



**UNDERGRADUATE TEACHING
REGULATIONS AND PROCEDURES**

FACULTY OF PUBLIC AFFAIRS

2016-17

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1. THE ACADEMIC YEAR

Each academic term (fall, winter and summer) consists of 62 teaching days. The summer term is additionally subdivided into an early summer and late summer term, each comprising 31 teaching days. The effect of this is that, in any given term, there may be more instructional days on one day of the week, say Wednesday, than on another day of the week, say Monday. **For the 2016/17 academic year, this works out as follows**

- **Fall 2016:** 12 Mondays, Tuesdays and Fridays (counting December 9 as a Monday, because it follows a Monday schedule), 13 Wednesdays and Thursdays.
- **Winter 2017:** 12 Mondays, Tuesdays and Wednesdays; 13 Thursdays and Fridays.
- **Early Summer 2017:** 7 Tuesdays; 6 Mondays, Wednesdays, Thursdays, and Fridays.
- **Late Summer 2017:** 7 Tuesdays; 6 Mondays, Wednesdays, Thursdays and Fridays.

Go to <http://calendar.carleton.ca/undergrad/undergraduniversity/academicyear/> for a full listing of important dates in the academic year. Selected key dates, and accompanying deadlines, for the 2016/17 academic year are as follows:

FALL 2016

September 5	Labour Day – University Closed.
September 7	Classes start.
September 20	Last day for registration and course changes in Fall and Fall/Winter courses.
September 23-25	Summer term deferred examinations will be written.
October 7	December exam schedule available online.
October 10	Thanksgiving Day – University closed.
October 12	25 th teaching day. Suggested deadline for early feedback – see section 4.1 below.
October 24-28	Fall break, no classes.
November 9	40 th teaching day. Suggested deadline for early feedback – see section 4.1 below.
November 25	Last day for tests or examinations in courses below 4000-level before the Final Examination period.
December 9	Classes follow a Monday schedule.
December 9	Fall term ends. Last day of classes, Fall term. Last day for academic withdrawal from Fall term courses. Last day for handing in term work and the last day that can be specified by a course instructor as a due date for Fall term courses. <i>Note: because of where Labour Day falls this year, there is no break between the last day of classes and the start of examinations.</i>
December 10-22	December exams: Final examinations for Fall courses, mid-terms for Fall/Winter courses. Exams are normally held all seven days of the week.
December 22	All take-home exams in courses below the 4000 level are due.
December 25 -January 1, 2016	University closed

WINTER 2017

January 5	Winter term classes begin.
January 18	Last day for registration and course changes in Winter term classes.
January 20-22, 27-29	Fall term deferred examinations will be written.
February 9	25 th teaching day. Suggested deadline for early feedback – see section 4.1 below.
February 17	April exam schedule available online.
February 20-24	Winter Break, classes suspended.
March 9	40 th teaching day. Suggested deadline for early feedback – see section 4.1 below.
March 24	Last day for tests or examinations in courses below the 4000-level before the Final Examination period.
April 7	Winter term ends. Last day of Fall/Winter and Winter term classes. Last day for academic withdrawal from Fall/Winter and Winter term courses. Last day for handing in term work and the last day that can be specified by a course instructor as a due date for term work for Fall/Winter and Winter term courses.
April 14	Good Friday – University closed.
April 10-25	Final Examinations. Exams are normally held all seven days of the week.

April 25	All take-home examinations for courses below the 4000 level are due.
<u>SUMMER 2017</u>	
May 1	Full Summer and early Summer courses begin.
May 8	Last day for registration and course changes for early Summer courses.
May 12	Last day for registration and course changes for full Summer courses.
May 17-28	Fall/Winter and Winter deferred examinations will be held.
May 22	Statutory holiday; University closed.
June 6	Last day for tests or examinations in early Summer courses below the 4000-level before the final examination period.
June 13	Last day of classes for early Summer courses. Last day for handing in term work and the last day that can be specified by a course instructor as a due date for term work.
June 19-25	Early Summer final examinations (exams normally held all seven days of the week).
June 25	All take-home examinations for courses below the 4000 level are due.
July 3	Statutory holiday - University closed.
July 4	Late Summer courses begin, full Summer courses resume.
July 21-23	Deferred early term Summer exams held.
August 7	Civic holiday, University closed.
August 1	Last day for tests and examinations in full Summer courses below the 4000-level before the final examination period.
August 9	Last day for tests and examinations in late Summer courses below the 4000-level before the final examination period.
August 16	Classes follow a Monday schedule.
August 16	Last day of classes for late Summer and full Summer courses. Last day for handing in term work and the last day that can be specified by a course instructor as a due date for term work for courses. Last day for academic withdrawal from late Summer and full Summer courses.
August 19-23	Final examinations in full Summer and late Summer courses.
August 23	All take-home examinations for courses below the 4000 level are due.

2. COURSE OUTLINES

The course outline is a contract between you and your students. Changes should not be made after the course outline has been reviewed in class (usually the first class)

- You **must** provide a course outline to your students on or before the first teaching day of the course that term, in a document distributed in class or posted electronically on cuLearn.
- Please use the template provided in **Appendix A** below to ensure that the content requirements are met. You are not required to set your outline up exactly as shown, but you should cover all the suggested headings.
- You should also deposit an electronic copy of each course outline with the chair or director of your academic unit before the first day of classes, or as directed by your unit.

2.1 Compulsory Ancillary Fees

Course instructors may require that students pay for the following tuition-related compulsory ancillary fees only:

1. Field trips (direct costs of travel and accommodation);
2. Learning materials and clothing retained by the student (i.e. textbooks, lab kits);
3. Materials used in the production of items which become the property of a student (i.e. film); and
4. Fees for materials/services where the institution acts as a broker with a vendor for the student (i.e. collective purchasing of laptops).

Please note that course instructors **may not** require that students pay any additional compulsory ancillary fees that do not meet the criteria above in order to enroll in or successfully complete any credit course. If your course currently includes such fees, you are required to provide an alternative that will not require the student to pay additional fees.

Some examples of allowable fees:

A. A course instructor may offer students the opportunity to purchase online services, such as Aplia or other assessment tools, in order to complete class assignments that will become part of a student's grade only if instructor also provides a similar alternative option for students who do not purchase this service.

B. An e-textbook for courses is acceptable when the e-textbook becomes the property of the student and there is no direct link to a student's grade/mandatory assignment.

C. Business case or simulation software that becomes the property of the student, are learning materials that are retained by the student, and are also made available by the instructor in the Carleton Library are allowed.

2.2 Copyright

Any photocopying and scanning from copyrighted works that is used for teaching must be limited to what is allowed under the Copyright Act. When preparing course materials, course instructors should consult the Carleton Fair Dealing Guidelines <http://carleton.ca/secretariat/wp-content/uploads/Fair-Dealing-Policy.pdf>. The Library's E-Reserves service offers a simple way to make course readings available to student electronically, and library staff will ensure that the materials posted are copyright compliant, including paying for permissions if required. <http://www.library.carleton.ca/services/library-reserves-faculty-and-instructors>

Any questions about copyright can be sent to Copyright@Carleton.ca. This includes questions about using movies or internet-based materials in class, as well as questions about author's rights, and open access.

3. REGISTRATION AND CLASS LISTS

3.1 Registration

For registration and withdrawal dates and deadlines, please see "1. The Academic Year", above, or <http://carleton.ca/registrar/registration/dates-and-deadlines/>. After these deadlines, formal permission from the Registrar's Office (300 Tory Bldg.) is needed for all course changes other than withdrawal. The normal practice is to deny students the privilege to change or add courses after the published deadlines. Instructors and Departments may give their recommendation for late registration in a course. Students must petition the Registrar's Office for late registration; the petition will be reviewed for approval by the Registrar's Office using the recommendation of the Instructor and Department, along with other criteria. Late registration will only be approved if it is supported by the Department and the Instructor.

PLEASE:

- Do not **encourage** unregistered students to remain in a class after the last day for course changes.
- **DO NOT ACCEPT OR GRADE** any work from students who are not registered in your **specific class and section**.

3.1.1 Registration in Conflict

Academic Regulation 1.2 states that students "must ensure that they do not register in course timetable conflicts." All Carleton University students are prevented from registering in course timetable conflicts in Carleton Central (excluding CUOL courses). This includes conflicts occurring between lectures, laboratories and tutorials (unless departments have specified otherwise, to the Registrar's Office).

In the event that a student approaches the department/instructor for an exemption from Regulation 1.2, please refer said student to the Registrar's Office for assistance. The latter will discuss the matter with the student and, when appropriate, refer the request to the appropriate Associate Dean for decision.

3.2 Class Lists

Your class list contains the names of all students officially registered in your class. Class lists are available on cuLearn and in Carleton Central. The class list in Carleton Central includes a class photo roster, with the campus card photograph of each student registered in the class. These images are to be used for identification purposes only and

are not to be posted, published or used for any other purpose **without the express written consent of the student pictured.**

4. ASSIGNMENTS AND EXAMS

4.1 Early Feedback

The following Early Feedback Guideline has been approved by Senate:

“Providing feedback to students on academic work, completed or in progress, is an integral part of teaching and learning in that it allows students to measure their understanding of material, the success of their learning strategies, and their progress on learning objectives. While the nature and frequency of such feedback will vary with the course and level, Carleton University is committed to providing students with appropriate and timely feedback on their work. Accordingly, wherever possible, and especially in first and second year courses, instructors are urged to include academic work that is assigned, evaluated and returned prior to the 25th teaching day of each term. More generally, all instructors are urged to include academic work that is assigned, evaluated and returned prior to the 40th teaching day of each term. Course outlines should provide an indication of approximately when the first graded piece of work will be returned to students. In cases where a course does not lend itself to early feedback, this should be clearly noted on the course outline.”

4.2. Tests and Examinations

4.2.1 Proctoring

Scheduling and Examination Services (SES) usually sends out an email with instructions and information regarding final exams in advance of the exam period. Here are some important details to keep in mind:

- Instructors are responsible for invigilating their own exams.
- Additional invigilators are required for each additional group of 50 students. For classes over 50 students with a teaching assistant, please include proctoring the final examination as one of the teaching assistant(s) duties and account for the hours when signing off on the TA contract(s).
- If you have difficulty providing this level of invigilation support, please consult with your Department / Unit head.
- It is important to note that if you are unable to invigilate, it is your responsibility to make arrangements for alternate supervision and to inform your Chair or Director of these arrangements.
- Exam Services requires instructors to arrive at the exam site a half hour before the exam start time.

4.2.2 Scheduling

All tests and examinations (excepting laboratory examinations, oral and slide tests) are subject to the following scheduling rules, as set out in the undergraduate calendar (Academic Regulation 2.4)

- Tests and examinations given in class must not exceed the time allotted for the class.
- In 1000-level courses, if there is a final or end of term examination in a multi-term course, this examination will be held in the official examination periods. This applies to FYSMs as well as to lecture courses.
- In courses below the 4000 level, no tests or examinations are to be held after **November 25, 2016** of the Fall term or after **March 24, 2017** of the Winter term. During the summer, no tests or examinations are to be held in classes below the 4000-level after **June 6** for early Summer and **August 1** for full Summer and **August 9** for late Summer classes.
- Take-home examinations in courses below the 4000-level **may not** be assigned before the last day of classes for your course and **are due on the last day of the official examination period.**
- In 4000-level courses, arrangements for examinations outside the official examination period, while at your discretion, must be announced at least three weeks before the examinations. (Please also post arrangements to prevent problems.)

4.2.3 Fall and Winter Breaks

In previous years, the Provost has circulated an announcement indicating that instructors cannot require students to be on campus, or to submit coursework, during the Fall and Winter break weeks *and during the weekends immediately prior to and immediately following the break weeks.* If exceptional circumstances necessitate holding a test during these periods, such a test can

only be scheduled for the Saturday prior to the break and must be announced on the course outline distributed at the beginning of the term. CUOL examinations may continue to be scheduled on the Saturday prior to the break week as required.

4.2.4 In-class Examinations (tests, quizzes)

- In-class tests are not normally written under full examination conditions (official proctors, etc). However, as Section VI. 12 of the Academic Integrity Policy specifies, the same rules apply to tests as do to examinations and take-home examinations. Please consider informing students before tests and quizzes of the rules. If a student has unauthorized material, take it away and allow the student to continue writing.
- If a student appears to be copying from another student, please separate them by asking one of the students to move.
- **Write a report of the incident** including date, time, circumstances and any confiscated material, attach a memo alleging a violation of examination rules (see section 5, below) and submit the dossier to your chair/director for action.
- Important reminder: **In all cases of suspected academic offences, the student(s) must be allowed to complete the test, quiz, and examination.**

4.2.5 Take-home Examinations

If you plan to give a take-home examination in your course, **note the scheduling rules above.**

- You need to specify clearly whether or not it is open-book and how you want sources to be cited.
- If you intend that all written work on the take-home be that of the individual student, include a specific directive stating this.
- If group preparation is acceptable, but all answers must be written by the individual acting alone, then you need to state this very clearly in your course outline and, preferably, in the assignment guidelines/instructions.

Academic offences can be minimized by clear communication of your expectations.

4.3 Deferrals

4.3.1 Deferred Term Work

(Academic Regulation 2.6)

In some situations, students are unable to complete a significant term assignment because of illness or other circumstances beyond their control, which forces them to delay submission of the work. If this happens late in the term, it may be necessary for the due date to be delayed beyond the deadline for reporting the course grades. The student should, in the first instance, consult with the course instructor. If a student is unable to submit an essential piece of term work in time for the determination of the final grade, the student may apply for a deferral of the assignment deadline. For more information on the academic regulations around deferred term work, see <http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/acadregsuniv2/#2.6>. The RO website also has a list of FAQs on deferred final exams/assignments <http://www.carleton.ca/registrar/special-requests/deferral/>.

Grading deferred term work

Instructors may not enter the grade of DEF.

- When entering final grades for students who have applied for deferrals **on term work, such as essays and assignments**, the instructor should assign a grade of F or of 0 (zero) to the deferred work, and use this in the calculation of the final grade.
- If the deferral of the assignment is approved, the student's grade will be modified by the Registrar's Office to a DEF.
- Once the assignment has been submitted and graded, the instructor must then submit the revised course grade through the Deferred Grades window in the E-Grades system.
- The deadline for submission of deferred term assignments are the following, unless alternate arrangements are made with the instructor:

Fall-term half courses: January 15
Fall/winter- and winter-term courses: May 15
Summer-term courses ending in June: July 15
Summer term courses ending in August: September 1

4.3.2 Deferred Final Examinations (Academic Regulation 2.5)

Students who are unable to write a final examination because of illness or other circumstances beyond their control may apply to write a deferred examination. The student must apply for the deferral through the Registrar's Office. The application for deferred examination must:

- be made in writing to the Registrar's Office no later than three working days after the original final examination or the due date of the take-home examination; and be fully supported in cases of illness by a medical certificate or by appropriate documents in other cases.

Medical documents must specify the date of the onset of the illness, the (expected) date of recovery, and the extent to which the student was/is incapacitated during the time of the examination.

- Deferred final examinations are available ONLY to students who have performed satisfactorily in the course according to the evaluation scheme established in the course outline.
- When a student does not write or does not complete a final examination, the instructor may enter either a grade of ABS or a grade of FND. Please see section 6.1 (below) on the appropriate use of ABS and FND.
- Deferred examinations will be written during the published deferred examination period.
- Once the deferred examination has been written and graded, the instructor must then submit the revised course grade through the Deferred Grades window in the E-Grades system.

4.4 Student Access to Term Assignments and Examination Papers

Students are to be given access to their examination papers and term assignments, governed by the following rules:

- Final examinations (including take-homes) and unclaimed marked assignments must be retained by the instructor/department for at least one calendar year.
- Students are allowed to peruse but not to remove, correct or otherwise change marked Final examination papers.
- Mid-term and other examination papers may be retained or returned, at the discretion of the instructor, provided that the papers can be perused, that all students receive the same treatment and that papers are returned as suggested below.
- Term papers and other assignments are normally to be returned to students. Since these are the property of the student, they must be protected and returned in such a way as to maximize the chances of safe delivery. Making them freely available in unsupervised public spaces (in a box in front of your office) is **unacceptable**, as it fosters loss, creates the potential for privacy violations, and facilitates violations of our Academic Integrity Policy.
- Instructors are encouraged to make assignment and examination grades available to students through cuLearn. In cases of suspected Academic Offence (see section 5 below), the course work in question is not returned until the allegation is settled.

5. ACADEMIC INTEGRITY AND ACADEMIC OFFENCES

The Academic Integrity Policy can be accessed at <http://www2.carleton.ca/studentaffairs/academic-integrity>.

5.1 Academic Integrity Violations

Academic integrity is an essential element of a productive and successful career as a student. Instructors are encouraged to discuss the value and importance of academic integrity and good practice in their courses whenever they consider it appropriate. In addition to the required statement on plagiarism in the course outline (see course outline template in **Appendix A**), instructors are strongly encouraged to make clear their expectations with regard to academic integrity.

5.1.1 Note on Group Work

Group work is an important element of teaching and learning and is encouraged. If you do ask students to work together on laboratory reports, seminar presentations, research projects or other assignments, you should include in your course outline a clear and specific description of **how and to what extent you consider group work to be acceptable or appropriate, especially in the completion of written assignments.**

5.2 Guidelines for Reporting an Academic Offence

Please deal with any suspected academic integrity violations as described below:

5.2.1 Consultation with Chair or Director

If you have evidence that an offence such as plagiarism, cheating, or unauthorized collaboration has occurred, immediately notify your chair/director.

- The Academic Integrity Policy states that alleged violations should be reported **within five working days** after the assignment has been graded.
- please take the steps described in section 5.2.2 below in preparing the evidence for submission to the Dean's Office.

5.2.2. Information Concerning the Allegation

In assessing the merit of Academic Offence allegations, the Associate Deans need as much supporting detail from instructors as can be provided. These guidelines are therefore offered to facilitate the preparation of an appropriate dossier. **FASS** instructors please use the form attached to this document as Appendix E. **FPA** instructors please follow the guidelines set out below.

- Identify the student by name and student number and the course by instructor, department/unit name and course number and section.
- If the issue is one of cheating on examinations or in-class tests, include the date and location. Describe the questionable behaviour, including the proctor's observations, if relevant. Describe the proctor's response at the time. Provide any other available evidence (cheat notes, papers, books, etc.).
- When plagiarism of written (or other) material is alleged, please provide the student's original paper with an assessment of the degree of plagiarism; indicate the degree of overlap by highlighting photocopies of the unreferenced original material and numbering each example on both the assignment and the original.
- If inappropriately similar assignments or papers are submitted by two or more students, please estimate what proportion of each submission may reflect inappropriate copying. Highlight suspicious segments so that the Associate Dean can identify the extent of the problem.
- Attach a copy of your course outline. Describe any in-class discussion relevant to the allegation, e.g. regarding academic offences, group work and so on. Please indicate what you feel would be an appropriate penalty for this offence, given all relevant information.
- A statement to the following effect must be included, signed and dated by the chair or director of the department/academic unit.

"This allegation has been brought to my attention, and I concur with the instructor's view that it should be referred to the Associate Dean for assessment and action."

5.2.3 Assigning a Grade of GNA

If final grades for the course are due to be submitted before a case has been resolved, a grade of GNA should be assigned to the student. In the e-grades system, it is necessary to choose the comment "Dean consulted" from the drop-down comments menu when submitting a grade of GNA. The grade of GNA should **only be assigned in the case of alleged instructional offenses.**

5.2.4 Contact with Student

When a student is alleged to have committed an academic integrity offense, we recommend faculty take the following steps:

- Let the student know there are concerns about his or her work, preferably via email to their Carleton email account, preferably before the course work is returned to other students.
- Suggested wording for the email is as follows:
"I am emailing you to let you know that your assignment has been submitted to the Dean's Office for a possible violation of the Academic Integrity Policy. Carleton policy requires that no discussion of the case take place between us. You will be hearing soon from the office of the Dean of the Faculty of Arts and Social Science (FASS)/Faculty of Public Affairs (FPA). In the meantime, you may wish to contact the University Ombudsperson, Mr. Jim Kennelly for advice and support. He can be reached at 613-520-2600 ext. 6617 or by email at jim.kennelly@carleton.ca. You may also wish to review the Academic Integrity Policy and/or to contact the Office of Student Affairs in 430 Tory Building (telephone 613-520-2573) for clarification regarding procedures to be followed in addressing the allegation."
- Avoid any discussion, and especially any public discussion, about the incident with the student. Getting involved in discussing details of the allegation with the student may result in your being drawn into an inappropriate debate or otherwise unintentionally compromising our attempt to treat these allegations both seriously and equitably.
- If you have approached the student, in your submission to the Associate Dean please indicate that you have done so and report what was said.
- **The assignment in question should not be returned to the student.**

For more information, see [Academic Integrity: An Instructor's Guide](#).

5.3 Investigation and Decision

If the Dean's office agrees that the matter should be pursued, the student will be invited to attend a meeting with an Associate Dean from FAASS or FPA, as appropriate, as well as a representative of the Ombuds Office. The letter inviting the student to attend will be copied electronically to the instructor and to the relevant chair or director.

After meeting with the student, the Associate Dean will make a decision as to how to deal with the case. Please note that Carleton University's academic integrity policy sets out the range of possible penalties and that the Associate Dean must be mindful of precedent and fairness when they assign penalties. The student is informed of the decision by letter sent via e-mail to his or her email account. The letter is copied to the instructor and the chair or director. Once notified of the decision, the instructor should amend the final grade as appropriate using the Change of Grade function in the E-Grades system. If the decision is to award a grade of FND, the Associate Dean will change the grade. Once you have received a copy of the decision, please destroy all correspondence associated with the case. A hard copy is retained by the FAASS/FPA Dean's office until the student graduates.

6. GRADES AND GRADING

(Academic Regulation 2.3)

6.1 Standing in a Course

Standing in a course is determined by the course instructor, subject to the approval of the Faculty Dean. Standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points, is:

A+	12	B+	9	C+	6	D+	3		
A	11	B	8	C	5	D	2	F	0
A-	10	B-	7	C-	4	D-	1		

Grade points indicated above are for courses with 1.0 credit value. Where the course credit is greater or less than one credit, the grade points are adjusted proportionately.

The following percentage equivalents apply to all final grades at Carleton:

A+	90-100	B+	77-79	C+	67-69	D+	57-59		
A	85-89	B	73-76	C	63-66	D	53-56	F	0-49
A-	80-84	B-	70-72	C-	60-62	D-	50-52		

PLEASE NOTE: If you plan to adjust this scheme in some way, such as by curving the grades, which is discouraged, you must specify the details in your course outline.

Other grades and notations which may be assigned by an instructor are:

F	Failure. The grade of F is assigned when the student has failed to meet the conditions of “satisfactory performance” defined in the Course Outline. The grade of F is assigned 0.0 grade points.
FND	Failure with no deferred final examination allowed. The grade FND is assigned only when the student has failed the course on the basis of inadequate term work as specified in the Course Outline . The grade FND is assigned 0.0 grade points. An FND is often given when a student would not pass the course even if he or she received 100 percent on the final examination.
ABS	Absent from a required final examination. The notation ABS is assigned only when the student is absent from the required final examination and has achieved satisfactory performance during the term as specified in the Course Outline. ABS is equivalent to an F and is assigned 0.0 grade points
GNA	Grade not available. This interim notation is assigned only after consultation with the Dean’s Office, and indicates that the grade for this course is not available. It is used only where there is an allegation of an academic offence. This notation is replaced with the appropriate grade for the course as soon as it is available.
SAT	Satisfactory performance in an ungraded program requirement or option. SAT has no impact on the CGPA calculation (This grade can be assigned only in courses that are designated to be graded on this basis).
UNS	Unsatisfactory performance in an ungraded program requirement or option. UNS has no impact on the CGPA calculation (This grade can be assigned only in courses that are designated to be graded on this basis).
AUD	Audit. No academic credit. Indicates the course was not taken for academic credit, but that the student has the permission of the instructor to audit the course and has satisfied the conditions for successful audit of the course. AUD has no impact on the CGPA calculation
IP	In Progress. This interim notation is assigned when the final grade in a research thesis or project is not available before the deadline for grade submission. IP must be replaced by a grade within the prescribed time or re-registration in the course will be required, or the IP is automatically replaced with an F.

The following is an interim notation that is, after due process, replaced with one of the grades above:

DEF	Final grade deferred for documented personal or medical conditions. DEF is an interim notation assigned by the Registrar's Office. This notation must be replaced by a grade within the prescribed time or it is replaced with an F. For further information about DEF, please see the discussion of Academic Regulations 2.5 and 2.6 in section 4.3 above.
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The following is a notation that is used only at the graduate level.

INC Incomplete. USED ONLY IN GRADUATE COURSES

6.2 Posting Grades

You are encouraged to make grades on coursework available to students exclusively through the cuLearn Gradebook as this is the official mode of communicating results to students. You are encouraged to refrain from posting **final letter grades on cuLearn before they have been approved by the Dean. If you do post before the approval process is complete, please include a note to the effect that grades are tentative until approved by the Dean.** Encourage your students to check their final grades on Carleton Central, as final marks are no longer mailed out. **To protect confidentiality, please do not post grades on your office door or release grades** to students over the telephone.

6.3 Final Grade Reports

Final grades are submitted electronically through the E-Grades system. All final grades have a submission deadline and meeting this deadline is essential to the timely generation of Academic Standing decisions and the efficient handling of graduation. If for any reason the deadline must be missed, you must establish alternate arrangements through your chair/director, and the Associate Dean of your Faculty must be informed in writing. NOTE: If students have not submitted assignments in time for you to meet the deadline, please submit the grades anyway. You can assign an interim grade to such students, calculated by assigning a grade of F or of 0 (zero) to the deferred work, and then calculating the grade in the usual fashion. one that reflects work submitted up to that point. If the students in question subsequently submit the missing assignment(s), you will be able to change their final grade using the **Change of Grade** function in the E-Grades system.

Visit the E-Grades web page at <http://www.carleton.ca/registrar/egrades> for access to documentation and training materials on the E-Grades submission/approval process.

6.4 Change of Grades and Deferred Grades

The Deferred Grade function in the E-Grades system allows instructors to post grades when deferred work has been completed. The Change of Grade function in the E-Grades system provides a means for mistakes in the grading process to be rectified within an appropriate period of time. (The Senate deadlines for changes of grade are February 1 for Fall term courses, June 1 for Fall/Winter and Winter term courses, and October 1 for summer courses). **Legitimate reasons for change are required.**

6.5 Appeal of Grade

A student has a right to have his or her grade reviewed, and an instructor has an obligation to conduct such a review. If this informal process fails to resolve all outstanding issues, a student may file a formal appeal of grade with the Registrar's Office. That formal appeal is decided by the faculty Dean, whose decision is final. The relevant academic regulations are reproduced below:

6.5.1 Informal Appeal of Grade

(Academic Regulation 2.7)

Wherever possible, both during the term and after, concerns about grading should be settled informally between the student and the instructor. Students have the right to have questions regarding their grades addressed and to view all material, including material that has not been returned, such as final examinations. In cases where a student has concerns regarding the determination of their final grade, the student will be provided with a list of their grades on all components of the course and a description of how the final grade was calculated. Students should initiate this process within 7 working days of the day on which the grade in question was made available. The informal appeal process should address the concern within 15 working days of the day on which the grade was made available.

6.5.2 Formal Appeal of Grade

(Academic Regulation 2.8)

A student may submit a formal appeal of grade when the informal appeal process has not addressed their concerns. The appeal must be submitted to the Registrar's Office with full supporting documentation, normally within 20 working days of the day on which the grade was made available. The resolution of the appeal is the responsibility of the Dean of the Faculty offering the course. On receiving a formal appeal, the Faculty Dean may decide not to proceed with the appeal if, in the opinion of the Dean, reasonable grounds have not been established as a basis for the appeal. In proceeding with an appeal, the Dean may assign reassessment of the work to one or more qualified readers other than the instructor. In this case, the identity of the reader(s) will not be made known to the appellant and the identity of the appellant will not be made known to the reader(s). After due consultation, the Dean will assign the grade; the Dean's decision is final.

6.6 Grading Guidelines (Faculty of Public Affairs only)

The Faculty of Public Affairs publishes a set of grading guidelines, to provide guidance to instructors about the expectations relating to grade distribution in undergraduate programs. It is contained in Appendix D.

7. TEACHING ASSISTANTS (TAs)

One or more Teaching Assistants may be assigned to your course to assist with course delivery. You will be informed by your unit of the name(s) of the TA(s) assigned to your course, together with the number of hours available for each TA. One full TA for one term is 130 hours, though fewer hours of a given TA may be assigned to a specific course as warranted. Once TAs are assigned to a course, instructors are required to assign work duties (e.g. leading discussion groups, holding office hours, marking) to their TAs. If TAs are expected to proctor examinations, this must be included in the assigned duties and included as part of the allocated hours. Instructors are strongly encouraged to meet with their TAs early in the term to discuss this assignment of duties and any other issues related to the course. (Please note that practices in individual departments may vary slightly regarding TAs and instructors should be sure to inform themselves of any

departmental regulations or expectations). Additionally, all instructors must complete the electronic TA Assignment of Duties form for each TA, showing the duties assigned to that TA and the number of hours assigned for each duty. This form can be found on Carleton Central under Faculty Services – TA Management System. Once the instructor assigns duties, TAs themselves must go on to Carleton Central and sign off on the hours assigned to them.

8. ACCOMMODATION

The following information has been provided by Karen Green, Director, Equity Services.

IMPORTANT NOTE: Please ensure that you copy the "Accommodation Statement for Instructors" found on the second page of the [instructor's guide](#) into your respective course outlines.

As an instructor, you may be asked to provide an academic accommodation for one or more students on human rights grounds covered in the university's three policies on academic accommodation for students. There are three types of academic accommodation:

- Accommodation on the basis of disability
- Accommodation on the basis of religious obligations
- Accommodation on the basis of family status (e.g., pregnancy accommodation)

You can read the full text of these three policies on the [Equity Services website](#).

The purpose of any academic accommodation is to enable students to perform the essential requirements of their academic programs. At no time should an academic accommodation undermine or compromise the learning objectives established by the academic authorities of the university. All accommodations must be assessed and provided on an individual basis.

Equity Services has compiled an [Instructor's Guide to Academic Accommodation](#). This guide is designed to assist you in your discussions with a student on any requested accommodations and to help inform the student on their obligations.

If you have questions on academic accommodation, please call Equity Services at 613-520-5622 or visit our office in room 503 Robertson Hall.

Note also that **all new hires, including continuing, term, casual, and contract course instructors, are required to complete the online AODA training within their first month of employment with Carleton University.** Completion of the Accessibility for Ontarians with Disabilities Act (AODA) Customer Service Training is a requirement for all probationary periods and all employees of any contract type. Information on accessing the training can be found on the Equity Services website.

9. FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

The university is responsible for the security of students' personal information under the Freedom of Information and Protection of Privacy Act (FIPPA). It is important that our practices in dealing with students are in line with the requirements of the Act. Please see Appendix C for a summary of important points, as well as the FIPPA website for further information on the Act as well as on whom to contact should you have questions. <http://carleton.ca/fippra>

10. TEACHING EVALUATIONS

Teaching evaluations should be administered during the last two weeks of classes. Instructors using on-line evaluations are encouraged to provide a dedicated period in class for the students to complete the teaching evaluations. Instructors should leave the classroom while teaching evaluations are being completed in order to provide more privacy to students.

APPENDICES

Appendix A - MINIMAL TEMPLATE FOR COURSE OUTLINE

[Academic year & term/session]

[Course title:]

[Department:] [Course number (including section letter): note any precluded courses]

[Instructor's name; office location & phone; email address; office hours]

[TA name(s); office location(s) & phone; email addresses; office hours]

[Course newsgroup, web site address, etc. if applicable:]

- I. **Course description:** content, aims, learning objectives...
- II. **Preclusions:** if credit for another course is precluded for students taking this course, this should be clearly stated.
- III. **Texts:** (required, supplementary, on Reserve, other; available from...): [give complete citation for required texts.] Please note that course readings must follow guidelines set out in the Copyright Act. Please Section 2.2 for further information.
- IV. **Course calendar:** list the topics covered in the course; dates of all scheduled quizzes, tests or examinations plus deadlines for submission of all pieces of term work.
- V. **Evaluation:**
 - Include general criteria that influence grading -- specifics for this course and/or unit: spelling, grammar, citation format, presentation, preferred style guide. **Statement regarding the university policy on plagiarism must appear if any written work is required.**
 - Include the following statement, set out in the Faculty Grading Guidelines, if it is not already included in the departmental supplement to the course outline:

"Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean."
 - If you anticipate an adjustment of grades may take place then you must include an explicit statement to this effect in your course outline.
 - Examinations -- including in-class tests, take-home and formally scheduled examinations. Format (essay, multiple-choice, short-answer, other; cumulative vs. non-cumulative; etc.); how students can review their papers; % contribution towards the grade. Note that Deferred Final exams must be identical in format and coverage with the Final they replace. **N.B. Deferred finals, which must be applied for at the RO, are available ONLY if the student is in good standing in the course.**
 - **If there are minimum standards that a student must meet to be in good standing, and entitled to write a deferred final exam, these must be stipulated in the course outline.**

Term work -- essays, term papers and other written work. How topics will be assigned, deadlines and how they will be handled, how papers will be returned to students, percentage contribution towards the grade. If you have a late paper policy, please state it in the outline. Note that tests, assignments and examinations cannot be due during the Fall and Winter Breaks (see section 4.2.3 of the teaching regulations).

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- Other forms of evaluation -- attendance, participation, consistent progress: how evaluated, percentage contribution towards the grade. These subjective components need to be very clearly specified in order to avoid needless challenges and appeals. If you do require submission of all assignments and examinations to pass a course, ensure that this is stated in the outline.

VI. Statement on Plagiarism

Some departments have a standard statement and some instructors have their own. Either of these options is fine, but please ensure that these statements are consistent with the university's Academic Integrity Policy when it comes to definitions, potential penalties and the like. The policy can be found at:

<http://www2.carleton.ca/studentaffairs/academic-integrity>.

If you have neither a departmental nor an individual statement, something along the following lines (taken from the Department of History) would be acceptable.

PLAGIARISM

The University Senate defines plagiarism as "*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own.*" This can include:

- reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

VII. Requests for Academic Accommodations

Please include the following text, provided by Equity Services, on all course outlines, and read it at the beginning of your first few classes to remind students. For details, see <http://carleton.ca/equity/accommodation/academic/course-outline-wording/>.

Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#)

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#)

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the

beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Appendix B – ASSISTANCE FOR STUDENTS

IF A STUDENT NEEDS ASSISTANCE WITH...	REFER TO...	CONTACT INFORMATION
...understanding academic rules and regulations ...choosing or changing their major ...finding a tutor ...academic planning guided by an Academic Advisor ...polishing study skills	Student Academic Success Centre (SASC) <i>"Helping students build a foundation for academic success by facilitating services that foster personal direction and academic competence"</i>	302 Tory Building 613-520-7850 http://www2.carleton.ca/sasc/ No appointment necessary as all students are seen on a walk-in basis.
...developing a coherent pattern of courses in the major and consultation about opportunities for graduate and professional study	Undergraduate Program Advisors	Consult the individual departmental website
...a learning disability	Paul Menton Centre <i>"Integration, Individualization, Independence"</i>	500 University Centre 613-520-6608 http://www2.carleton.ca/pmc/ Students can call or drop in to make an appointment
...developing writing skills	Writing Tutorial Service	4 th Floor, Library 613-520-6632 https://carleton.ca/csas/writingservices/
...peer assisted tutoring for pre-identified, notoriously difficult courses	Peer Assisted Study Sessions <i>"PASS workshops integrate how-to-learn (study skills) with what-to-learn (course content) in a fun, relaxed environment."</i>	Centre for Student Academic Support https://carleton.ca/csas/group-support/
...polishing English conversation skills, or proof reading (International students only)	International Student Services Office	128 University Centre 613-520-6600 http://www1.carleton.ca/isso/
...Library and Research help; Learning Support and IT support	Staff at MacOdrum Library (reference services desk)	http://www.library.carleton.ca/ 613-520-2735
...coping with stress or crisis	Office of Student Affairs or Health and Counseling Services	Either ext. 2573 or http://www.carleton.ca/studentaffairs or www.carleton.ca/health

Appendix C – FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

Privacy Protection: Best Practices for Faculty and Instructors

Under the *Freedom of Information and Protection of Privacy Act (FIPPA)*, the University is responsible for the security of students' personal information both on campus and off campus.

Here are some best practices that will help the University meet its privacy protection responsibilities:

SAVING FILES: Try to avoid saving student personal information to a local hard drive, memory stick or CD. Instead get in the habit of using the University provided network drives. The network drives are more secure. Contact CCS for more information. If your memory stick has the ability to set a password, please use it.

TRAVEL SECURITY: Information that is saved on a laptop, cell phone or other portable device is vulnerable to loss or theft. Please take extra precautions when working or travelling off campus. Password protect your laptop, cell phone and other portable devices.

WORKING at HOME: Try not to copy files containing personal information to your home PC. It is better to store documents on your network drives, and access them from home via a Virtual Private Network (VPN). For information on using VPN, please see <http://carleton.ca/ccs/all-services/wireless-and-internet/vpn/>.

EMAIL SECURITY: Please use your Carleton email account for University business. Try to avoid sending files to or from outside accounts that may not have as high a level of security for all work related matters. Email users may sometimes forward messages to unintended recipients by accident. To avoid the possibility of this type of privacy breach, it is best not to use email to communicate highly sensitive personal information.

RETURNING STUDENT WORK: Avoid writing a student's grade on the outside of a test or assignment. Instead write the grade on an inside page. Do not leave assignments or tests unattended outside an office door.

POSTING of GRADES: The University strongly discourages the practice of posting grades with student numbers in public areas. Use *cuLearn* to communicate grades to students confidentially. Please contact the EDC for more information, ext. 4433.

RETENTION of EXAMS and ASSIGNMENTS: The University requires departments to keep unclaimed marked assignments and examinations for one year.

INFORMATION FORMS: Whenever information is collected from students, the University is required to provide an official "notice of collection". If your department is asking students to provide personal information for a field trip or other activity, please have them sign a consent form located on the University's privacy website, <http://carleton.ca/privacy/forms-and-procedures/>. Alternatively the department may wish to include these uses in a notice of collection managed by the department.

REFERENCE REQUESTS: It is recommended that any requests for references (academic and employment) be accompanied by a signed Third Party Release for Information. This can be found on the University's privacy website, <http://carleton.ca/privacy/forms-and-procedures/>.

QUESTIONS and CONCERNS: Questions or comments about these recommended practices may be addressed to:

University Privacy Office
607 Robertson Hall
1125 Colonel By Drive
Ottawa, ON Canada K1S 5B6
Tel: 1 613 520 2600 ext. 2047
Fax: 1 613 520-2391
E-mail: University_Privacy_Office@carleton.ca

Appendix D – FACULTY OF PUBLIC AFFAIRS: GRADING GUIDELINES

Carleton University's Undergraduate Calendar stipulates that "standing in a course is determined by the course instructor, subject to the approval of the Faculty Dean" (Academic Regulation 2.3). The University uses a 12 point letter grading system for most courses, with passing grades ranging from an A+ to a D-.

The University does not formally provide a definition of the standard for each grade level. Most undergraduate students in our Faculty are qualified for and admitted to Honours programs, in which the minimum cumulative grade point average required in the major for graduation is 6.5 (between a C+ and a B-). Typical understanding is that an A grade denotes excellence, a B is good to very good, C is acceptable, and a D grade is barely a passing grade.

The following general guidelines reflect Faculty practice as well as the expectation that most students have the capacity to successfully meet the requirements for continuation and graduation. It is recognized that there may be some variation from year to year and from academic unit to academic unit. In particular, there are substantial differences in admission entry cut-off points, especially in comparing BA programs to other Honours programs in the Faculty. These higher entry cut-offs may lead to higher subsequent grade distributions. Furthermore, in the 1000 level courses, the expectation is that higher levels of instructor-student engagement and more continuous feedback will lead to grades in small First Year Seminar courses that are likely to be somewhat higher than the norm for large lecture classes.

The following percentages are calculated on the basis of all recorded grades, including Fs and WDNs.

- In 1000 level courses, we would normally expect about 15% of grades to be in the A range, and that there would be relatively equal numbers of B and C grades.
- At the second year, about 20% of grades are typically in the A range, with B grades predominating over C grades.
- At the third year, about 25% of grades are likely to be in the A range, with significantly more grades in the B range than in the C range.
- In fourth year courses, about 40% of grades are normally in the A range, with very few grades below the B range.
- The Dean's office will also be concerned about courses that have an unusually high percentage of D, F, and WDN grades. If the combined D/F/WDN grades are above 30%, units should consider steps that might be taken to promote greater student engagement and improvement of student performance.
- A+ is a legitimate grade and should be awarded where merited. However A+ grades should be awarded sparingly; they should be reserved for outstanding work that goes beyond the excellence represented by an A.

If percentage grades are used to compute grades, their translation into letter grades is governed by the table in Paragraph 2.3 of the Academic Regulations of the University. We have been advised that the publication of this table in the Calendar makes its use obligatory and not optional if percentages are used in the calculation of grades. Instructors should therefore be very careful in the use of numerical components of grades throughout the year, as the result will be binding when final grades are assigned. If instructors are concerned about this, they can issue a series of letter grades for the components of the term work, which can then be averaged out at the end. If grades are going to be calculated in this way, such information should be communicated to students in writing at the beginning of the term, by including a statement in the course outline to this effect.

Academic units are encouraged to take measures to increase the likelihood of consistent grading standards in multiple section courses. This may include the establishment of a grades review committee where the instructors of multiple sections would meet to develop common approaches to grading, and to review grades from multiple sections before they are submitted to the Dean's office for approval.

Final Grades must be approved by the relevant Chair/Director, and by the Dean's office before they become official. The Dean's office, in reviewing grades, is concerned about maintaining equity among students, whether in different sections of the same course, among students in similar courses in the same department, or among similar courses in courses offered by different academic units. Where grades differ significantly from Faculty and departmental experience and expectations for similar courses, instructors should provide an explanation for the difference. Where significant differences are noted, Chairs and Directors and/or the Dean's office may request clarification, explanation or justification of the submitted grade distribution. In the absence of a satisfactory response and/or justification, the Chair, Director or Dean may request the instructor to modify the grading distribution so that the above circumstances no longer apply. If a collegial resolution cannot be achieved by the above means, then the Dean may be required to impose a unilateral solution.

All instructors are asked to include in their course outlines a statement on grading that reflects the role of the Dean in reviewing and approving grades:

“Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.”