

# 2025-26 UNDERGRADUATE STUDENT ACADEMIC AFFAIRS POLICIES AND GUIDELINES FOR FACULTY

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COLLEGE OF ARTS AND SCIENCES



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# UNDERGRADUATE STUDENT ACADEMIC AFFAIRS POLICIES AND GUIDELINES FOR FACULTY

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## ACADEMIC INTEGRITY

### Academic Misconduct

Academic integrity is the pursuit of scholarly activity in an open, honest, and responsible manner. It is needed to underpin any genuine learning community: it is a guiding principle for all academic activity at Loyola University Chicago. All members of the University community are expected to act in accordance with this principle.

Because academic misconduct gravely jeopardizes scholarly integrity, faculty must be vigilant in maintaining the security of all examinations, tests, and quizzes throughout the semester. Security before administering examinations, tests, etc., is no less vital than proctoring during the test. Proctoring may include taking attendance, walking the room, changing the usual seating arrangement, checking prior to the test to see that students' materials are inaccessible (e.g., in a closed backpack, and not on hand-held devices or cellular phones) and collecting (for later retrieval) other material that students are not to use during the test, such as loose notes, books, calculators, or other devices. Faculty should not leave the room or neglect to observe activity in the room. All tests and exams are to be proctored by the instructor.

Students are sometimes unclear as to what constitutes academic misconduct in general and plagiarism in particular. Faculty should define these terms in class and the ground rules of the course syllabus; instruct students in what they should do (e.g., cite reputable sources) to avoid coming under the suspicion of plagiarism; and make themselves available to answer any questions that students may have. Instructors should communicate to students that the use of peer editing, or other forms of approved consultation, do not make using another's—even a family member's—words or ideas anything other than plagiarism. University policies are set forth in the [Undergraduate Standards and Regulations](#), (See: Academic Integrity.) For a very clear and thorough discussion of this subject, please see the Council of Writing Program Administrators' website for [Defining and Avoiding Plagiarism](#).

The University has secured access for faculty to use [Turnitin](#), an online plagiarism-detection tool ([ITS information/resources on Turnitin](#)). Instructors are encouraged to use it systematically. Please be aware that students too may submit drafts of their papers directly to *Turnitin*. The site advertises this feature as alerting students to any places they have inadvertently omitted citation-information when they quote from a source. Unfortunately, *Turnitin* cannot control for when students re-phrase the quotation rather than adding the citation: faculty should always make plain to their students that academic integrity requires them to cite sources for information they paraphrase as well

as for direct quotations, since plagiarism consists of any uncredited appropriation of the ideas of a source.

Faculty must also remain alert to all forms of plagiarism, including AI-assisted plagiarism (misuse of Artificial Intelligence). The use of AI in college writing is ever-evolving, as are the tools and resources used to detect its unauthorized use. The university is currently enrolled in the pilot phase for [Turnitin's AI writing detection](#) module. Although no software is error-proof, early feedback suggests that detection rates over 20% are reliable. Still, there are other ways to support a suspected case of AI-assisted plagiarism, such as (a) content of the work goes beyond the scope of what was taught to the class; (b) the work submitted contains inaccuracies; (c) the work submitted is written in a different style from writing submitted previously in the course. The following resources are offered by the university for further education:

Related Web sites:

- [Office of Online Learning, Academic Integrity Toolbox](#)
- [ChatGPT and Generative AI-A Resource Guide for Faculty](#)

### Reporting a Case of Academic Misconduct

Faculty must review the penalties for academic misconduct and the policies and procedures for academic grievances available in the [Academic Catalog](#) (*See Academic Integrity*). These policies and procedures are binding upon faculty. Instructors must remind students of the penalties for academic misconduct through relevant sections of this policy in their course syllabus. *All penalties should be described specifically in the course syllabus.* If the penalty for dishonest behavior is an “F” for the course, instructors will have to call the student’s academic dean’s office to block the student from withdrawing from the course so that an F, rather than a W, will be recorded on the student’s transcript.

**Instructors must report all incidents of academic misconduct** to their chairperson and to the [Assistant Dean for Student Academic Affairs & Advising](#), in the CAS Dean’s Office; official notification occurs through the Maxient platform (see below). This requirement applies whether or not an academic penalty is assigned as a sanction. When a faculty member determines a student has engaged in academic misconduct, the following steps need to occur:

- Notify the student via e-mail or in person of the findings and the sanction being assigned. Allow the student an opportunity to respond before reporting the incident.
- Report your case through the [Maxient](#) platform at the link below.
- Select “College of Arts and Sciences” as the “Instructor College/School”: this will route all reports to the CAS Dean’s Office for review and action. If the

- student listed in the report has a major in another school, we will route the report to the appropriate person for student notification.
- Bookmark the website below, using it for all academic misconduct reporting.

The [\*\*Academic Misconduct Report form\*\*](#) can be found online. It streamlines the process from faculty report through student notification by providing a simplified template for reporting all incidents and by pulling student data directly from LOCUS. It also centralizes all student conduct records (both academic and behavioral) in one place.

Related Web sites:

- [CAS Statement on Academic Integrity](#)
- [Undergraduate Academic Standards and Regulations \(\*Academic Catalog\*\)](#)

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## COURSE MANAGEMENT

### Registration

Students may not attend classes for which they are not officially registered. Students can add and drop classes via LOCUS through the end of the Late Registration period each term. Faculty must inform any students who are not registered that they must be registered through LOCUS to remain in class. Faculty may review real-time class rosters in LOCUS to confirm a list of registered students. In fairness to students who follow the rules, under no circumstance may unregistered students “wait it out” in a full class to register later.

After the end of the Late Registration period, students may not register for and may not be registered for any additional classes. Faculty should check their online class roster(s) at the conclusion of the Late Registration period to verify that all students are properly registered. If students are not registered for the course section, instructors must direct them to leave the class.

### Class Rosters

Class rosters are available on-line through LOCUS. If faculty need assistance printing a class roster, they should check with their academic department’s administrative staff.

### Attendance and Participation

Every registered student is normally expected to attend all classroom and lab sessions, and to participate constructively in the learning activities conducted there. Similarly, courses offered as online, hybrid, or blended (see [Online Course Definitions](#)) may require students to participate in virtual class-meetings at real, specific times (synchronous sessions). It is incumbent upon the instructor to indicate clearly, in written ground rules, if and how participation will be calculated into the final grade. Also, instructors should indicate how students are to be penalized for missing a quiz, exam, or classroom exercise.

The university has established an Undergraduate Attendance Policy (See: [Undergraduate Attendance Policy](#)) to specify “...*the roles of students, instructors and university administrators in cases when students are absent from one or more classes.*” All faculty should adhere to this policy.

## Class Absences

On a strictly limited and pre-approved basis, a student may be allowed to miss a class in order to participate in a university-sponsored event. This situation normally includes such events as official athletic games or Loyola-sponsored competitions, e.g., debate, etc. It is the student's obligation to inform the faculty member of such an authorized absence in a timely fashion; in most cases, this information can be made available to the faculty at the beginning of the semester. For athletic events, an instructor should receive a schedule of off-campus athletic event dates from the student athlete or an academic advisor in Athletics. If the absence is authorized, the faculty member is to assist the student in making up the work that she or he has missed. If a faculty member has any questions about whether the requested absence is legitimate, the instructor should not hesitate to contact the College of Arts and Sciences Dean's Office.

## Syllabuses

The Office of the Provost has issued guidelines that apply to all courses at Loyola University Chicago: see [Course Syllabus Policy](#). The College of Arts & Sciences upholds those standards. We provide additional commentary here for the College.

Every semester, faculty must file one copy of each course syllabus with their academic department's chairperson or interdisciplinary program's director. Chairpersons and program directors have the responsibility of confirming all syllabuses' adherence to university mandates. Following these checks, departments and programs should retain the finalized syllabuses in their own archives so that they can be accessed readily in the case of any need, such as consultation within the unit about its curricula, sharing with partners in interdisciplinary collaborations, grade appeals and other course-related student academic grievances, or sudden teaching replacements. In planning a course syllabus and exam dates, faculty should be respectful of the major religious holidays that might affect students' attendance in class. Instructors may consult Campus Ministry's Web site for the [dates of religious observances](#).

Additionally, the University requires all syllabuses be deposited in a secure centralized repository, [Simple Syllabus](#). Members of faculty will be responsible for uploading their own syllabus documents individually. Syllabuses must be shared with students enrolled in the section no later than the first class-meeting.

All syllabuses must include pertinent course information, instructor information, Learning Objectives and plan with timeline of assignments, information about Academic Integrity, explanation of evaluation and grading with policies concerning regular timely

attendance and late or missing work, required materials and equipment, information about Accessibility Support, and information about Title IX, as set forth in the University [Course Syllabus Policy](#). Learning Outcomes, as further specified, (a) must be the same for all sections of courses taught in multiple sections under the same course number (including when different specific sections use different class materials), and (b) must articulate different Learning Outcomes for undergraduate and graduate levels when courses with the same topic are taught jointly at both levels.

The syllabus concisely maps the class, so that students are accurately informed of the opportunities and expectations that, by enrolling, they commit to meet.

**Course information** confirms the Class Schedule and Catalog in LOCUS, providing a point of orientation. Pre- and co-requisites, if the course has them, are important to state because students who do not comply with them or secure waivers may be removed from the class. University and School requirements to be satisfied by the class, such as Core or writing-intensive, indicate authorities for the content and pedagogy of the class beyond the subject area's home unit.

**Instructor information** equips students to communicate appropriately with their instructors (and TAs or SAs, as applicable) and to understand when to expect a reply. Aware that instructors' presence and accessibility are crucial for student success, all CAS faculty members should schedule sufficient time to be available to their students on campus each week; they may include some availability online also. Please include your availability in your syllabus, post it at your office, and communicate it to your home unit's administrative staff so that they may advise students who come looking for you in off hours.

**Learning Objectives, a description of learning activities, and a timeline of readings and other assignments and assessments** describe the organization and conduct of the class so that students will understand how to be ready. Loyola University Chicago is committed to respecting students' faith traditions: to that end Campus Ministry makes a [calendar of religious observances](#) available at their website. Please note with regard to final exams, that they are to be given only as scheduled in the University's final examination period. Final exams are not to be given during the last week of instruction. This policy allows for unit tests to be assigned during the last week of class, that is, an examination focused on a particular segment of the course and given to help consolidate the learning of that segment in preparation for a comprehensive final exam administered in the final examinations period. If the course is divided into segments and tested only segment by segment, the test for the final segment of the semester should be administered in the period scheduled for the course's final exam in the final examination period. See *Final Examinations* below for additional information.

Your syllabus should link to the University's **Statement on Academic Integrity** within the [Undergraduate Academic Standards & Regulations](#), setting your class within the context of these standards and procedures. It is a vital principle that honesty, trust, fairness, respect, responsibility, and courage form the necessary bedrock of scholarly activity. Please note that all findings academic integrity has been infringed on must be reported to the chairperson and to the CAS Dean's Office via Maxient report (See: Reporting a Case of Academic Misconduct.) Educational experiences may be assigned in combination with academic sanctions if the violation appears to result from a genuine misunderstanding.

**Grading and Related Policies:** Students will expect and need your syllabus to explain on what elements their work will be evaluated, their relative weights, the grading scale with cutoffs for pluses and minuses as well as for letter grades, academic sanctions for academic dishonesty, and the class's policies concerning regular timely attendance and late or missing work.

**Information about course-materials and national policies:** Syllabuses should, helpfully, identify required materials and equipment for the course and provide information about Accessibility Support and Title IX.

Related Web sites:

- [Simple Syllabus](#)

The following topics should be addressed within your syllabuses, in accordance with the Course Syllabus Policy and the information presented in this document.

### Attendance and Participation

See *Attendance and Participation* above.

### Class Absences

See *Class Absences* above.

### Ground Rules

Most students' academic grievances are the result of a lack of communication between the faculty member and students concerning course requirements and/or guidelines. Faculty should distribute a statement of the ground rules as part of the course syllabus on the first day of class and adhere to these rules during the semester. Ground rules normally include: (a) relative weights given to all gradable aspects of the course; (b) deadlines for assignments; (c) the grading

scale for the course, showing cutoffs for pluses and minuses as well as for whole grades; (d) the penalty for academic misconduct; (e) dates of examinations, including final exams. See generally the [Undergraduate Academic Standards and Regulations](#). NOTE: Instructors may not diverge from the official [Final Exam Schedule](#); please plan your course schedule accordingly.

Regarding the stated penalty for academic misconduct, it is important to consider outcomes that are both in alignment with the [Academic Integrity Policy](#) (See Academic Integrity), and proportional to the intention behind the offense. Faculty should consider under what conditions they may choose to impose such outcomes and be prepared to adhere to their statement.

### Office Hours

See *Office Hours* below.

### Prerequisites

If any, the course syllabus should make note of the course's prerequisites. Please advise students that not having satisfied a course's prerequisites may constitute grounds for being withdrawn from that course. Students should consult with their Academic Advisor if they have questions about eligibility to be enrolled in a course.

### Core Curriculum Requirements

See *Core Curriculum Requirements* below.

### Writing-Intensive Sections

See *Writing Intensive Sections* below.

### Students with Disabilities

See *Students with Disabilities* below.

### Final Exams

Final exams are not to be given during the last week of instruction. Final exams are to be given only as scheduled in the University's final examination period. This policy allows for unit tests to be assigned during the last week of class, that is, an examination focused on a particular segment of the course and given to help consolidate the learning of that segment in preparation for a comprehensive final exam administered in the final examinations period. If the course is divided into segments and tested only segment by segment, the test for the final segment

of the semester should be administered in the period scheduled for the course's final exam in the final examination period. See *Final Examinations* below for additional information.

## Teaching Obligations

A faculty member should never cancel a class session without a serious reason and only as an absolute last resort. In the event an instructor is unable to meet a class, the instructor must inform the chairperson immediately, and every effort should be made, by the chairperson or the faculty member (as department policy dictates), to find a colleague to teach the class.

## Email and Record-keeping

University legal counsel advises faculty members to use their official university email address for all student correspondence. This form of communication can be crucial to the resolution of various academic matters and is discoverable in many legal ones.

Additionally, students may appeal to change an academic record “within one calendar year after the last day of the academic term in question.” Therefore, all faculty must retain any graded coursework not returned to students as well as all attendance and grade records for one year following the end of a given term. Please check with your department/interdisciplinary program to ensure compliance with any additional guidelines regarding the retention of course materials, especially if your employment with the university is ending.

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## CURRICULAR MATTERS

### Core Curriculum Requirements

Courses carrying Core Curriculum credit are identified as such in LOCUS. Students may search for Core courses in the Class Schedule via the *Class Search* function in LOCUS. Only courses that are designated in LOCUS with a Core course attribute will satisfy Core requirements, as applicable to the student. Students may contact their Academic Advisor with questions about the Core Curriculum.

Related Web sites:

- [University Core Curriculum](#)
- [University Requirement: Engaged Learning](#)

### Writing-Intensive Sections

“Writing Intensive (WI)” classes are offered under the supervision of the Writing Program, additionally to their subject-area’s home academic unit. Only course sections that have been approved by the Writing Program as meeting the guidelines as such (See: [Writing Intensive Designation](#) website) are considered writing-intensive sections of those courses. These sections should be marked in the Class Schedule with a “W” in their section numbers and have the requirement designation “Writing Intensive.”

Students may not ‘contract’ to convert a non-writing-intensive section or course to count as writing-intensive. No one should refer to sections as ‘writing-intensive’ unless they are properly coded with a W and writing-intensive attributes. Faculty with questions about the possibility of offering a course with the “Writing Intensive” designation should consult with the Writing Program’s Coordinator for Writing Across the Curriculum. Neither academic departments, interdisciplinary programs, nor individual members of faculty may give permission for students to enroll in closed, full writing-intensive sections. For information regarding admission to closed writing-intensive courses, faculty and students may contact the CAS Dean’s Office.

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## FINAL EXAMINATIONS

### Final Examinations

Final examinations must be administered only during the officially scheduled Final Examinations period. Please review the University academic calendars for the [Final Examinations schedule](#).

Due to the nature of the summer and J-term sessions, final exams should be given during the last scheduled meeting of the course. However, during the fall or spring semester, final exams are not to be given during the last week of instruction. Final exams are to be given only as scheduled in the University's final examination period. This policy allows for unit tests to be assigned during the last week of class, that is, an examination focused on a particular segment of the course and given to help consolidate the learning of that segment in preparation for a comprehensive final exam administered in the final examinations period. If the course is divided into segments and tested only segment by segment, the test for the final segment of the semester should be administered in the period scheduled for the course's final exam in the final examination period.

No testing of any sort may be scheduled during the Study Day. The Study Day is intended to allow students to prepare for their scheduled final exams. The study day ends at 4:15 p.m.; final exams scheduled for 4:15 or later on must be administered as scheduled.

Faculty may not reschedule final exams for a class for another day and/or time during the final exam period. There can be no divergence from the posted schedule of dates for final exams. Individual students who have four (4) final exams scheduled for the same date may request to have one of those exams rescheduled. If a student reports having four final examinations scheduled for the same date, students should be directed to e-mail a petition to the [Assistant Dean for Student Academic Affairs](#).

Related Web site:

- [University Academic Calendars and Schedules](#)

### Faculty Availability During and After Examinations

Faculty members are expected to administer their final exams and to be available to advise students not only during the period of final exams, but also after the scheduled exams, through the full period of their contract, in order to address any student concerns about final grades. In addition, faculty who do not give a final exam for their

courses should be available to their students and offer them an appropriate educational experience during the scheduled final exam period. It is also important that department chairpersons and administrative assistants can reach faculty members promptly if students raise concerns after exams have finished. Please ensure your department has updated phone and email information on file.

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## GRADING

### Grade Entry

All faculty members must submit grades through LOCUS within 72 hours after the course's scheduled final examination, *not* 72 hours after the last day of the exam week. (Note: Grades for summer and J-term courses are due 72 hours after the last scheduled meeting of the course.) LOCUS posts a reminder of the official times for your courses' final exams as "My Exam Schedule," on the same page of your Faculty Center as "My Teaching Schedule." Please ensure that you are entering grades on the final grade roster in LOCUS. When entering grades in LOCUS, be sure your cursor is not located in cell/field of the last grade that you enter when you save the grades: if it is, that student's grade will not be posted. "NR" *may be entered only if a student's name appears on the grade roster, but the student has never participated the course.*

### Grade Changes

Any faculty member who has reason to change a grade after having submitted final grades for all students may submit a grade-change request via their Grade Roster in LOCUS. [Instructions](#) are available online (see p. 16).

The review and approval process takes place in the dean's office of the student's primary school/college via LOCUS. When entering the grade-change request in LOCUS, *a narrative explanation is required* in the Comments area; please note that this Comment becomes part of the student's academic record/file. The new grade will not appear on your Grade Roster immediately. After submitting a grade-change request via LOCUS, you should see "Pending" next to the grade-change request on your Grade Roster, indicating the request was submitted successfully and is *under review* by the student's academic dean's office. Grade-change requests are individually reviewed by the Dean's offices and, if approved, are posted on the student's record within a few days.

Grade changes may be requested to assign a letter grade (including "F") to replace an Incomplete, to correct computational or transcribing errors, or to account for appropriate work that the student handed in during the semester but that was misplaced or not recorded by the instructor. It is unlikely that requests made for other reasons will be approved by the dean's office. The CAS Dean's Office reviews all grade-change requests carefully and may ask the instructor for evidence to support requests based on computational or transcribing errors. Instructors should provide sufficient information in the Comments area of the grade-change request in LOCUS to explain the reason for the request. Except in the case of Incompletes, full evaluation of the quality and quantity of a student's work should occur *before* a grade is originally submitted at the end of the semester.

## Incompletes (“I” grades) and Missed Final Exams

Generally speaking, students are responsible for initiating requests for Incompletes (temporary “I” grade) with their instructors, and faculty have the authority to grant or deny requests for Incompletes. A temporary grade of Incomplete is only appropriate for a student who experiences a sudden, unexpected, or catastrophic life event *at the end of the semester*. Incompletes should not be granted as a means to remedy issues that have interfered with a student’s academic work throughout the semester. The university has defined both the policy and process involved in granting and executing an Incomplete: [Undergraduate Academic Standards and Regulations \(See: Grading System\)](#).

The [Undergraduate Request for a Mark of Incomplete](#) form must be completed and signed by both the student and the faculty member. Faculty members shall submit a completed Incomplete form via e-mail attachment to the [Assistant Dean for Student Academic Affairs & Advising](#) and to [incomplete@luc.edu](mailto:incomplete@luc.edu). If an instructor grants the Incomplete, the instructor must then enter the “I” grade in LOCUS when entering all other students’ final grades.

*Please note: If a faculty member will not be employed or is on leave before the Incomplete is resolved, it is incumbent on that faculty member to work with their department/interdisciplinary program to ensure that a qualified substitute is identified. The substitute would be responsible to communicate with the student, grade the outstanding work, and submit a final grade. Once identified, the substitute should communicate with the student to confirm their role. The department/interdisciplinary program should work with Registration & Records and with the Dean’s Office, as necessary, to give the substitute appropriate access to the class’s grade roster.*

**Students who are absent from final exams or do not turn in assigned course work**, but who do not initiate requests for Incompletes, should be assigned the grade they have earned on the basis of work completed during the semester, with a grade of “o” figured in for all missing work. If the student subsequently initiates a request for an Incomplete and demonstrates that the sudden, unexpected, or catastrophic life event justifying the Incomplete also prevented the making of a timely request, then the instructor may use the Grade Change process in LOCUS to request a change of the grade to a temporary Incomplete (i.e., “I” grade).

If an “I” is granted in a Fall-semester course that is a prerequisite for a course for which the student is registered in the upcoming Spring semester, then the student is expected to complete the work and pass the course prior to the start of the Spring-semester course. An unresolved “I” grade that is still in place at the start of the Spring semester may preclude the student from being eligible to begin the Spring-semester course.

Instructors may not assign Incompletes without consulting with the student and agreeing on the remaining exams/work *and* a specific deadline (not to be later than six weeks into the next semester). Instructors may *not* set *later* deadlines. However, instructors may use their discretion in setting *earlier* deadlines as they deem appropriate and fair. Like all other grade-change requests, instructors' requests to change a grade from "I" to a final letter grade (including a grade of "F") must be submitted via the grade-change request function in LOCUS. All grade changes should be submitted no later than one week after the outstanding work is completed.

If a student does not complete the work/exam for the course during the time period for an Incomplete granted by the instructor, then the instructor is expected to calculate the final grade for the course, factoring in "O" for any missing work/assessments, then submit a grade-change request to change the "I" grade to a final letter grade, even if the grade the student earns is an "F".

Related Web sites:

- [Undergraduate Academic Standards and Regulations \(See: Grading System\)](#)

See **Appendix** for more detailed information: **Guidance for Faculty Regarding the Temporary Grade of Incomplete (I grade)**

## Incompletes from the Previous Academic Term

The deadline for undergraduate students to complete work for temporary "Incomplete" grades that were granted for a previous semester (or Summer Session or January Term) is six weeks into the next immediate semester. (Faculty may have set earlier deadlines with the student.) Faculty members must enter a grade-change request through LOCUS within one week of this deadline. (Please note: Requirements for Incompletes granted to *graduate students* differ from those for undergraduate students. Consult [The Graduate School](#) if you are granting an Incomplete to a graduate student.)

To change a temporary "I" grade to a final letter grade, faculty members must submit a grade-change request through LOCUS. Instructors have *one week after the undergraduate deadline to submit work for an Incomplete* to submit grade-change requests via LOCUS. Review the [University academic calendar](#) for specific dates.

## Midterm Grades

The University requires that all undergraduate students receive in LOCUS a Mid-Term Report of their grades in every class, calculated based on coursework submitted for assessment to that point. The university deadlines for such reports will be published in the online [Academic Calendar](#) for the semester. Normally the date will fall in the 8<sup>th</sup>

week of the semester. The posted dates will serve as deadlines for all academic terms within the date-span of the semester, including terms distinct from the regular semesters.

Faculty should schedule an academically significant proportion of work in their courses, whether exams or papers or projects, to come due for assessment in the first half of the semester. Students' Mid-Term Grades will thereby be able to deliver a representative account of their standing in the class. On that basis, all students can make their informed decisions whether to complete the course or to withdraw. Students can view mid-term grades recorded in LOCUS securely. The Mid-Term Grade Roster, however, does *not* connect to the Final Grade Roster in LOCUS: Mid-Term Grades, as such, do not *affect* students' Final Grades, but only provide students with an authoritative summary of what their work in the first part of the semester would amount to if it were pro-rated over the semester as a whole.

A Mid-Term Grade entry of C– or lower in any class will prompt the University's Academic Alert process: the student will receive an e-mail message that provides information about academic support services.

Students may withdraw from classes with a “W” grade through the end of the 10th week of the Fall or Spring semester; see the [University academic calendar](#) for specific dates for these and other academic terms).

As soon as LOCUS opens for faculty to record mid-term grades, beginning in week two of each Fall or Spring semester, please check its list for any names of students who have never attended the class or completed any work for the course. If you find any such listings, please enter “NR” (“no record”) on the Mid-Term Grade Roster at that time so administrative outreach may be done. If a student has attended the course, however, even only once, but subsequently ceased attending without officially withdrawing or not submitting coursework, “NR” is not the appropriate record: instructors should then assign the Mid-Term or Final grade the student earns based on work submitted, with zeroes figured in for any missing work.

## Pass/Fail Conversion Deadlines and Auditing Classes Policy

An undergraduate student may convert a course registration either in or out of the “Pass/No-Pass” or “Audit” status only within the first two weeks of classes each Fall or Spring semester (review the [University academic calendar](#) for specific dates for these and other academic terms). Students must submit a request for Pass/No-Pass or Audit to their academic advisor. Students who audit courses are required to attend classes; these students are indicated by an “AU” on class rosters. If a student fails to attend the course, the faculty member should write to the CAS Dean's Office early so follow-up can

be initiated. “Pass/No-Pass” students are not indicated by any mark on class rosters. Faculty will enter grades as required for all students; LOCUS will convert the letter grade to “P or NP” when it posts to a student’s individual record.

Related Web sites:

- [Undergraduate Academic Standards and Regulations \(See: Grading System\)](#)

## Withdrawal (“W” Grade) Policy

Students may withdraw from a course and receive a mark of “W” without penalty until and through the end of the 10th week of the Fall or Spring semester (review the [University academic calendar](#) for specific dates for these and other academic terms), also known as the last day to withdraw with a “W” grade. After the 10th week of the Fall or Spring semester, students may no longer withdraw from a course (Please note: In order to drop from full-time to part-time status, or, to drop any course as a part-time student, the student must connect with an academic advisor.) The obligation of faculty to evaluate and inform students of their academic progress prior to the last day to withdraw with a “W” grade is driven by this policy.

Clear communication is important in discussing a student’s progress. Faculty should never convey to a student that they must withdraw from a course, nor predict that the student will do better and should remain in the course. Students should be given all the relevant information and course-component grades in order to make their own decisions about remaining in or withdrawing from a course.

## Withdrawals After the Last Day to Withdraw with a “W”

Undergraduate students may not withdraw from a course after the last day to withdraw with a “W” grade has passed; *faculty should never direct students to “request a ‘W’ grade” after this date.* Students in need of a withdrawal after the 10<sup>th</sup> week of class may be eligible for a [Complete Emergency Withdrawal](#) (See *Withdrawal from the University.*) Students who wish to learn how an academic withdrawal might affect their academic standing should be directed to meet with their academic advisor. If the student is a first or second year student, his/her academic advisor is in the First and Second Year Advising (FSYA) Office, Sullivan 260. If the student is a junior, senior, or transfer student, his/her academic advisor is in his/her respective school’s academic dean’s office.

*Please note: The decision to grant a Complete Emergency Withdrawal or other academic appeal is made only by student’s advising unit and only in documented, extenuating circumstances. Academic advisors are best equipped to review a student’s academic options should the need arise.*

## STUDENT SUPPORT

### Academic Advising

Freshmen and Sophomore students are advised by academic advisors in the Office of First and Second Year Advising (FSYA), located in the Sullivan Center, Room 260 (Phone: 773.508.7714; Email: [fsyadvising@luc.edu](mailto:fsyadvising@luc.edu).) FSYA academic advisors advise first and second year students across all undergraduate schools. Juniors, seniors, and transfer students are advised within their respective school's academic dean's office. CAS juniors, seniors, and transfer students receive their primary academic advising through the CAS Dean's Office (Cuneo Hall, 400). An instructor who has a student in need of academic advising, yet is uncertain where to direct the student, should contact the CAS Dean's Office (Phone: 773.508.3500; Email: [casadvisor@luc.edu](mailto:casadvisor@luc.edu).)

Related Web sites:

- [First and Second Year Advising \(FSYA\)](#) (Freshmen, Sophomores)
- [CAS Dean's Office Academic Advising](#) (Juniors, Seniors, Transfers)

### CURA Network (University-wide coordinated student support)

Managed by the Office of the Dean of Students, the [CURA Network](#) provides “support, coordination, case management, and resource referrals for student concerns across the university.” Faculty may report student concerns across five categories through one central reporting system: (a) Equity & Title IX Concerns; (b) Behavioral Concerns: BCT; (c) Academic Concerns; (d) Personal Concerns: CARE; (e) Student Conduct and Conflict Concerns. There is also a catch-all report for General Student Concerns not clearly fitting the above categories. Faculty should utilize this reporting structure whenever they become aware of a student in need of outreach and assistance. Of note, the Academic Concerns report is a way to initiate academic advising response to students having difficulty with their class performance, attendance, or engagement. (especially once the Midterm Grade roster closes).

### Students with Disabilities

The [Student Accessibility Center \(SAC\)](#), Sullivan Center 117 (773-508-3700, [sac@luc.edu](mailto:sac@luc.edu)), has the mission “to support, serve, and empower Loyola University Chicago students with disabilities,” including supporting faculty, staff, and administrators on matters such as ADA and Section 504 compliance as it relates to

individuals with disabilities. Please direct all questions concerning accommodations of disabilities to SAC. Academic accommodations afforded to students require documentation and review.

Documented disabilities may necessitate certain adjustments from faculty to comply with what is required by law. Accommodation letters for students enrolled in courses will be sent directly to faculty via email from SAC. Note, accommodations are not active until faculty receive formal notice from SAC. If accommodations initially requested by SAC occasion any questions or concerns, faculty should reply to SAC as soon as possible and collaborate to develop reasonable modifications that do not interfere with essential course or program elements. Faculty can view their class roster online, including information regarding student accommodations, via [Accommodate](#).

## Office Hours

All CAS faculty members are to post and maintain office hours on campus. It is recommended that faculty include at least 3 hours per week of in-person office hours where students can schedule an appointment or drop by the office. In addition to in-person hours, faculty may elect to offer online availability. Faculty should submit a copy of their office hours to their academic departments so that when students contact department administrative staff, they may be provided with accurate information about faculty availability. When classes are in session, a faculty member should maintain office hours sufficient to meet the needs of students in each class, as well as other students the faculty member may be advising. Faculty should be mindful that an instructor's presence and accessibility are crucial for student success.

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## APPENDIX

### Guidance for Faculty Regarding the Temporary Grade of Incomplete (I grade)

*Students are responsible for initiating requests for Incompletes (temporary “I” grade) with their faculty, and faculty have the authority to grant or deny these requests. It is possible students will request Incompletes even in situations where an Incomplete will not serve them well or is not merited. It is the faculty member's obligation to determine if the Incomplete is appropriate. If the conditions to grant an Incomplete are not met, it is best to deny the request. A denial does not contradict empathy for the student.*

#### Timing of the Request

Students should be discussing an Incomplete with their faculty prior to submission of the final assessment/exam. Students who are absent from final exams or do not turn in assigned course work, but who do not initiate requests for Incompletes, should be assigned the grade they have earned on the basis of work completed during the semester, with a grade of “o” figured in for all missing work. If a student subsequently initiates a request for an Incomplete and demonstrates that a sudden, unexpected, or catastrophic life event justifying the Incomplete also prevented the making of a timely request, then the faculty may use the Grade Change process in LOCUS to request a change of grade to a temporary Incomplete (i.e., “I” grade).

#### Eligibility

**A temporary grade of Incomplete is only appropriate for a student who experiences a sudden, unexpected, or catastrophic life event *at the end of the semester and had been actively participating in class until this event arose.*** Incompletes should not be granted as a means to remedy issues that have interfered with a student’s academic work throughout the semester. The university has defined both the policy and process involved in granting and executing an Incomplete: [Undergraduate Academic Standards and Regulations \(See: Grading System\)](#).

*Examples of when the Incomplete may be appropriate:*

- Student experiences illness or hospitalization
- Student experiences the death of a close relation
- Student experiences fire, flood, or other disaster

*Examples of when the Incomplete is not appropriate:*

- Student was absent from class all or most of the semester

- Student has not been academically engaged with the course
- Student would not be able to pass the class based on the point-values of outstanding work

In instances where the Incomplete is not appropriate, but you feel a student needs more broad academic support, a student's academic advisor is the best-positioned resource to offer that support. **If you need help identifying the assigned academic advisor, are uncertain about how to respond to a request for an Incomplete, or would like to talk about the merits of a request, please contact Adam Patricoski, Assistant Dean for Student Academic Affairs & Advising ([apatricoski@luc.edu](mailto:apatricoski@luc.edu) or 773-508-3433).**

### Form Completion

The [Undergraduate Request for a Mark of Incomplete](#) must be completed and signed by both the student and the faculty member. Faculty members shall submit a completed Incomplete form via e-mail attachment to [incomplete@luc.edu](mailto:incomplete@luc.edu) and to Adam Patricoski, Assistant Dean for Student Academic Affairs & Advising, at [apatricoski@luc.edu](mailto:apatricoski@luc.edu). If a member of faculty grants the Incomplete, the faculty must then enter the "I" grade in LOCUS when entering all other students' final grades.

**Note:** It is recommended that you check in at the start of the next term with any student granted an Incomplete. This provides an opportunity to confirm the work outstanding and due dates agreed upon, as well as open the door should the student need additional support.

### Deadline Considerations

- The ultimate deadline for students to complete outstanding work for an Incomplete is six weeks into the subsequent regular semester. **Faculty may not set later deadlines.**
- Deadlines should be set at the time the Incomplete is agreed upon and included on the form.
- Micro-deadlines help if multiple assessments are outstanding; they tend to promote successful completion by helping the student manage his/her time.
- Deadlines should be proportional to the volume of outstanding work--rarely is the full 6-week timeframe appropriate. Deadlines promote success best when they set the shortest time reasonably needed for completion; extended deadlines may negatively affect completion. (*Faculty are not expected to give exams, or grade work during university closure periods.*)
- If the Incomplete course is a prerequisite to one being taken the following term, and the student wants to continue in the sequence that next term, then the outstanding coursework must be completed and the final grade recorded no later than the first Friday of the following term.

- Students are often taking a new course load the following term. The sooner they finish their Incompletes, the sooner they can direct their full attention to new classes.

### Grading Considerations

- The grading basis for a student receiving an Incomplete must be the same for every student in the course. In other words, a student with an Incomplete must complete all assessments as outlined in the course syllabus. No assessments may be “waived.”
- Like all other grade-change requests, faculty requests to change a grade from “I” to a final letter grade (including a grade of “F”) must be submitted via the grade-change request function on the Grade Roster in LOCUS. **All grade changes should be submitted no later than one week after the outstanding work is completed.**
- Grades should be deliberately entered for each student who has been granted an Incomplete.
- Grade entry instructions are available in the linked “[Faculty Guide to LOCUS](#),” beginning on page 16. The review and approval process takes place via LOCUS by the dean’s office of the student’s primary school/college. When entering the grade-change request in LOCUS, *a narrative explanation* is required in the Comments area; please note that this Comment becomes part of the student’s academic record/file. After submitting a grade-change request via LOCUS, you should see “Pending” next to the grade-change request on your Grade Roster, indicating the request was submitted successfully and is *under review* by the student’s academic dean’s office. Grade-change requests are individually reviewed by the dean’s offices and, if approved, are posted on the student’s record within a few days.