



**Carleton**  
UNIVERSITY

**Canada's Capital University**

**UNDERGRADUATE TEACHING  
REGULATIONS AND PROCEDURES**

**FACULTY OF PUBLIC AFFAIRS**

2019-2020

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## 1. THE ACADEMIC YEAR

For information, selected key dates and deadlines for the 2018/19 academic year are below. Note: dates may change and you should only rely on the official dates posted online in the [Carleton University Calendars](#).

### FALL 2019

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August 28	Fall and Fall/Winter term course outlines should be posted.
September 2	Labour Day – University Closed.
September 4	Classes start.
September 13-15	Deferred examinations for Full or Late Summer term courses are held.
September 15	Deferred take-home examinations for Full and Late Summer term courses due.
September 17	Last day for registration and course changes in Fall and Fall/Winter courses. September 30. Last day to withdraw from Fall term and Fall/Winter courses with a full fee adjustment.
October 9	25th teaching day. Suggested deadline for early feedback for 1000/2000 level courses. <b>See Section 4.1 below.</b>
October 11	December exam schedule available online.
October 14	Thanksgiving Day – University closed.
October 21-25	Fall break, classes suspended.
October 30	40th teaching day. Suggested deadline for early feedback for all courses. <b>See Section 4.1 below.</b>
November 22	Last day before the final examination period for summative tests or final examinations, or formative tests or examinations totaling more than 15% of the final grade in Fall term courses. <b>See Section 4.2 below.</b>
December 6	Classes follow a Monday schedule.
December 6	Fall term ends. Last day of Fall term classes. Last day for academic withdrawal from Fall term courses. Last day for take-home examinations to be assigned (except those that conform to the Academic Regulations of the University in the Undergraduate Calendar/General Regulations of the Graduate Calendar). 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.
December 7-8	No classes or examinations take place.
December 9-21	December exams: Final examinations for Fall courses, mid-terms for Fall/Winter courses. Exams are normally held all seven days of the week.
December 21	All take-home exams are due except those that conform to the Academic Regulations of the University in the Undergraduate Calendar/General Regulations of the Graduate Calendar.
December 25 -January 1, 2020	University closed.
January 17-19, 24-26	Deferred examinations for Fall term are held.
January 26	Deferred take-home examinations for Fall term courses due.

### WINTER 2020

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December 30, 2019	Winter term course outlines should be posted.
January 6	Winter term classes begin.
January 17	Last day for registration and course changes in Winter term classes.
January 31	Last day to withdraw from Winter term and Winter portion of Fall/Winter courses with full fee adjustment.
February 14	April exam schedule available online.
February 3	25th teaching day. Suggested deadline for early feedback for 1000/2000 level courses. <b>See Section 4.1 below.</b>
February 17-21	Winter Break, classes suspended.
February 24	40th teaching day. Suggested deadline for early feedback for all courses. <b>See Section 4.1 below</b>
March 24	Last day before the final examination period for summative tests or final examinations, or formative tests or examinations totaling more than 15% of the final grade in Winter term courses. <b>See Section 4.2 below.</b>

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 take-home examinations to be assigned (except those that conform to the Academic Regulations of the University in the Undergraduate Calendar/General Regulations of the Graduate Calendar). 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 8-9	No classes or examinations take place.
April 10	Statutory Holiday, University closed.
April 13-25	Final Examinations for Winter and Fall/Winter courses. Exams are normally held all seven days of the week.
April 25	All take-home examinations are due except those that conform to the Academic Regulations of the University in the Undergraduate Calendar/General Regulations of the Graduate Calendar.
May 15-27	Deferred examinations for Fall/Winter and Winter term courses are held.
May 27	Deferred take-home exams for Fall/Winter 1.0 credit and Winter term 0.5 credit courses due.

## SUMMER 2020

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April 27	Full Summer and early Summer term course outlines should be posted.
May 4	Full Summer and early Summer courses begin.
May 11	Last day for registration and course changes for early Summer courses.
May 15	Last day for registration and course changes for full Summer courses.
May 18	Statutory holiday; University closed.
May 20	Suggested deadline for early feedback for all early and full Summer term courses. <b>See Section 4.1 below.</b>
May 22	Last day to withdraw from early and full Summer term courses with a full fee adjustment.
June 9	Last day before the final examination period for summative or final examinations, or formative tests or examinations totaling more than 15% of the final grade for early Summer courses. <b>See section 4.2. below.</b>
June 16	Last day of classes for early Summer courses. Last day for academic withdrawal from early Summer courses. Last day for take-home examinations to be assigned (except those that conform to the Academic Regulations of the University in the Undergraduate Calendar/General Regulations of the Graduate Calendar). Last day for handing in term work subject to any earlier course deadline.
June 19-25	Final examinations in early Summer term courses and mid-term examinations in full Summer term courses may be held. Examinations are normally held all seven days of the week.
June 25	All take-home examinations are due except those that conform to the Academic Regulations of the University in the Undergraduate Calendar/General Regulations of the Graduate Calendar.
June 25	Late Summer term course outlines should be posted.
July 1	Statutory holiday - University closed.
July 2	Late Summer term courses begin. Full Summer term courses resume.
July 9	Last day for registration and course changes (including auditing) for late Summer term courses.
July 15	Suggested deadline for early feedback for all late Summer term courses. <b>See Section 4.1 below.</b>
July 17	Last day to withdraw from late Summer term courses with a full fee adjustment.
July 17-19	Deferred examinations for early Summer term are held.
July 19	Deferred take-home exams for early Summer term courses due.
August 3	Civic holiday, University closed.
August 7	Last day before the final examination period for summative tests or final examinations, or formative tests or examinations totaling more than 15% of the final grade for Late or Full Summer term courses. <b>See section 4.2. below</b>
August 14	Classes follow a Monday schedule.

August 14	Last day of classes for late Summer and full Summer term courses. Last day for take-home examinations to be assigned (except those that conform to the Academic Regulations of the University in the Undergraduate Calendar/General Regulations of the Graduate Calendar). 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 term courses.
August 17-23	Final examinations in full Summer and late Summer term courses.
August 23	All take-home examinations are due except those that conform to the Academic Regulations of the University in the Undergraduate Calendar/General Regulations of the Graduate Calendar.
September 18-20	Deferred examinations for Late and Full Summer term courses are held.
September 20	Deferred take-home exams for Full and Late Summer term courses due.

## 2. COURSE OUTLINES

The course outline is a contract between you and your students. Changes should not normally be made after the course outline has been reviewed in class (usually the first class). All the elements that will contribute to the cumulative grade earned, the overall breakdown for the course, due dates for major course elements, and any grading scheme that deviates from standard practice (see Section 6.1 below), should be confirmed no later than the last day of registration for the term. If any due dates must be changed after that date, students should be given at least two weeks notice before the new deadline.

- 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, posted on cuLearn, or sent to students by email. Refer to Section 1 above for the suggested posting dates.
- 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 seven days before the first day of classes, or as directed by your unit.

### 2.1 Compulsory Ancillary Fees

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

- Field trips (direct costs of travel and accommodation);
- Learning materials and clothing retained by the student (i.e. textbooks, lab kits);
- Materials used in the production of items which become the property of a student (i.e. film); and
- 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

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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](mailto: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

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For registration and withdrawal dates and deadlines, please see Section 1. (“The Academic Year”) above, or the official Dates and Deadlines page at <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 2.1.3 states that students “are not permitted to 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 2.1.3, 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

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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

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Instructors should be aware of the Early Feedback Guideline (Academic Regulations Section 5.3):

“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.

“The spirit of this guideline should be followed during the summer term. In particular, all instructors are urged to include academic work that is assigned, evaluated, and returned at least two days prior to the last day to withdraw from the course in the Early, Late, or Full Summer 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

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### 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 4.1):

- Tests and examinations given in class must not exceed the time allotted for the class.
- The schedule for any term tests or examinations held outside of class time must be communicated in the course outline. Students who are unable to write during this scheduled time must be accommodated before the last day of class.
- 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.
- **No summative tests or final exams may be held during the last two weeks of the term** (after **November 22/2019** [Fall term], and **March 24/2020** [Winter term], or during the last week of each half of summer term (**June 9/2020** and **August 7/2020**). Practical exams, where the material cannot be tested during formal examination period, are exempt from this rule provided (i) students are made aware of the practical exam requirement at the start of the term via the course outline, and (ii) the examination contributes to no more than 15% of the final grade. If provision (i) above is met but the examination comprises more than 15% of the final grade, Dean approval is required prior to informing students via the course outline.”
- **Formative tests** may be held during the last two weeks of classes of fall or winter, or during the last week of each half of the summer term, **provided they do not total more than 15% of the final grade**. Note that **formative assessments** are those carried out during the course that act to provide feedback and guidance to the student in addition to assessing the student’s performance. **Summative assessments**, by contrast, are those carried out at the end of a course or the end of specific components of a course whose sole purpose is to constitute a judgement on a student’s performance in the course or a specific component of the course.
- Take-home examinations in any term are normally assigned on or before the last day of classes and are **due on the last day of the official examination period**. Final take-home examinations not set according to this normal practice must be formally scheduled by Scheduling and Examination Services and are subject to overload rules. In all cases the rules for take-home examinations must be well communicated to students by course instructors.

### 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 to examinations and take-home examinations. Please inform 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.

#### 4.2.6 Scantron Examinations

Instructors are to pick up their scantron examinations from the EDC after the grades have been processed.

### 4.3 Deferrals

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#### 4.3.1 Deferred Term Work

Rules and procedures governing deferred term work are specified in Section 4.4 of the Academic Regulations. Instructors should be aware of the following:

- Deferral of term work and final term work is the responsibility of the instructor; the Registrar cannot defer term work.
- Students who claim illness, injury or other extraordinary circumstances beyond their control as a reason for missed term work are responsible for informing you as soon as possible and for making alternate arrangements to complete the missed work. In all cases **this must occur no later than three (3) working days after the term work was due.** The alternate arrangement must be made before the last day of classes in the term as published in the academic schedule.
- Normally, any **deferred term work should be completed by the last day of term.**
- In all cases, formative evaluations providing feedback to the student should be replaced with formative evaluations.
- In the event the altered due date must extend beyond the last day of classes in the term, or if students have not submitted assignments in time for you to meet the grade submission deadline, you **must assign a grade of zero for the deferred work and submit the students' earned grade accordingly.** 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. (Please DO NOT use GNA or IP instead of a letter grade; these notations are only to be used in special circumstance as noted in Section 6.1 below.)
- In cases where a student is not able to complete term work due to illness or injury for a significant period of time/or long term, the instructor and/or student may elect to consult with the Registrar's Office (undergraduate courses) or Graduate Registrar (graduate courses) to determine appropriate action.

- Note that if a mutually agreeable accommodation to complete course requirements prior to the course grade submission deadline cannot be achieved, the Chair/Director or Associate Dean may intervene.
- If academic accommodation is granted, but the student is unable to complete the accommodation according to the terms set out by the instructor as a result of further illness, injury or extraordinary circumstances beyond their control, the student must submit a petition to the Registrar's Office (undergraduate courses)/Graduate Registrar (graduate courses).

#### 4.3.2 Deferred Final Examinations

In cases of serious illness/emergency or other circumstances that will cause students to miss the final exam, students may petition the Registrar's Office to write a deferred exam. In specific cases when it is not possible to offer a deferred examination, and with the approval of the Dean, an alternate accommodation may be made. The rules and procedures governing deferred final examinations are specified in Academic Regulation 4.3. Instructors should be aware of the following:

- Students must apply for a deferral to the Registrar's Office no later than **three (3) working days after the original final examination or the due date of the take-home examination.**
- Instructors must submit an interim earned grade for the course for such students, calculated by assigning a grade of F or of 0 (zero) for the final examination or take-home examination, and then calculate a grade that reflects work submitted up to that point. If the student's petition for deferral is approved, the Registrar will replace the interim earned grade with a grade of DEF. After the deferred exam, instructors will update the final grade using the Deferred Grades function in the E-Grades system.
- Deferred final examinations are scheduled in the time period approved by Senate. Please refer to the Academic Schedule for deferred examination dates.
- Instructors are responsible for invigilation of deferred exams, or for making arrangements for alternative supervision, with the approval of your unit chair/director.

#### 4.4 Student Access to Term Assignments and Examination Papers

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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

Instructors should familiarize themselves with the [Academic Integrity Policy](#) and understand the proper steps to follow in cases of suspected violations, which are outlined below. More information is found in the [Academic Integrity Instructor's Guide](#).

### 5.1 Academic Integrity Violations

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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

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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.

- 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 and Documentation 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. Instructors should complete and print the instructional offence report document in Appendix E below, along with printed copies of all requested supporting documentation, and submit to your Chair/Director, who will forward it to the Faculty's Associate Dean (Students and Enrolment).

#### 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 at 613-520-2600 ext. 6617 or by email at [ombuds@carleton.ca](mailto:ombuds@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 613-520-2600 x3126) 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 the [Academic Integrity Instructor’s Guide](#).

### 5.3 Investigation and Decision

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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 FASS 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 decide 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. Once you have received a copy of the decision, please destroy all correspondence associated with the case. A hard copy is retained by the FASS/FPA Dean’s office until the student graduates.

## 6. GRADES AND GRADING

### 6.1 Grading System

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The University uses the following letter grade scale, and percentage equivalents, which should be used to calculate final course grades:

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 calculate grades in a way that deviates from the University grading system, such as by curving the grades (a practice that is discouraged), the alternative grading scheme must be carefully detailed in the course outline and clearly communicated to students at the beginning of the course. Instructors are also advised to confirm in advance with their Faculty’s Associate Dean that any proposed alternative grading scheme is appropriate and consistent with University regulations.**

The following additional final course grades may be assigned by instructors:

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. <b>It is used only where there is an allegation of an academic offence.</b> 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. 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. This grade can be assigned only in courses that are designated to be graded on this basis.
IP	In Progress – this grade should only be assigned when: At the undergraduate level, an undergraduate thesis or honours research essay has not been completed by the end of the period of registration. At the graduate level, a graduate thesis, research essay, independent research project or comprehensive examination has not been

completed by the end of the period of registration. The IP notation may also be used at the graduate level when a research seminar has not been completed by the end of the period of registration provided the research seminar has been approved by Graduate Faculty Board as being eligible for the use of this notation. In the case of re-registration in any of the above courses, the IP notation will remain; a final grade will normally be assigned in the final period of registration. Where there is no re-registration in any of the above courses, the IP notation must be replaced with an appropriate notation or grade within the prescribed time period, or be replaced by a notation of WDN.

## 6.2 Posting Grades

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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 should refrain from posting **final letter grades on cuLearn until they have been approved by the Dean. Course outlines must 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 or by email.

## 6.3 Final Grade Reports

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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 (Academic) 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 calculate a grade 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. **Please DO NOT enter a grade of GNA or IP for such students;** those notations are only to be used in special circumstances as noted in Section 6.1.

Visit the [E-Grades web page](#) to access to documentation and training materials on the E-Grades submission/approval process.

## 6.4 Change of Grades and Deferred Grades

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The **Change of Grade** function in the E-Grades system provides a means for mistakes in the grading process, informal appeals, and assessment of approved deferred term work to be rectified within an appropriate period of time. **Legitimate reasons for change are required.**

The **Deferred Grades** function in the E-Grades system allows instructors to post grades when formally scheduled deferred final examinations and take-home examinations have been completed.

## 6.5 Appeal of Grade

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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 3.3.4 specifies the rules and procedures regarding informal appeals. Instructors should be aware of the following:

- Wherever possible, both during the term and after, concerns about the grading of student work should be settled informally between the student and the instructor. As a result of this informal appeal the original grade may be

raised, lowered or left unchanged.

- 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 instructor shall provide the student with a list of their grades on all components of the course and a description of how their final grade was calculated.
- Students should initiate this process within seven working days of the day on which the official 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 through Carleton Central.

### **6.5.2 Formal Appeal of Grade**

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 required supporting documentation, normally within 20 working days of the day on which the grade was made available to the student, or the informal appeal process was completed (if applicable). The resolution of an appeal of grade is the responsibility of the Dean of the Faculty offering the course. The appeal must be specific to one or more graded components of the course and/or the calculation of the final grade.

On receiving a formal appeal from the Registrar's Office, 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. Circumstances which may result in a decision not to proceed may include, for example, cases where the Dean determines that the informal process has adequately addressed the student's concerns or where the Dean determines that a reasonable expectation of error or bias in the original grade has not been established. If the Dean decides not to proceed with the appeal, the student will be informed of the reasons for the decision.

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, as chief academic officer of the Faculty, will assign the grade. The decision of the Dean is final. As a result of this formal appeal process the original grade may be raised, lowered or left unchanged. The student will be given a concise explanation of the decision.

## **6.6 Grading Guidelines (Faculty of Public Affairs only)**

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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

### 8.1 Accommodation on Basis of Disability, Religious Obligations, and Family Status

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As an instructor, you may be asked to provide an academic accommodation for 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 [Instructors' Guide to Academic Accommodation](#). This guide is designed to assist you in your discussions with a student on any requested human rights accommodation and to help inform the student on their obligations. We have highlighted below important information from this document.

**IMPORTANT NOTE: Please ensure that you copy the "Accommodation Statement for Instructors" [found on the equity website](#) and on the second page of the [Instructors Guide](#) into your respective course outlines.** You should read this statement at the beginning of your first few classes to remind students of their obligations when requesting any form of academic accommodation.

If you have questions on academic accommodation, please call Equity Services at 613-520-5622 or visit their office in room 3800 Carleton Technology and Training Centre.

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.

#### 8.1.1 Accommodation for Students with Disabilities

The **Paul Menton Centre** for Students with Disabilities (PMC) provides evaluation of academic accommodation requests based on relevant medical documentation from registered health care professionals. PMC determines accommodations that are appropriate to the student's disability-related needs while maintaining academic standards on a course-by-course basis. A student's accommodation needs are formally communicated through an electronic *Letter of Accommodation*. A student with a disability requiring academic accommodation in your course must contact his or her PMC coordinator early each term, and request a *Letter of Accommodation* be sent to you. As the Instructor, you are required to:

1. Engage in constructive dialogue with the student and, if necessary, consult with his or her PMC coordinator, regarding the best ways to facilitate the implementation of accommodation requests as specified in the *Letter of Accommodation*.
2. Work with the student and/or the PMC to coordinate classroom accommodations (e.g. volunteer note takers, sign language interpreters, captioning of multi-media materials in the classroom).
3. Make accommodation arrangements for in-class scheduled tests, quizzes, midterms, or end-of-term final exams that are not formally scheduled. **PLEASE NOTE: Instructors may choose to make these accommodation arrangements within their department, or use the services of the McIntyre Exam Centre (MEC) located in 133 UC. If you wish to use MEC services, please submit an online booking for each quiz, test, midterm or exam early in the term or at least two weeks before the date of the quiz/test/midterm/exam in order to ensure they have the necessary resources to meet your students' accommodation needs. For more information about MEC services, please visit: <http://www.carleton.ca/ses/mcintyre-exam-centre/>**



4. When Scheduling & Examination Services (SES), the McIntyre Exam Centre (MEC) or the CUOL Office are involved in assisting you with accommodating students with disabilities for in-class tests, CUOL midterms or formally scheduled examinations, please ensure the appropriate office has a copy of the test or exam in the format required within the timeframe specified by SES, MEC, and CUOL.

For more information, please consult the “**Information to Assist Faculty in Accommodating Students with Disabilities**” webpage at [www.carleton.ca/pmc/faculty/](http://www.carleton.ca/pmc/faculty/). If you have further questions or concerns, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca).

### 8.1.2 Religious Accommodation

Students requiring accommodation on the grounds of religious observance must submit to their instructors a formal written request with suggestions for alternate dates and/or means of satisfying any academic requirements involved. Such requests should be made during the first two weeks of any given academic term, or as soon as possible after a need for accommodation is known to exist, but in no case later than the second-last week of classes in that term.

Upon receipt of a request for religious accommodation, you are required to:

1. **Assess the eligibility of the event for accommodation.** If you are not familiar with the religious obligation, ask the student to clarify the actual obligation of the religious event. Note: Commonly cited religious observances are posted at <http://www.carleton.ca/equity/> and more information is available at <http://www.interfaith-calendar.org/>. If you or the student still have questions, please contact [equity@carleton.ca](mailto:equity@carleton.ca) or call (613) 520-5622 to speak to an Equity Advisor.
2. **Determine an appropriate accommodation in consultation with the student** in a way that avoids academic disadvantage to the student. Send an email confirming the agreed religious accommodation for the final exam to Exam Services at [examinations@carleton.ca](mailto:examinations@carleton.ca)

### 8.1.3 Pregnancy Accommodation

Pregnancy accommodation may involve a temporary modification of the elements of the student’s academic program (e.g., laboratory, mid term, final exam, or field work).

Upon receipt of a request for accommodation, you are required to:

1. **In-class and mid-term accommodation:** Discuss directly with the student any request for an in-class accommodation. For clarification please contact [equity@carleton.ca](mailto:equity@carleton.ca) or call (613) 520-5622 to speak to an Equity Advisor.
2. **Final exam accommodation:** Discuss with the student any request for accommodation for final examinations. When you have reached an agreement regarding the most appropriate form of accommodation, have the student fill out and submit the online pregnancy accommodation form at <http://www.carleton.ca/equity/accommodation/> the Department of Equity Services will forward the request to Exam Services to coordinate the accommodation. For clarification please contact [equity@carleton.ca](mailto:equity@carleton.ca) or call (613) 520-5622 to speak to an Equity Advisor

## 8.2 Other Accommodations

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In addition to accommodating human rights, the University also requests that instructors provide all reasonable accommodation to students engaged in certain extracurricular activities and who participate in National or Provincial Days of Action.

### 8.2.1 Accommodation for Student Activities

The following Senate Policy was adopted in 2019:

“The University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. For example, student athletes competing at a national level can serve as role models, balancing an active, healthy lifestyle with academic pursuits. Students who compete or perform at a

high level represent the university in a positive light and can serve as ambassadors for the university.

“Carleton University strongly supports these activities. Faculty members must provide all reasonable accommodation to students who compete or perform at the national or international level. In particular, this includes varsity athletes, students participating in recognized international academic competitions or student artists performing internationally. When it is unclear if the nature of the activity warrants accommodation, faculty members are guided to discuss the issue with their Chair or Director. The Dean, when required, will make a final determination regarding the accommodation after making sufficient consultations to ensure a consistent application of this policy across the university. The Director of Athletics may be contacted to determine the acceptability of an athletic accommodation. Students who feel a faculty member has denied the accommodation required under this policy or who feel that the accommodation provided by the faculty member is not appropriate should contact the Dean responsible for their program.

This accommodation may involve rescheduling of academic deadlines, providing alternate means of assessment or facilitating off-campus examinations. Support in coordinating off-campus examinations is available from Scheduling and Examination Services.”

### **8.2.2 Accommodation for Days of Action**

The Senate has adopted a policy in 2010 that encourages all instructors to accommodate students who participate in a National or Provincial (Ontario) Day of Action subject to the following conditions:

- A. The issue addressed by the Day of Action is included within the issue of government support for education and accessibility.
- B. Notice of the Day of Action is given to the Provost, by the executive of GSA or CUSA, by August 1 before the academic year of the Day of Action.
- C. As in all cases of accommodation, students remain responsible for all academic obligations.

## **9. SEXUAL VIOLENCE POLICY**

As a community, Carleton University supports and is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated and is treated with the seriousness it deserves. Carleton acknowledges that individuals who are members of equity-seeking groups who experience intersecting forms of disadvantage based on the protected grounds in the Ontario Human Rights Code may be disproportionately affected by sexual violence and its consequences.

The purpose of this Policy is to articulate Carleton University’s commitment to a safe, supportive and healthy campus and to confirm its commitment to provide support to those members directly affected by sexual violence.

For the full details of the policy see: [Sexual Violence Policy](#).

## **10. 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.

## **11. 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.

**Appendix A - MINIMAL TEMPLATE FOR COURSE OUTLINE**

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[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 web site address, etc. if applicable:]

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- 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. **Learning Outcomes:** A statement of the learning outcomes to be achieved in the course.
- IV. **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.
- V. **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.
- VI. **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 plan to calculate grades in a way that deviates from the University grading system, such as by curving the grades (a practice that is discouraged), the course outline must include an explicit statement to this effect and the alternative grading scheme clearly explained.. (Instructors are also advised to confirm in advance with their Faculty's Associate Dean that any proposed alternative grading scheme is appropriate and consistent with University regulations.)
  - 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).**

- 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.
- Academic Regulation 5.2 states that the course outline must include all elements that will contribute to the cumulative grade earned and the approximate grade breakdown for the course. The elements and grade breakdown may initially be approximate, but are normally confirmed no later than the last day of registration for the term. If faculty deviate from section 5.4 on the grading system (referenced above in section 6 of this document), the grading system that will be used must be clearly indicated. If additional requirements beyond the cumulative grade earned in the course (for example, a requirement that students complete/pass certain assignments and examinations to pass the course), this should be clearly identified in the course outline.

## VII. 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 [here](#)

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.

## VIII. 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 the [Instructors' Guide to Academic Accommodation](#).

### *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 [click here](#).

**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 [click here](#).

**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](mailto: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).

### **Survivors of Sexual Violence**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

### **Accommodation for Student Activities**

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. 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. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

## Appendix B – ASSISTANCE FOR STUDENTS

IF A STUDENT NEEDS ASSISTANCE WITH...	REFER TO...	CONTACT INFORMATION
<p>...understanding academic rules and regulations</p> <p>...choosing or changing their major</p> <p>...finding a tutor</p> <p>...academic planning guided by an Academic Advisor</p> <p>...polishing study skills</p>	<p><b>Academic Advising Centre</b>  <i>"Helping students build a foundation for academic success by facilitating services that foster personal direction and academic competence"</i></p>	<p>302 Tory Building            613-520-7850  <a href="#">Website</a></p> <p>No appointment necessary as all students are seen on a walk-in basis</p>
<p>...developing a coherent pattern of courses in the major and consultation about opportunities for graduate and professional study</p>	<p><b>Undergraduate Program Advisors</b></p>	<p>Consult the individual departmental website</p>
<p>...a learning disability</p>	<p><b>Paul Menton Centre</b>  <i>"Integration, Individualization, Independence"</i></p>	<p>501 University Centre            613-520-6608  <a href="#">Website</a></p> <p>Students can call or drop in to make an appointment</p>
<p>...peer assisted tutoring for pre-identified, notoriously difficult courses</p> <p>...writing services</p> <p>...learning support workshops</p> <p>...online support</p>	<p><b>Centre for Student Academic Support (CSAS)</b></p>	<p>4<sup>th</sup> floor MacOdrum Library            613-520-3822  <a href="#">Website</a></p> <p>For appointment please email <a href="mailto:CSAS@carleton.ca">CSAS@carleton.ca</a></p>
<p>...polishing English conversation skills, or proof reading (International students only)</p>	<p><b>International Student Services Office</b></p>	<p>128 University Centre            613-520-6600  <a href="#">Website</a></p>
<p>...Library and Research help; Learning Support and IT support</p>	<p>Staff at <b>MacOdrum Library</b> (reference services desk)</p>	<p>613-520-2733  <a href="#">Website</a></p>
<p>...coping with stress or crisis</p>	<p><b>Office of Student Affairs or Health and Counseling Services</b></p>	<p><a href="#">Student Affairs Health &amp; Counselling Services</a></p>

### 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, [click here](#).

**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](#). 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.

**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  
Email: [University\\_Privacy\\_Office@carleton.ca](mailto:University_Privacy_Office@carleton.ca)

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## Appendix D – FACULTY OF PUBLIC AFFAIRS GRADING GUIDELINES

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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 5.4). 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 current 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 represent current FPA practice and are calculated by the OIRP on the basis of all recorded grades from 2018-19, including Fs and WDNs.

- In **1000 level** courses, the current practice is to allocate about **27%** of grades in the **A range**, **27%** in the **B range**, about **20%** in the **C range** and **10%** in the **D range**.
- At the **2000 level**, about **30%** of grades are typically in the **A range** and **30%** in the **B range**. C grades predominate over D grades at **20%** and **8%** respectively.
- At the **3000 level**, about **35%** of grades are in the **A range**, **35%** in the **B range**, while no more than 20% should be in the C and D range with C grades predominating over D grades (**15% C vs 5% D**).
- At the **4000 level**, about **52%** of grades are in the **A range**, **35%** in the **B range** and only **5%** in the **C range**.

**Note: The Dean's office will 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. Further:**

- 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.
- It is important to remember that Senate medals for outstanding academic achievement by undergraduate students will be awarded as follows:
  - i) To the top 3% of the graduating class in each degree, subject to the requirement that, in all cases, the Overall GPA must be at least 10.60
  - ii) To all graduating students with an Overall GPA of at least 11.00

When computing final grades instructors should normally use the letter grade-percentage conversion table outlined in Section 5.4 of the Academic Regulations, and reproduced in Section 6 above. The practice of curving grades is strongly discouraged. However, if you calculate grades in a way that deviates from the University grading system, the alternative grading scheme must be carefully detailed in the course outline and clearly communicated to students at the beginning of the course. Instructors are also advised to confirm in advance with the Associate Dean (Academic) that any proposed alternative grading scheme is appropriate and consistent with University regulations.

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 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.”**

## **Appendix E – ALLEGED ACADEMIC INTEGRITY VIOLATION REPORT**

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In cases of suspected academic integrity violations, please print and complete the form on the following page. Ensure that you carefully document all incidents and include printed copies of all required information as requested. The Dean's Office cannot accept electronic copies. The report form and all supporting documentation should be submitted to your Chair/Director, who will forward the file to the Associate Dean (Students and Enrolment).



### Instructional Offence Report

Please complete and print this form along with hard copies of all supporting documents as requested below.

**The Dean's Office cannot accept electronic copies.**

Student Name:	Student ID Number:
Course:	Instructor:
Course component(s) (e.g. essay, final exam):	Weight:
Academic Term & Year:	
Date work submitted:	
For plagiarism and unauthorized collaboration only – Approximate percentage of essay that is plagiarized:	
If any circumstances caused a delay in reporting this allegation, please explain:	
Please circle the type of offence, and attach hard copies of the requested information as appropriate.	
<ul style="list-style-type: none"> <li>a. Misrepresentation (e.g. fake medical certificates, other fake documentation) <ul style="list-style-type: none"> <li>• Please attach a hard copy of the fake document and any related correspondence.</li> </ul> </li> <li>b. Plagiarism <ul style="list-style-type: none"> <li>• Please attach: <ul style="list-style-type: none"> <li>A hard copy of the original assignment, with plagiarized passages highlighted. Number the plagiarized passages e.g. 1, 2, 3.</li> <li>A hard copy of the source materials, with source passages highlighted. Number the source passages e.g. 1, 2, 3.</li> </ul> </li> </ul> </li> <li>c. Unauthorized collaboration (two students submitting the same assignment) <ul style="list-style-type: none"> <li>• Please attach hard copies of the course work in question</li> </ul> </li> <li>d. Unauthorized resubmission (a student submitting the same assignment for two different courses) <ul style="list-style-type: none"> <li>• Please attach hard copies the course work in question</li> </ul> </li> <li>e. Tests and examinations <ul style="list-style-type: none"> <li>• Please attach a statement from the proctor/examiner describing the incident in detail i.e. what the student(s) were alleged to have done, the steps taken by the proctor/examiner.</li> </ul> </li> <li>f. Impersonation (one person pretending to be another person) <ul style="list-style-type: none"> <li>• Please attach a statement describing the incident/evidence</li> </ul> </li> <li>g. Assisting in violation of AI standards (one student allows for another student to copy from them) <ul style="list-style-type: none"> <li>• Report as for unauthorized collaboration above</li> </ul> </li> </ul>	
<b>Please attach a printed copy of the course outline</b>	
<b>Is there any information that may assistance to the Associate Dean in making a decision on this case? If so, please attach a separate statement.</b>	

**Statement from Chair/Director:**

I have reviewed the evidence and I agree with the instructor's concerns. We are asking you to investigate.

Signature: \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_