national origin, ability, sexual orientation, gender identity, religion, etc.) in the setting and implementation of educational policy at the local, state, and national levels. Educational policies that focus on the needs of traditionally marginalized and underserved populations of students, faculty, and staff are addressed in the course along with the evolving legal landscape in higher education for undocumented students.

Diversity. In alignment with the SOE conceptual framework focusing on advancing social justice in society, this course addresses important social justice issues especially around access issues to higher education. To illustrate, the intersection of law with educational policy is addressed around issues related to nondiscrimination in admission including the continuing debate in society around affirmative action programs in higher education both in admission and in employment. Additionally, because American higher education is diverse in so many different ways, how the law may impact educational policy at these diverse institutions is addressed. Other examples of diversity impacted by the law include policies that address sex, sexual orientation, disability, race, ethnicity, color, religion, ability, etc.

Technology. Students in this course will become familiar with a wide variety of legal resources, many of them internet based. Students will use technology to access information from the course Sakai site and Lexis-Nexis software in order to complete assignments. Most importantly, students will use internet-based resources to conduct research and produce a paper. This will enhance their ability to use technology as a learning and research tool.
**Professional Dispositions.** The SOE also requires all programs to assess students on attitudes and dispositions that connect with specific behaviors expected of professional educators regardless of their field of study. Each graduate program has a comprehensive rubric used by faculty in each graduate course to assess students on those dispositions. During each academic year, all students are evaluated by faculty based on collective assessments in the students’ courses. The assessment rubric for Spring 2015 Higher Education courses is included below, and students are expected to become familiar with and to strive to adhere to each set of expectations. The course rubrics are completed by faculty in LiveText at end of the semester, and these rubrics will be available to students. Depending on the results of the annual review, students may be asked to meet with program faculty to discuss specific aspects of the assessment.

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**Professional Dispositions**  
Loyola University Chicago  
Higher Education Program

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<thead>
<tr>
<th><strong>Candidate</strong></th>
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<tr>
<td><strong>Faculty</strong></td>
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<tr>
<td><strong>Date</strong></td>
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Please rate the candidate using: Target (above average), Acceptable, Unacceptable

<table>
<thead>
<tr>
<th>Professionalism</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
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</thead>
<tbody>
<tr>
<td>Professionalism</td>
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<tr>
<td></td>
<td>Student demonstrates exceptional ability to work well with others, lead educational initiatives, and show leadership qualities in professional settings</td>
<td>Student demonstrates an ability to work well with others in a professional setting through exhibiting behaviors such as punctuality, meeting deadlines, and being open and responsive to feedback</td>
<td>Student fails to demonstrate professional behavior in the academic or work setting</td>
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<tr>
<td>Student meets all deadlines</td>
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<tr>
<td>Student attends class and is punctual for all professional obligations</td>
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<tr>
<td>Student communicates promptly with faculty, supervisors, employers, and peers (no longer than 2 business days)</td>
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<tr>
<td>Student is able to express himself or herself appropriately (verbally and in writing) with faculty, supervisors, employers, and</td>
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### ACADEMIC HONESTY

Academic honesty – and integrity in general – is a big deal to me. I believe that integrity is an essential character trait for any competent educator. I expect that your work will be original, your mistakes owned, and your efforts diligent.

The School of Education’s Policy on Academic Integrity can be found at:
[http://www.luc.edu/education/academics_policies_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml).
For additional academic policies and procedures refer to:
http://www.luc.edu/education/academics_policies_main.shtml

ACCESSIBILITY

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) Office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term.

The University policy on accommodations and participation in courses is available at: http://www.luc.edu/sswd/

ETHICSLINE REPORTING HOTLINE

Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report online (see below) or by dialing 855-603-6988 (within the United States, Guam, and Puerto Rico).

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member’s ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others.

The link to file a report is available at: www.luc.edu/ethicsline

ELECTRONIC COMMUNICATION POLICIES AND GUIDELINES

The School of Education faculty, students, and staff respect each other’s rights, privacy, and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking, and research. All members of the University community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at: http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf http://www.luc.edu/media/lucedu/education/pdfs/SOE_Netiquette_Guidelines.pdf