

CERTIFICATE IN LAW

**HANDBOOK OF ACADEMIC
REGULATIONS, POLICIES AND
PROCEDURES**

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1 INTRODUCTION

1.1 PURPOSE

The purpose of this Handbook is to acquaint students with the academic requirements, regulations, policies, procedures, and expectations of the Certificate in Law (“CIL”). It is the responsibility of the student to read and understand the entire document. Questions about any of its contents should be directed to the Academic Director of the CIL (referred to in this Handbook as the “Academic Director”) or the Certificate Program Coordinator of the CIL (referred to in this Handbook as the “CIL Coordinator”). If there is any inconsistency between information published on the CIL web site and this Handbook, the Handbook will prevail.

1.2 ACKNOWLEDGEMENT OF TERRITORY

Queen’s University in Kingston is situated on traditional Anishinaabe and Haudenosaunee Territory. To acknowledge this traditional territory is to recognize its longer history, one predating the establishment of the earliest European colonies. It is also to acknowledge this territory’s significance for the Indigenous peoples who lived, and continue to live, upon it – people whose laws, practices and spiritualities were tied to the land and continue to develop in relationship to the territory and its other inhabitants today. The Kingston Indigenous community continues to reflect the area’s Anishinaabek and Haudenosaunee roots. There is also a significant Métis community and there are First Peoples from other Nations across Turtle Island present today.

1.3 ANTI-RACISM AND ESSENTIAL VALUES

Queen's University is committed to confronting and addressing systemic racism in all teaching and learning activities and ensuring that the goals of anti-racism, equity, diversity and inclusion are reflected in the educational and classroom practices of the institution campus-wide. The [Queen's University Administration's Declaration of Commitment to Address Systemic Racism](#) expresses this commitment.

In addition, the following essential values must be upheld in all teaching and learning activities: intellectual integrity, freedom of inquiry and exchange of ideas and the equal dignity of all persons. An elaboration of these values is found [here](#).

2 ADMISSION AND APPLICATION

2.1 ADMISSION REQUIREMENTS

2.1.1 Current Queen's Students

Students must have completed at least 18.0 graded units at Queen's and have a minimum 2.60 cumulative GPA to be considered for admission.

Current Queen's undergraduate students who have completed courses required for the CIL at Queen's, at the 200-level, must have achieved at least a C+ in those courses to be considered for admission. For more information on 200-level and 700-level courses see [Course Registration](#).

Current Queen's students are strongly encouraged to apply to the CIL before taking courses at the 200 level, however, they may opt to complete two courses at the 200 level before applying. No more than 6.0 units completed at the 200-level may be applied toward the CIL.

2.1.2 Queen's Graduates

Applicants who have completed an undergraduate degree at Queen's ("Queen's Graduate") must have a minimum 2.60 cumulative GPA to be considered for admission. Applicants are considered Queen's graduates after the first undergraduate degree is conferred.

CIL courses up to 6.0 units previously completed as electives toward a Queen's Bachelor's degree, with a minimum C+ grade, may be used toward the CIL. Previously completed CIL courses with a grade less than a C+, and CIL courses in excess of the 6.0 unit maximum, will be used in the calculation of the cumulative GPA, but cannot be used as credit toward the CIL. Students must complete all remaining courses at the 700-level. Once enrolled in the CIL, students can either repeat a course or enroll in others, and they are subject to the regulations to remain in Good Academic Standing (for more information see [Academic Regulations and Standing](#) and [Retaking Courses](#)).

2.1.3 External Applicants from other Post-Secondary Institutions

Students from universities outside of Queen's must be enrolled in, or have completed, a degree program. Students must have completed the equivalent (as calculated at Queen's) of at least 18.0 graded units at the university level and have the equivalent of a minimum 2.60 cumulative GPA (Queen's grading standards) to be considered for admission.

Students from a recognized college must have completed a two-year diploma or two years of a three-year full-time advanced diploma program with a minimum 2.90 cumulative GPA (Queen's grading standards) to be considered for admission.

Students who are active degree students at another university or college are encouraged to consult with their home post-secondary institution to obtain a Letter of Permission if they want credit for CIL courses applied to their degree or diploma. Once enrolled, students must complete all courses at the 700-level. External students must meet an academic progression requirement of C+ in CIL courses and are subject to the regulations to remain in Good Academic Standing (for more information see [Academic Regulations and Standing](#) and [Retaking Courses](#)).

2.1.4 Interest Students

Individuals who do not meet the above criteria for admission can apply as an Interest Student. Once enrolled as an Interest Student, students can take no more than two courses at the 700 level. Upon meeting the minimum grade requirement of C+ in both courses, their standing will be reviewed and they may be matriculated into the CIL program. Interest Students who are matriculated into the CIL will need to complete the remaining two courses required to obtain the CIL at the 700 level. If a grade less than C+ is obtained in any course, students will either need to retake the course or enroll in another CIL course and are subject to the regulations to remain in Good Academic Standing (for more information see [Academic Regulations and Standing](#) and [Retaking Courses](#)).

2.2 APPLICATION PROCEDURE

Applications for admission to the CIL program can be accessed on the [Certificate in Law](#) website during the application period(s). All applications are reviewed and processed by the Undergraduate Admissions Office.

A detailed instruction document is available to assist students with the process. Students with questions or concerns about the application procedure should contact the CIL Coordinator.

3 PROGRAM CURRICULUM AND GRADING

3.1 JURISDICTION

CIL students are enrolled at Queen's University and are therefore subject to the policies, regulations, and requirements of Queen's University.

CIL students are also subject to the policies, regulations and requirements of the CIL. It is the responsibility of every student in the CIL to read and understand these policies, regulations, and requirements.

3.2 COURSE REGISTRATION

Students are responsible for ensuring they are registered in the appropriate required courses to meet CIL requirements.

3.2.1 Current Queen's Students:

- Students' first two (2) courses will be taken at the 200-level, and can count as electives toward their undergraduate degree. These courses will be charged at the student's home faculty tuition rate.
- The remaining two (2) courses will be taken at the 700-level and will count towards the CIL; they will not count towards a student's undergraduate degree requirements but will be included in their overall cumulative GPA. These courses will be charged at the CIL tuition rate. Once a course is completed, students are not able to switch a 700-level course to a 200-level.
- Students can complete courses to substitute for one of the 200-level CIL courses. [See courses](#). The above courses cannot be taken in place of a 700-level course and a student must receive a minimum grade of C+ in any of the above courses for the courses to count towards CIL requirements.

Students are permitted to make changes to their courses using SOLUS. Students are encouraged to consult the [University Registrar](#) for information on academic and financial deadlines.

Note that the dates to drop a course are the same for 200- and 700-level courses. For more information, see [Dropping a Course](#).

For more information regarding the appeal procedures for 200- and 700-level courses, see [Academic Decisions and Appeals](#).

Students with questions or concerns about their course registration should contact the CIL Coordinator.

3.2.2 Queen's Graduates, Students from Other Post-Secondary Institutions and Interest Students:

- The following categories of student must take all four (4) courses required to obtain the CIL at the 700-level and at the CIL tuition rate:
 - Queen's Graduates;
 - Current students from universities and colleges not registered in an undergraduate program at Queen's;
 - Graduates of universities or colleges other than Queen's Graduates; or
 - Interest Students.

Whether courses taken at Queen's can be transferred for credit to another post-secondary institution is at the discretion of that institution. Students are encouraged to consult their home university before beginning the CIL and to obtain a Letter of Permission if they want courses applied to their degree or diploma from their home post-secondary institution.

3.3 TIMEFRAME

There are three (3) terms during the academic year: Fall (September to December), Winter (January to April), and Spring/Summer (May to August).

3.3.1 Current Queen's Students

- Once enrolled in the CIL, Queen's students may complete the courses required for the CIL at any point throughout their undergraduate studies, including up to three (3) terms after the completion of their undergraduate degree.

3.3.2 Queen's Graduates, Students from Other Post-Secondary Institutions and Interest Students

- Once enrolled in the CIL, Queen's Graduates, students from other institutions and interest students other than Queen's need to maintain their standing in the program by taking at least one course every two (2) terms. If you are inactive over four terms, you will be discontinued from the CIL program.

3.3.3 Requests for Extensions to the Maximum Term of Study

Some students may require an extension of these timelines. Typically, students would be granted an extension if there are extenuating circumstances accompanied by official documentation (for more information see [Academic Decisions and Appeals](#)).

Any questions regarding extending the maximum term of study should be directed to the CIL Coordinator.

3.4 COURSES

The CIL is a multi-year certificate program in which students complete four (4) 3.0 unit courses.

To be eligible to receive the CIL, students must complete a total of 12.0 units, and meet the Academic Regulations (see [Academic Standing](#)).

3.4.1 Required Courses

For more information regarding credit for courses completed before enrolling in the CIL, see [Admissions Requirements](#) and [Credit for Courses from Other Universities](#).

All courses are offered online with Law 201 also offered in blended (on-campus) form to current Queen's students.

| Course Name* | Course Code |
|--|-------------|
| Introduction to Canadian Law | LAW 201/701 |
| Aboriginal Law | LAW 202/702 |
| Workplace Law Or substitute with EMPR 210 (Employment Law) | LAW 203/703 |
| Corporate Law Or substitute with COMM 382 (Business Law II) | LAW 204/704 |
| Public & Constitutional Law | LAW 205/705 |
| Intellectual Property Law | LAW 206/706 |
| International Law | LAW 207/707 |

*PHIL 318 (Philosophy of Law) can be substituted for any of the above core Law courses.

For more information about 200-level and 700-level courses, see [Course Registration](#).

3.4.2 Course Load

Current Queen's undergraduate students are strongly encouraged to discuss their course load with an Academic Advisor in their home faculty if they plan to take more or fewer units than the normal load for their year of study. Students who wish to exceed their normal term limit must consult with their home faculty.

Students may also consult with the CIL Coordinator regarding course load throughout the CIL.

3.4.3 Retaking or Enrolling in Additional CIL Courses

Students enrolled in the CIL have two options in order to earn the required C+ grade. For more information see [Progression in the Certificate in Law](#).

When the exact course is retaken, only the attempt with the higher mark will count toward the CIL. However, both entries will continue to appear on the student's transcript. Students who retake a course should register in the course at the same level (i.e. 200 or 700-level) as the first attempt.

Students who do not wish to retake courses for credit also have the option to enroll in another one of the CIL courses offered.

3.4.4 Spring/Summer Term

Most CIL courses are offered in the Spring/Summer term.

3.4.5 Courses at Other Institutions

Once enrolled, students may not complete courses toward the CIL at other post-secondary institutions unless there is an agreement between the other institution and Queen's University that allows for the completion of courses at that other institution for the purposes of obtaining the CIL.

For more information on courses completed at Queen's prior to enrolling in the CIL, see [Admission Requirements](#).

Questions regarding this matter should be referred to the CIL Coordinator.

3.4.6 Dropping a Course

In any given term, students may make changes to the course(s) they are enrolled in without financial or academic penalty before the "Add/Drop" dates, which are outlined in the [Sessional Dates](#) for each faculty and on the CIL website [Current Students](#) page. Students should also consult the [University Registrar](#) for information on the academic and financial deadlines that apply past the "Add/Drop" date.

200-level courses: Student who wish to drop a course registered at the 200 level should consult with their home faculty.

700-level courses: Students are permitted to drop courses registered at the 700 level until the last day of classes in the term. Students who wish to drop a 700-level course between the last date to drop classes without academic penalty (as indicated in the Faculty of Law - Certificate Law Sessional Dates information on the University Registrar’s site) and the last day of classes should contact the CIL Coordinator. A ‘DR’ notation will be placed on the transcript (see [Non- Evaluative Grades](#)).

Students who want to drop a course after the last day of classes must submit an appeal to be evaluated by the Academic Director (for more information see [Appeals Not Related to Academic Progression](#)). Appeals to drop a course after the last day of classes require clear evidence of substantial extenuating circumstances beyond the student’s control, and supporting official documentation (see [Extenuating Circumstances](#) and [Official Documentation](#)).

Note: It is only under the most exceptional circumstances that an appeal would be considered to drop a course if the final exam has already been written and/or all deliverables have been submitted. The Academic Director reserves the right to verify all official documentation or other information included in the appeal.

3.5 GRADING

3.5.1 Queen’s University Grading

The grading system for courses in the Queen’s Program is:

| Letter Grade | Grade Point | Percentage |
|--------------|-------------|------------|
| A+ | 4.3 | 90-100 |
| A | 4.0 | 85-89.9 |
| A- | 3.7 | 80-84.9 |
| B+ | 3.3 | 77-79.9 |
| B | 3.0 | 73-76.9 |
| B- | 2.7 | 70-72.9 |
| C+ | 2.3 | 67-69.9 |
| C | 2.0 | 63-66.9 |
| C- | 1.7 | 60-62.9 |
| D+ | 1.3 | 57-59.9 |
| D | 1.0 | 53-56.9 |
| D- | 0.7 | 50-52.9 |
| F | 0.0 | 0-49.9 |

3.5.2 Non-Evaluative Grades

For information regarding non-evaluative grades in 200-level courses, students should refer to their home faculty. For information regarding non-evaluative grades in 700-level courses, please see below.

3.5.3 Aegrotat Standing (AG)

Aegrotat estimated standing in a course is reserved for situations in which a student, who has completed and passed at least 60% of the work for a course, because of illness or other extenuating circumstances beyond his or her control, is unable to complete all the work of the course. Aegrotat grades will be included in the student's grade point average and can be used as credit earned towards the CIL.

A student seeking Aegrotat standing in a class must have the written support of the instructor and must submit a formal appeal to the Academic Director. If the request is granted, this estimated letter grade will appear on the student's transcript together with a note reading "Aegrotat: Estimated Grade."

An Aegrotat grade below C+ will have implications for progression in the CIL. For more information, see [Progression in the Certificate in Law](#).

Students may be granted Aegrotat and/or Credit standing for a maximum of 6.0 units within the CIL. This includes courses at both the 200- and 700-level.

3.5.4 Credit Standing (CR)

Credit Standing (CR) in a course is reserved for situations in which a student, who has completed all of the work of the course, including the final examination, and achieved a passing grade in the course, because of illness or other extenuating circumstances beyond his or her control earned a substantially lower grade than might have been expected (normally a grade of C or lower). A course with Credit standing will not be included in the student's grade point average but can be used as credit earned towards the CIL.

For the purposes of Academic Progression in the CIL, a CR will be considered equivalent to a grade of C+, and will therefore not have implications for progression in the CIL. For more information, see [Progression in the Certificate in Law](#).

A student seeking credit standing in a course must have the written support of the instructor and must submit a formal appeal to the Academic Director. If the request is granted, the designation CR will appear in the student's transcript in place of a letter grade.

Students may be granted Aegrotat and/or Credit standing for a maximum of 6.0 units within the CIL. This includes courses at both the 200- and 700-level.

3.5.5 Grade Deferred (GD)

Grade Deferred standing (GD) is a temporary designation reserved for circumstances in which:

1. A student has submitted all the work in a course, but the final grade is not available (e.g. late assignment not yet marked); or
2. A suspected departure from academic integrity is under investigation or under appeal and a final grade for the course cannot yet be determined.

The instructor shall indicate to the CIL Coordinator the special circumstances under which the GD is

being assigned, and in the case of (1) above, shall provide a timeline for submission of the final grade.

A grade of GD will not be included in the determination of a student's grade point average, and any course with a GD designation may not be counted for credit towards a degree program.

NOTE: GD differs from the notation IN, which indicates that a student has not submitted all the work assigned and the instructor has agreed to accept the outstanding work.

3.5.6 Incomplete (IN)

Incomplete standing (IN) is a temporary designation reserved for a course in which a student who, because of extenuating circumstances beyond his or her control, has not completed all term work for a course or requests permission to defer the writing of a final examination.

A student seeking incomplete standing may be requested to provide, at the instructor's discretion, a medical certificate or other documentation that demonstrates extenuating circumstances. The date for the work to be completed should be reached by mutual agreement between the instructor and student. Incomplete work can be submitted no later than the end of the subsequent term.

In cases where a student will receive a failing grade if all outstanding work is not completed or the exam is not written, an IN grade will be submitted by the instructor. A grade of IN will not be included in the determination of a student's grade point average, and any course with an IN designation may not be counted for credit towards a degree program. If the outstanding work is not submitted by the end of the subsequent term, the IN grade will lapse to an F (failure) and will be included in the student's grade point average.

Any extensions beyond either the date of the first agreement or the end of the subsequent term must be based on further extenuating circumstances and will require an appeal to the Academic Director.

3.5.7 Personal Interest Credit

Students enrolled in the Bachelor of Commerce program may choose to designate a CIL course for pass/fail grading that would normally have letter grading. For more information on the academic regulations, please contact your home faculty or visit the [Bachelor of Commerce website](#). Bachelor of Commerce students registered or considering applying to the CIL program within the Faculty of Law should not designate courses for Personal Interest Credit as these courses do not satisfy the requirements of the CIL. To be granted the CIL, students must meet academic progression of C+ in all four CIL courses completed.

3.5.8 Dropped (DR)

The Dropped (DR) designation indicates a course that is dropped by a student after the deadline to drop without academic penalty (see [Dropping Courses](#)), or as the result of a successful appeal (see [Academic Decisions and Appeals](#)).

Dropped designations will not be included in the student's grade point average and will not count for credit towards the CIL.

3.5.9 Courses in Progress (no designation)

Transcripts will note all courses in progress during the academic term in which they are offered. Courses in progress will have no designation attached to them.

3.5.10 Grading Specifications

All final marks, including those assigned after special examinations, may be based on the results of formal examinations and on grades obtained from other work throughout the course, which may include essays, assignments, presentations, class tests/quizzes, discussion forums and class participation or other work.

At the beginning of each course, the instructor will provide a clear statement of the basis on which the final mark will be assessed. All work assigned and the weight, if any, that it will contribute to the final mark will be specified.

3.5.11 Course Participation

Course participation grades are allocated in some courses. Different instructors may define participation in different ways. For example, participation may include contributions to class discussions or discussion forums, class attendance, timely completion of assigned work, and any other relevant factors as judged by the instructor. Instructors who elect to evaluate class participation as part of student evaluation will normally define the specific form and opportunities for this participation at the start of their course.

3.5.12 Audit Policy

Students may not audit CIL courses at the 200-level.

Students must get consent from instructor to audit courses at the 700-level. A student auditing course can actively participate in course but are not entitled to submit assignments, quizzes or final examinations. Formal registration as a student in the CIL program or as an Interest student is required. A fee will apply.

Questions regarding the audit policy should be referred to the CIL Coordinator.

4 ACADEMIC REGULATIONS AND STANDING

Academic Regulations exist to maintain the standards of the CIL, and to ensure the candidates have the mandatory knowledge and experience to merit receiving the CIL. Certificates are awarded according to the requirements and processes set out in the Academic Regulations.

Every student is responsible for knowing and meeting or upholding the Academic Regulations in order to progress through, and ultimately be awarded, the CIL. The Academic Regulations below are currently in effect. Regulations are consistently reviewed and may change from time to time. Any changes that take place during the academic year will be communicated to students; it remains the student's responsibility to be aware of any such changes.

Each candidate for the CIL must successfully meet the requirements of the Regulations below. Failure to meet these requirements will be reviewed by the CIL Coordinator on behalf of the Academic Director, who may impose sanctions such as a requirement to withdraw from the CIL.

Each candidate for the CIL must successfully meet or achieve the requirements below in order to progress through the CIL, and to be eligible to be awarded the CIL.

4.1 PROGRESSION IN THE CERTIFICATE IN LAW

In order to progress in the CIL:

- Students must attain an academic cumulative grade point of not less than 2.3 (C+) in the CIL (all 200- and 700-level CIL courses or substitution courses as set out in these regulations or in any agreement between Queen's University and another institution);
- Students may not choose to designate a CIL course for pass/fail grading (i.e. a Personal Interest Credit).
- A student who earns less than a C+ in any CIL course will either need to retake the course or enroll in another one of the CIL courses offered and achieve a 2.3 grade point average in that course.

Students whose academic performance was significantly affected by extenuating circumstances beyond their control (see [Extenuating Circumstances](#)) may appeal to the Academic Progress Committee of the CIL. Students may appeal to:

- Waive the requirement to withdraw from the program.
- Waive the requirement to repeat a course.
- Waive the requirement to take an additional Law course.

For more information, please see the [Academic Decisions and Appeals](#).

Students may direct inquiries regarding progression in the CIL to the CIL Coordinator.

Please note that current Queen's students should consult with their home faculty regarding progression

in their undergraduate degree.

4.2 ACADEMIC STANDING

The following Academic Standings may apply, depending on individual circumstances:

4.2.1 Good Academic Standing

In order to progress through the Program and to be eligible for the CIL, students must be in Good Academic Standing. Students are considered to be in Good Academic Standing when they uphold the Academic Regulations set out in [Progression in the Certificate in Law](#).

A student who fails to uphold any one of the Academic Regulations is no longer in Good Academic Standing and may be required to withdraw from the CIL.

4.2.2 Effective Date of Sanctions

Sanctions or adverse academic decisions, such as a requirement to withdraw, shall take effect as soon as the student accepts the sanction OR exhausts (or allows to lapse) their right to appeal to the next level in accordance with Section 30 of [Queen's University Senate Policy on Student Appeals, Rights and Discipline](#):

- *Ordinarily, no sanction, penalty or requirement to withdraw shall be put into effect until the student affected has either exhausted all channels of appeal or has allowed the time for appeal to lapse. For the purpose of this provision, the University will normally consider an adverse academic decision to be a sanction.*
- *Notwithstanding subsection (1), where an academic unit determines that the interests of third parties may be prejudiced by the continued enrollment of a student in a course or program, the unit may decide that pending an appeal from an adverse academic decision, the student should not be permitted to continue in the course or program, or may be precluded from progressing to the next academic stage.*
- *If a decision-maker finds that a breach of academic integrity occurred and believes that a Requirement to Withdraw or the rescission of a degree granted by the University is warranted, then, before issuing its decision the decision-maker must consult with the Chair of the Academic Integrity Subcommittee of the Senate Committee on Academic Procedures ("SCAP"), to ensure that these kinds of sanctions are imposed consistently across the University. If the Chair of the Academic Integrity Subcommittee is satisfied the decision-maker's proposed sanction is in accordance with University standards, they shall so advise the decision-maker in writing and the decision-maker will issue its written decision to the student, including the reasons for its decision. If the decision imposes a Requirement to Withdraw for Breach of Academic Integrity, the decision shall indicate the required transcript notation in accordance with the [Policy on Transcript Terminology for Students Withdrawing from Queen's University](#).*

5 ACADEMIC STANDARDS AND REQUIREMENTS

5.1 ACADEMIC INTEGRITY

Queen's University is dedicated to creating a scholarly community free to explore a range of ideas, to build and advance knowledge, and to share the ideas and knowledge that emerge from a range of intellectual pursuits.

Queen's students, faculty, administrators and staff therefore all have responsibilities for supporting and upholding the fundamental values of academic integrity. Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see <https://law.queensu.ca/programs/jd/student-support/academic-integrity>) and by the quality of courage. These values and qualities are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University.

The following statements from "The Fundamental Values of Academic Integrity" (2nd edition), developed by the International Center for Academic Integrity (ICAI), contextualize these values and qualities:

1. **Honesty:** Academic communities of integrity advance the quest for truth and knowledge through intellectual and personal honesty in learning, teaching, research, and service.
2. **Trust:** Academic communities of integrity both foster and rely upon climates of mutual trust. Climates of trust encourage and support the free exchange of ideas which in turn allows scholarly inquiry to reach its fullest potential.
3. **Fairness:** Academic communities of integrity establish clear and transparent expectations, standards, and practices to support fairness in the interactions of students, faculty, and administrators.
4. **Respect:** Academic communities of integrity value the interactive, cooperative, participatory nature of learning. They honor, value, and consider diverse opinions and ideas.
5. **Responsibility:** Academic communities of integrity rest upon foundations of personal accountability coupled with the willingness of individuals and groups to lead by example, uphold mutually agreed-upon standards, and take action when they encounter wrongdoing.
6. **Courage:** To develop and sustain communities of integrity, it takes more than simply believing in the fundamental values. Translating the values from talking points into action -- standing up for them in the face of pressure and adversity — requires determination, commitment, and courage.

5.1.1 Departures from Academic Integrity

A departure from academic integrity includes any deliberate attempt to gain unfair advantage academically for oneself or others. All forms of departure from academic integrity are considered serious offences within the University community. The following defines the domain of relevant acts without providing an exhaustive list:

5.1.1.1 *Plagiarism*

Presenting another's ideas or phrasings as one's own by failing to provide proper acknowledgement. Some examples are:

- Copying and pasting from the internet without proper acknowledgement
- Copying a printed source or other resource without proper acknowledgement
- Copying from another student in the same or different year of the Program or another Program
- Copying from another's test paper
- Using direct quotations or large sections of paraphrased material in an assignment without appropriate acknowledgement
- Buying term papers or other assignments and submitting them as one's own
- Submitting the same piece of work in more than one course without the permission of the instructors
- Obtaining a copy of, or information about, a test or exam from an earlier section of the course and writing the test or exam later in the day or subsequent days.

5.1.1.2 *Use of unauthorized materials*

- Possessing or using unauthorized study materials or aids during a test
- Copying from another's test paper
- Using an unauthorized calculator or other aids during a test
- Unauthorized removal of materials from the library, or deliberate concealment of library materials
- Obtaining materials such as answer keys and using them to obtain an unfair advantage.

5.1.1.3 *Facilitation*

- Enabling another's breach of academic integrity
- Making information available to another student, such as knowingly allowing one's essay or assignment to be copied by someone else, giving a copy of a test or exam to a student writing the same test or exam later in the day or subsequent days
- Selling or distributing term papers or other assignments
- Knowingly assisting another person to conceal their departure from academic integrity.

5.1.1.4 *Unauthorized collaboration*

- Working with others, without the specific permission of the instructor, on assignments that will be submitted for a grade
- This applies to in-class or take-home tests, papers, or homework assignments. Students may not collaborate without the instructor's authorization.

5.1.1.5 *Forgery*

- Utilizing counterfeit documents or statements (e.g. creating or altering a transcript, medical note or other official documents).

5.1.1.6 *Falsification*

- Misrepresentation of one's self, one's work or one's relation to the University
- Altering transcripts or other official documents relating to student records
- Impersonating someone in an examination or test
- Submitting a final examination in whole or in part, by someone else
- Fabricating or falsifying research data or source material (whether by commission or by omission)
- Allowing someone else to do research work without the knowledge and approval of the instructor
- Failing to appropriately recognize contributions of others
- Attributing authorship of work to persons other than those who have contributed to the work in a meaningful way.

5.1.2 Process for Investigating Suspected Departures from Academic Integrity

The Academic Integrity Policy, Procedures and appropriate forms can be found at <https://law.queensu.ca/programs/id/student-support/academic-integrity>. Students are responsible for familiarizing themselves with the policy. Normally, where a course instructor has a concern about a possible departure from academic integrity, the instructor will notify the student and investigate in accordance with Faculty of Law policy. The student will have an opportunity to respond and their response will be considered part of the evidence in the case.

In complex cases the instructor may refer the case:

- 1) for students enrolled in the CIL, to the Academic Director of the Certificate in Law for investigation. In this situation, the Academic Director will notify the student of the potential departure and investigate in accordance with these regulations and Faculty of Law policy; or
- 2) for students enrolled in 200 level courses, to their home faculty.

In cases of a subsequent departure from academic integrity (that is, where there is a previous departure on record for the student), the instructor will make a finding but refer the case to the Academic Director for the determination of a sanction for students enrolled in the CIL or to the student's home faculty for students enrolled in 200 level courses.

5.1.3 Sanctions for Departures from Academic Integrity

Following the investigation of the suspected departure from academic integrity, the instructor/Academic Director will either: i) make a finding of a departure from academic integrity and

impose a sanction (or refer the matter to the Academic Director for sanction); or ii) determine there was no departure and destroy all evidence of the notice and investigation.

Any student who is found to have committed a violation of academic integrity may face a range of sanctions, including but not limited to: receiving a warning, receiving a grade of zero on the assignment, failing the course, a recommendation to Queen's Senate that the student be required to withdraw from the University for a period of time, or a recommendation to Queen's Senate that a certificate be rescinded.

Records of findings of departures from academic integrity are kept in the Dean's Office and in the Student Services Office. Students who are found to have subsequent violations of academic integrity will normally face progressively more serious sanctions.

5.2 ATTENDANCE

Students must be registered in a class section to be eligible to attend or otherwise participate in lectures, tutorials, tests, examinations, and other activities associated with the class. Students are expected--and at the discretion of the instructor, may be required--to be present at all lectures, tutorials, tests, examinations, or other activities in their classes and to submit essays, exercises, reports, and work at the prescribed times.

Student conduct in lectures, tutorials, tests and examinations must conform to the [Queen's University Student Code of Conduct](#).

5.2.1 Absence and Missed Course Work

A student who claims illness or compassionate grounds as reason for missing lectures, tutorials, assignments, or other activities is responsible for making alternative arrangements with the instructor(s) concerned for extensions or other consideration. For more information see [Academic Consideration for Students in Extenuating Circumstances Policy](#).

5.2.2 Academic Consideration for Students in Extenuating Circumstances

Queen's University recognizes that students may have extenuating circumstances that temporarily affect their ability to fulfill their academic obligations and requirements. The institutional response to requests for academic consideration due to extenuating circumstances is based on the principle of good faith, wherein the university and instructors are requested to assume that student circumstances and documented requests are legitimate unless there is compelling evidence to suggest otherwise. Similarly, students are requested to assume that the university and instructors will provide academic considerations that are deemed to be in the best interest of the student, taking into account academic progress and essential academic requirements and standards.

For more information, see the full policy at: <http://www.queensu.ca/secretariat/policies/student-policy-index> (under Health, and Safety).

As a matter of academic integrity, a student is responsible for making an honest declaration concerning the nature of their illness and its impact on their academic obligations. False declarations may be investigated under the Faculty of Law Academic Integrity Policy.

5.3 LANGUAGE

In accordance with [Queen's University Language Policy](#), examinations and assignments are to be submitted in English, except where a Faculty Board has approved an alternative practice or where a special agreement has been entered into between the Program and a student.

5.4 ACCEPTABLE USE OF INFORMATION TECHNOLOGY RESOURCES POLICY

All members of the Queen's community are bound by the Queen's policy on the [Acceptable Use of Information Technology \(IT\) Resources](#). The policy states:

The use of Queen's University information technology (IT) resources must be consistent with the academic mission of the University. These IT resources are provided to support the teaching, learning, research and administrative activities of the Queen's community. As a member or guest of the Queen's community, you may have access to valuable internal and external networks and resources, and Sensitive Information, and you are expected to use these resources in a responsible, ethical, and legal manner. Your actions should not adversely affect the ability of others to use these resources, or compromise the security and privacy of sensitive information.

5.4.1 Submission of Electronic Assignments

Students are generally required to submit assignments electronically. It is the responsibility of the student to ensure that all electronic submissions are corruption-free.

Any assignment that is detected to be carrying a corrupt file will be immediately destroyed, and the student must re-submit the assignment corruption-free. If the assignment is not re-submitted before the assignment deadline it will be marked "late."

5.5 EXAMINATIONS

5.5.1 Access to Examinations

The term final online examination refers to the final examination question paper in a course together with the graded answer paper written by the student. These documents, in accordance with the [Senate Polity on Student Access to Final Examination Papers](#) must be retained by the instructor or the Faculty for a period of 12 months (all final CIL examinations are retained in onQ, the University's learning management system).).

5.5.1.1 *Informal Access*

Instructors may informally review the final examination with a student who requests it and are encouraged to do so. However, access may not be granted before the final marks are released.

5.5.1.2 *Formal Access*

A student may obtain access to their final examination as part of an appeal process. This may be supervised access to, or a copy of, the final examination paper. The student should contact the CIL Coordinator to arrange for formal access to their final exam. For more information see [Appeals of Grades](#).

5.5.2 Tests and Examinations in the Last Week of Classes

There shall be no examination or test worth more than 25% scheduled during the last week of classes, and no examination or test shall be scheduled between the last week of classes and the beginning of the official examination period.

5.5.3 Scheduling of Final Examinations

The final examination in any class offered in any term or session (including Summer Term) must be written online through an online examination administration service designated by the Faculty of Law at the end of the appropriate term or session at the time scheduled by the Examinations Office; however, the Faculty of Law allows students to schedule and complete exams over a 24-hour period in accordance with the procedures of the online examination administration service designated by the Faculty. The final examination schedule may not be changed once the schedule is posted.

A student who is unable to write an examination due to extenuating circumstances must make alternate arrangements with the instructor or consider a request for an incomplete grade, Aegrotat or Credit standing (See [Non-Evaluative Grades](#)). Students who find themselves in such circumstances may seek permission to write the examination at a later time by appealing in writing to the instructor of the course. For more information see [Academic Consideration for Students in Extenuating Circumstances](#).

5.5.4 Final Exam Disclaimer

When students enroll in a CIL course(s), they are agreeing to write the final examination (if any) online as outlined in the syllabus, according to the procedures of the designated online examination administration service, including the payment of any required fee(s). The benefit is that students are able to complete examinations in their own space using their own computer. Students are responsible for ensuring that they meet all requirements of the online examination administration service, including computer requirements and identification requirements. Further information can be found on the [Certificate in Law website](#) or within the CIL Orientation course page in OnQ.

5.5.5 Special Examinations

A student may petition the instructor of the course in question for permission to take a Special Examination. Normally, permission will be granted only if there have been extenuating circumstances – that is, personal circumstances beyond a student's control – adversely affecting a student's performance at Queen's University. Official documentation may be required.

5.6 QUEEN'S UNIVERSITY STUDENT CODE OF CONDUCT

Queen's University is dedicated to learning, intellectual inquiry, the dissemination and advancement of knowledge, personal and professional development, and good citizenship. All students are required to read and adhere to [Queen's University Student Code of Conduct](#).

Students are expected to adhere to and promote the University's core values of honesty, trust, fairness, respect and personal responsibility in all aspects of University life, academic and non-academic. These core values are intended to inform and guide student conduct as they foster mutual respect for the dignity, property, rights and well-being of others.

As a member of the Queen's community, every student accepts the University's policies, rules and procedures and acknowledges the right of the University to set standards of conduct, as well as the right of the University and/or its Authorized Agent(s) to impose sanctions for conduct found to have violated those standards.

5.6.1 Non-Academic Misconduct Cases

Queen's Student Code of Conduct policy is the foundation for the university's non-academic misconduct system (NAM), which provides a process for identifying and addressing misconduct within the Queen's community, encouraging informal resolution of grievances while taking into account the well-being of each student and the safety and well-being of the community. The university is committed to a developmental and educational response to student misconduct. The principles of development, deterrence, restitution and, where appropriate, restorative justice, guides decision-makers within the system.

[The Non-Academic Misconduct Intake Office \(NAMIO\)](#) is the university office that receives and refers reports of student non-academic misconduct in accordance with the criteria set out in the Student Code.

5.6.2 Professionalism and Facilities Etiquette

All study and workspaces provided should be treated with respect and care. All students are expected to use any provided facilities for the purposes for which they are intended, and to leave spaces clean, tidy, in the proper furniture configuration and with the appropriate room supplies.

6 ACADEMIC DECISIONS AND APPEALS

Various types of academic decisions may be made by a course instructor, Academic Director, or the Associate Dean, Academic Policy (“Associate Dean”).

The appeals process at Queen’s University is comprised of several levels of appeal by different appeal bodies. In accordance with the [Queen’s University Senate Student Academic Appeals Policy \(SAAP\)](#), the policy is in place “to ensure that students receive fair treatment and are aware of their rights and responsibilities and to establish a fair, efficient process for addressing student appeals from academic decisions”.¹

Students are encouraged to consult the University Ombudsman as a resource for information and advice (for more information see [University Ombudsman](#)).

Appeals of academic decisions fall into four possible categories:

1. [Appeals of grades](#)
2. [Appeals not related to academic progression](#)
3. [Appeals of academic standing and progression decisions](#)
4. [Appeals of academic integrity decisions](#)

6.1 APPEALS RELATED TO 200-LEVEL COURSES

Courses taken at the 200-level are subject to the policies and regulations of the student’s home faculty; appeals concerning 200-level courses, not related to progression in the CIL, should therefore be directed to the home faculty.

6.2 APPEALS RELATED TO 700-LEVEL COURSES

Courses taken at the 700-level are subject to the policies and regulations of the CIL; appeals concerning 700-level courses, not related to progression in the CIL, should therefore be directed to the Academic Director. Inquiries should be directed to the CIL Coordinator.

6.3 APPEALS RELATED TO ACADEMIC PROGRESSION

All appeals regarding academic standing and progression in the CIL, regardless of course registration, are evaluated by the Associate Dean. Inquiries regarding progression in the CIL should be directed to the CIL Coordinator.

For more information about 200-level and 700-level courses, see [Course Registration](#).

Note that it is the student’s responsibility to clearly establish that grounds for an appeal exist as the basis for an appeal. Below the various decision-making bodies and their mandates are explained.

¹ Student Academic Appeals Policy, Table of Contents, Introduction

6.4 EXTENUATING CIRCUMSTANCES

In general, appeals or other requests are only granted when there are **significant** extenuating circumstances, beyond a student's control, which would merit the waiving of a particular regulation, requirement, deadline, or decision. Significant extenuating circumstances normally involve a major physical or psychological event that is beyond a student's control and is debilitating to his or her academic performance. These kinds of extenuating circumstances must be supported by official documentation from an appropriate professional. For the purposes of this policy, extenuating circumstances do not include the following (among others): taking on additional shifts; running for election; serving on student government or other committees/associations; experiencing a brief and/or mild illness for which consideration has been granted.

Note that the actual detailed personal circumstances are not as important as the effects of these events on a student's academic performance. Therefore, students should make a direct connection between the extenuating circumstances as outlined in the supporting documents and the effect on their academic performance. Students must outline when the particular event(s) occurred, how long they were affected, and what course work was affected. Students should also outline what steps they took to deal with the extenuating circumstances during or after the occurrence (for example, consultation with a health-care professional or personal counsellor).

An appeal should normally include a plan for achieving academic success in the future should the appeal be granted.

6.5 OFFICIAL DOCUMENTATION

Official documentation does not need to outline the specifics of the particular condition or matter affecting the student, but should clearly indicate ways in which the extenuating circumstances directly affected the student's performance, and should verify that these effects were substantial enough to cause the academic problem. Information on the start, duration, and present state of the extenuating condition is critical to helping the instructor or committee to make an informed decision. Further, a clear statement on whether the condition or circumstances have either improved or are being managed so that they will not have a significant detrimental effect on future academic performance is also essential.

Documents submitted may be verified by the CIL administration. False statements or documents may be investigated in accordance with the Faculty of Law Policy on Academic Integrity.

6.6 UNRESOLVED CIRCUMSTANCES

The appeals process does not compensate for circumstances that the student is unable to resolve, or for which the student is unwilling to actively seek accommodation. In addition, the appeals process does not compensate for circumstances that are actively being accommodated, for example where a student's permanent disabilities are being accommodated through Queen's Student Accessibility Services Office.

Multiple appeals citing the same circumstances will be reviewed very closely. This review may include, with the permission of the student, consultation with the appropriate professionals involved to obtain more detailed information. In order for such an appeal to succeed, there must be convincing evidence that the circumstances that affected the student's academic performance will be resolved within a reasonable timeline, or will be appropriately managed on an ongoing basis.

6.7 APPEALS OF GRADES

Students who wish to appeal a grade in a 200-level course should consult their home faculty.

Students who wish to appeal a grade in a 700-level course should follow the procedure outlined below.

6.7.1 Review of Graded Work in a Course

Students have the right to review all graded work in a course, including the final examination. For the purposes of this section, "final examination" means the final examination question paper and the graded answer paper written by the student.

6.7.2 Reassessment of Tangible Deliverables (e.g., Examinations, Essays, Reports, etc.)

6.7.2.1 *Informal Review*

A student with questions about a grade for a tangible deliverable should follow the review policy (if any) outlined in the course syllabus in the applicable course; if the syllabus does not have a review policy, the student should request an informal review before requesting a formal reassessment.

Students with questions about a final examination grade should first request an informal review of their final examination. Instructors may arrange for a supervised informal review of the final examination paper with a student who requests it and are encouraged to do so. However, access to the final examination may not be granted to a student before the final marks are released.

Students are encouraged to contact their instructors regarding an informal review in a timely manner, as requests for a formal reassessment must be made within 30 calendar days of release of the grade. If a grade changes as the result of an informal review by the instructor, the student has 30 calendar days from the release of the new grade to submit an appeal for a formal reassessment.

If a student believes that an informal review may not be appropriate under particular circumstances, the student must provide a rationale as to why an informal review was not requested when submitting the appeal for formal reassessment.

6.7.2.2 *Formal Reassessment*

If informal access to a tangible deliverable is not granted, or the student is not satisfied with the informal review, the student may ask for assistance from the Faculty of Law in order to initiate a formal reassessment through an appeal to the Academic Director (or delegate).

In a formal reassessment, the entire deliverable will be reassessed; a student may not request that only a portion of a deliverable be reassessed. A reassessment may result in the grade increasing, decreasing, or remaining the same. Note that a passing grade may be reassessed as a failure. If the grade increases or decreases, the original instructor will be asked to recalculate the final course grade. Note that a passing final course grade may be recalculated as a failing final course grade.

An appeal, once begun, cannot be put on hold. If the appeal is withdrawn, the right to appeal the grade will expire once 30 calendar days from release of the grade have passed.

6.7.2.3 *Process*

The student must meet with the CIL Coordinator in order to submit an appeal for a reassessment. If a deliverable was completed as a team, each member of the team must agree in writing to submit the appeal. The CIL Coordinator will request from the instructor the class average on the tangible deliverable, which will be communicated to the student for consideration prior to submission of the appeal.

In the appeal request, a student must:

- (i) provide a written statement that clearly articulates grounds for reconsideration and specifically identifies the substance of an answer where the student believes the mark given was not correct, for example:
 - a. show, in an objective answer, that a correct answer has been counted as incorrect;
 - b. show, in a qualitative or essay answer, that the response has been under-evaluated substantially;
- (ii) provide relevant documentation to support the appeal (e.g. class notes, etc.); and
- (iii) submit the original, unaltered graded material (if the work has been returned to the student).²

Non-substantive statements that do not relate directly to the content of the deliverable (e.g. “I worked hard on this assignment”, or “I don’t usually get grades like this”) do not constitute acceptable grounds for a reassessment.

The Academic Director (or delegate) will facilitate the reassessment by appointing two reviewers. One of the two reviewers is normally the original instructor; however, if the original instructor is not available, or if the student can demonstrate bias or other conflict on the part of the original instructor, the Academic Director (or delegate) may appoint another reviewer with good knowledge of the course material. In such cases, the original instructor may be asked to provide any documentation relevant to the reassessment.

Each reviewer will independently assess the deliverable using the guidelines set out by the course instructor. Reviewers will be provided with the class average on the deliverable, which may be considered as part of the reassessment.

² It is the responsibility of the student to preserve all original exercises, papers, reports, and other graded material for the course and to submit relevant materials with the appeal. In any formal appeal for reassessment of a tangible deliverable, the student must accept the responsibility for ensuring that the work presented for reassessment is in fact the original work submitted for evaluation. If the work has been altered, the submission will be investigated as a departure from Academic Integrity according to the Faculty of Law Policy on Academic Integrity.

The Academic Director (or delegate) will arbitrate the final grade. In such cases, the class average on the deliverable being reassessed may also be considered as part of the arbitration. The Academic Director (or delegate) will report the grade to the CIL Coordinator. The result of the appeal will usually be communicated to the student within 60 calendar days of receiving the request.

The result of the appeal may be further appealed by the student to the Associate Dean only on the basis of an error in procedure.

6.7.3 Reassessment of Intangible Deliverables (e.g. Participation, Professionalism, Peer Review, Presentations, etc.)

6.7.3.1 *Informal Review*

A student with questions about a grade for an intangible deliverable should follow the review policy (if any) outlined in the course syllabus in the applicable course; if the syllabus does not have a review policy, the student should request an informal review before requesting a formal reassessment.

Students are encouraged to contact their instructors regarding an informal review in a timely manner, as requests for a formal reassessment must be made within 30 calendar days of release of the grade. If a grade changes as the result of an informal review by the instructor, the student has 30 calendar days from the release of the new grade to submit an appeal for a formal reassessment.

If a student believes that an informal review may not be appropriate under particular circumstances, the student must provide a rationale as to why an informal review was not requested when submitting the appeal for formal reassessment.

6.7.3.2 *Formal Reassessment*

If an informal review of an intangible deliverable is not granted, or the student is not satisfied with the informal review, the student may ask for the assistance of the CIL Office in order to initiate a formal reassessment through an appeal to the Academic Director (or delegate).

In a formal reassessment, the entire deliverable will be reassessed; a student may not request that only a portion of a deliverable be reassessed. A reassessment may result in the grade increasing, decreasing, or remaining the same. Note that a passing grade may be reassessed as a failure. If the grade increases or decreases, the original instructor will be asked to recalculate the final course grade. Note that a passing final course grade may be recalculated as a failing final course grade.

An appeal, once begun, cannot be put on hold. If the appeal is withdrawn, the right to appeal the grade will expire once 30 calendar days from release of the grade have passed.

6.7.3.3 *Process*

The student must meet with the CIL Coordinator in order to submit an appeal for a reassessment. If a deliverable was completed as a team, each member of the team must agree in writing to submit the

appeal. The CIL Coordinator will request from the instructor the class average on the intangible deliverable, which will be communicated to the student for consideration prior to submission of the appeal and payment of the administrative fee.

In the appeal request, a student must:

- (i) provide a written statement that clearly articulates the grounds for reconsideration and identifies specifically why the mark given was not a correct assessment; and
- (ii) provide relevant documentation to support the appeal (e.g. rough work, email communication, record of attendance, etc.); and
- (iii) submit any original, unaltered material related to the grade (such as a graded PowerPoint deck, rubric, or written feedback from the instructor).³

Non-substantive statements that do not relate directly to the content of the deliverable (e.g. “I worked hard on this assignment”, or “I don’t usually get grades like this”) do not constitute acceptable grounds for a reassessment.

The Academic Director (or delegate) will facilitate the reassessment by appointing one or more reviewers, depending on the nature of the appeal. The original instructor is normally a reviewer; however, if the original instructor is not available, or if the student can demonstrate bias or other conflict on the part of the original instructor, the Academic Director (or delegate) may appoint another reviewer, or reviewers, with good knowledge of the course material. In such cases, the original instructor may be asked to provide any documentation relevant to the reassessment (such as attendance records). In cases where two reviewers are appointed, each will independently assess the deliverable using the guidelines set out by the course instructor. Reviewers will be provided with the class average on the deliverable, which may be considered as part of the reassessment.

The Academic Director (or delegate) will arbitrate the final grade. In such cases, the class average on the deliverable being reassessed may also be considered as part of the arbitration. The Academic Director (or delegate) will report the grade to the CIL Coordinator. The result of the appeal will usually be communicated to the student within 60 calendar days of receiving the request.

The result of the appeal may be further appealed by the student to the Associate Dean, Academic Policy, only on the basis of an error in process or procedure.

6.7.4 Fees

An administrative fee of \$40.00 will be charged for each reassessment request. Non-cash payment is due with the submission of the appeal, without exception, and must be paid to the CIL Coordinator. As stated above, the complete appeal for reassessment must be submitted, and payment made, within 30 calendar days of the grade being released.

The fee is refundable only if the reassessment results in an increase to the letter grade for the deliverable in question (e.g. B to B+). There is no refund if the appeal is withdrawn by the student.

³ It is the responsibility of the student to preserve all original materials for the course and to submit relevant materials with the appeal. In any formal appeal for reassessment of an intangible deliverable, the student must accept the responsibility for ensuring that any material presented for reassessment is in fact the original material. If the material

6.7.5 Appeals Not Related to Academic Progression

Appeals not related to academic progression include requests:

- To add a 700-level course after the last official date for adding classes
- To drop a 700-level CIL course after the last official date for dropping a class
- To request Aegrotat (AG) standing in a 700-level CIL course
- To request Credit (CR) standing in a 700-level CIL course
- To request an extension of the deadline to submit incomplete work in a 700-level CIL course that has been graded Incomplete (IN)
- Other comparable matters

There are **four (4) levels of appeal** for matters related to the above items:

1. Academic Director
2. Associate Dean, Academic Policy, of the Faculty of Law
3. Law Faculty Board
4. University Student Appeal Board (USAB)

The Academic Director makes some decisions, not related to progression, for students in the CIL. The student should request consideration as appropriate to the Academic Director as soon as they are aware of a situation requiring such consideration.

Appeals require evidence of extenuating circumstances beyond the student's control, and supporting official documentation. For more information see [Extenuating Circumstances](#) and [Official Documentation](#).

6.7.6 Appeal Requirements:

As part of the written appeal, a student should:

- submit the appropriate appeal form to the CIL Coordinator;
- attach a letter outlining the reasons for the request and any other detail that may help the Academic Director understand the student's case;
- include all relevant documentation that the student believes supports the appeal (e.g. medical notes); and
- pay the non-refundable fee that applies to the appeal request, if applicable.

Once all of the required documentation and payment have been received, the student's appeal will be reviewed by the Academic Director.

After reviewing all information, the Academic Director shall either:

- grant the student's appeal; or
- reject the student's appeal; or
- forward the appeal for decision by the Associate Dean.

The Academic Director shall give his/her decision and supporting reasons in writing within a reasonable period of time as demanded by the complexity of the case.

The decision will advise the student that, if new information becomes available, an appeal may be

resubmitted to the Academic Director for further consideration.

The decision shall also advise that the student has the right to appeal the original decision, in writing, to the Associate Dean. For more information, see [Appeals Related to Academic Standing and Progression](#). A student who wishes to appeal an academic decision must give written notice of their intent to appeal and submit appeal within fourteen (14) calendar days of receipt of the decision to be appealed. The decision will also direct the student to the University Ombudsman as a resource for information and advice.

6.7.7 Appeals Related to Academic Standing and Progression

There are three (3) levels of appeal for matters related to academic progression and decisions not related to academic progression that have already been assessed by the Academic Director.

1. Associate Dean, Academic Policy, of the Faculty of Law
2. Law Faculty Board
3. University Student Appeal Board (USAB)

6.7.8 Terms of Reference

The Associate Dean, Academic Policy, is responsible for making decisions about academic progression and other academic matters relating to the CIL at the Faculty of Law.

6.7.9 Jurisdiction

Decisions on academic matters not directly related to progression in the CIL are made by the Academic Director.

In accordance with the Senate Policy on Student Appeals, Rights and Discipline⁴, the Associate Dean, Academic Policy, is enabled by the Faculty Board to monitor and make decisions about the academic progress of CIL students.

The Associate Dean, Academic Policy, considers the cases and special circumstances, if any, of students who appeal a decision regarding the application of the academic regulations, and appeals of other academic decisions made by the Academic Director.

Students may appeal the following matters:

- i. Application of the CIL progression regulations, including but not limited to requirements to withdraw and other comparable decisions (see [Progression in the Certificate in Law](#));
- ii. Decisions made by the Academic Director, including but not limited to:
 - a. To add a 700-level CIL course after the last official date for adding classes
 - b. To drop a 700-level CIL course after the last official date for dropping a class
 - c. To request Aegrotat (AG) standing in a 700-level CIL course

⁴ The Senate Policy on Queen's University Senate Student Academic Appeals Policy (SAAP) can be found here: <https://www.queensu.ca/secretariat/policies/senate/student-academic-appeals-policy>.

- d. To request Credit (CR) standing in a 700-level CIL course
- e. To request an extension of the deadline to submit incomplete work in a 700-level CIL course that has been graded Incomplete
- f. Other comparable matters
- iii. Decisions made by the Academic Director regarding reassessments of grading

An appeal of i) can only be made based on extenuating circumstances supported by official documentation. For more information see [Extenuating Circumstances](#) and [Official Documentation](#).

An appeal of ii) can be made based on the following considerations:

- a. lack of procedural fairness;
- b. inappropriate consideration of extenuating circumstances;
- c. academic policies and principles reflected in the Faculty of Law's regulations were not upheld;
- or
- d. the decision made was unreasonable⁵.

An appeal of iii) can be made based on the following considerations:

- a. lack of procedural fairness.

6.7.10 No Jurisdiction

The Associate Dean does not have jurisdiction to hear appeals of matters related to the reassessment of deliverables which are not related to process and procedure (such appeals are made to the Academic Director).

6.7.11 Appeals of Academic Integrity Decisions

Course instructors will normally investigate and make decisions regarding possible violations of academic integrity in their courses in accordance with the Faculty of Law [Academic Integrity Policy](#).

Appeals of instructors' decisions regarding academic integrity for CIL students are made to the Associate Dean, Academic Policy ("Associate Dean"). For students registered in 200 series courses, appeals are made to their home faculty.

In cases where the Associate Dean is the initial decision maker, appeals are made to the Academic Standing and Policies Committee (the "ASPC").

6.7.12 The Academic Standing and Policies Committee

The ASPC has jurisdiction over all matters related to academic appeals involving students registered in the Faculty of Law.

⁵ It is recognized that a decision-making body has the discretion to select among a number of reasonable alternatives. 'Reasonable' in this context means a decision that is grounded in logic. In other words, a reasonable decision is one that is supported by logical inferences from accepted premises and facts. If there is more than one conclusion that may be reasonably drawn from the same premises and facts, the choice of one conclusion over another does not make the decision unreasonable.

6.7.13 The University Student Appeal Board

Students wishing to appeal a decision by the ASPC or Faculty Forum, as the case may be, must make their intention known to the University Student Appeal Board (USAB). The University Student Appeal Board is the final internal appeal body at Queen's University. Its mandate is outlined in the Senate Policy [Queen's University Senate Student Academic Appeals Policy \(SAAP\)](#)

The decision of the USAB is final, and there is no further level of appeal.

All students should be familiar with their rights as established in the [Queen's University Senate Student Academic Appeals Policy \(SAAP\)](#)

7 STUDENT SERVICES

7.1 EDUCATIONAL EQUITY

Through the [Educational Equity Policy](#), Queen's University recognizes that the values of equity and diversity are vital to and in harmony with its educational mission and standards of excellence. It acknowledges that direct, indirect and systemic discrimination exist within our institutional structures, policies and practices and in our community. These take many forms and work to differentially advantage and disadvantage persons across social identities such as race, ethnicity, disability, gender identity, sexual orientation, faith and socioeconomic status, among other examples.

Queen's is committed to counteracting discrimination in this institution and developing a climate of educational equity that recognizes and respects the equal dignity and worth of all who seek to participate in the life, work and mission of the University. Such a climate is created and maintained by developing a university-wide commitment to and understanding of educational equity, supported by policies, programs, curricula, practices and traditions that facilitate individuals - and equity-seeking groups- free, safe, and full participation.

Any student who has concerns related to educational equity may contact the Academic Director or CIL Coordinator, the [University Ombudsman](#), [Queen's Student Accessibility Services \(QSAS\)](#), and/or the [Human Rights Office](#).

7.2 ACCOMMODATION FOR SPECIAL NEEDS/DISABILITIES

[Queen's Policy Concerning Students with Disabilities](#) states:

Queen's University is committed to facilitating the integration of students with disabilities into the University community. While all students must satisfy the essential requirements for courses and programs, the administration, faculty, staff, and students at Queen's are expected to provide reasonable accommodation to students with disabilities. Reasonable accommodation may require members of the University community to exercise creativity and flexibility in responding to the needs of students with disabilities while maintaining academic standards.

This policy acknowledges that fundamental to the academic and personal success of students is their responsibility both to demonstrate self-reliance and to identify needs requiring accommodation.

It is the responsibility of students in need of accommodation for a disability or other special need to contact [Queen's Student Accessibility Services](#) to register for formal accommodations. In partnership with Student Accessibility Services, the Program will work to ensure that appropriate modifications or accommodations are made in accordance with Queen's [Policy on Academic Accommodations for Students with Disabilities](#) and Queen's [Academic Accommodations for Students with Disabilities Procedure](#).

7.3 ACADEMIC ADVISING

Students should contact the CIL Coordinator with questions about certificate requirements, electives, or other academic matters as appropriate.

7.4 PERSONAL COUNSELLING

Queen's University provides personal counselling services through [Student Wellness Services](#). Student Wellness Services supports the personal, academic, and social development of students at Queen's University by providing a range of programs and services.

7.5 UNIVERSITY OMBUDSMAN

Queen's University is committed to the just, fair and equitable treatment of each and every member of the University community. In keeping with this commitment, the [Office of the University Ombudsperson at Queen's University](#) provides an independent, impartial and confidential office through which members of the University community may pursue the just, fair and equitable resolution of university-related concerns within its jurisdiction.

Among other duties, the Office of the University Ombudsman: receives, assesses, and facilitates the informal resolution of concerns and complaints; provides confidential and independent advice and support to members of the University community; acts as a liaison between individuals and/or groups at all levels serving as a communicator or informal conciliator; and mediates the resolution of complaints.

Any student who finds themselves in an appeal situation is strongly advised to contact the University Ombudsman for advice, assistance and support.

8 ADMINISTRATIVE POLICIES

8.1 THE FACULTY BOARD OF THE FACULTY OF LAW

8.1.1 Review of Record by Faculty Board

The Faculty Board of the Faculty of Law reserves the right to review the record of any student. The Faculty Board will recommend to the Senate the granting of the CIL, after all courses have been completed in accordance with the provisions specified in this Calendar.

8.1.2 Student Names

As the University is committed to the integrity of its student records, each student is required to provide either on application for admission or on personal data forms required for registration, their complete, legal name. Any requests to change a name, by means of alteration, deletion, substitution or addition must be accompanied by appropriate supporting documentation in accordance with the University [Policy on Student Names](#).

8.2 CONFLICT OF INTEREST

Fairness or objectivity may be compromised if academic evaluation is conducted, even in part, by someone to whom there is a close personal or professional tie (for example, a family member). Where such a tie does exist between student and instructor, the parties involved have the responsibility to declare a potential conflict of interest, normally to the CIL Coordinator who will assist, without prejudice, in arranging evaluation by alternative means.

8.3 WITHDRAWAL AND RE-ADMISSION

A student who withdraws from the CIL, whether voluntarily or as a result of a requirement to withdraw, is subsequently no longer considered to be enrolled in the CIL. Students who require a leave of absence should see [Timeframe](#).

Following voluntary withdrawal from the CIL, former students in Good Academic Standing (see [Good Academic Standing](#)) may contact the CIL Office for re-admission. It is important to note that prior admission to the CIL is not a guarantee of future re-admission. Students who return to the CIL must adhere to the regulations and requirements in place at the time of re-admission.

Students who have been required to withdraw from the CIL may apply for re-admission after three (3) years from the date of withdrawal. To initiate an application for re-admission in such circumstances, former students must submit all documents and materials required by the admissions procedures in

place at the time of their application for re-admission. Students who return to the CIL must adhere to the regulations and requirements in place at the time of re-admission.

8.4 FINANCIAL POLICY

8.4.1 Tuition Fees

Important fee information can be found on the [Office of the University Registrar's website](#) and all questions regarding fees should be addressed to the Registrar's Office.

The CIL requires a student to complete four (4) CIL courses. Tuition for the CIL courses varies depending on whether the student is enrolled in a course at the 200-level or 700-level. For more information, see [Course Registration](#).

Fees for courses taken during the summer are charged separately from, and in addition to, fees for Fall and Winter term courses.

8.4.2 Fee Schedule

The deadlines for adding and dropping courses without financial penalty are located on [Office of the University Registrar's website "Drop Date Schedule for Undergraduate Programs"](#).

These deadlines do not necessarily correspond with the academic deadlines listed in Sessional Dates.

Students are advised to familiarize themselves with this information in order to avoid financial penalty resulting from a change of registration.

For more information [see Course Registration](#).

8.4.3 Outstanding Debts

Queen's University [Senate Policy on Student Debtors](#) provides that:

Any student with an overdue debt with the University will not be permitted to register or receive examination results, official transcripts or marks reports until the outstanding account is settled in full or until an acceptable arrangement for settling the account is made. In no case will a diploma be released to a student with an outstanding debt with the University.

Students with outstanding debts may also be restricted from registering for, or attending, courses and until all debts have been paid in full or an acceptable arrangement for the payment of debt has been reached.

A CIL Certificate will not be released to a student with an outstanding debt to the University.

8.4.4 Non-Compulsory Fees

There is an administration fee charged to students who request a service that is non-compulsory to the CIL. Non-compulsory fees will vary depending on if the course in question is a 200-level or a 700-level course.

For information regarding non-compulsory fees related to 200-level courses, students should consult their home faculty.

For 700-level courses, the following fees apply:

Appeals of Grades (for more information see [Appeals of Grades](#)):

\$40 (refundable only as if a result of the review, if the grade increases).

Appeals for late course withdrawals (for more information see [Dropping a Course](#)):

\$50.00 per appeal (non-refundable)

Students must follow the process and procedures and pay all related non-compulsory fees as outlined. These fees can be paid to the CIL Coordinator. Fees must be paid before any documentation is processed.

8.4.5 Financial Assistance

[Student Awards](#), as part of the Office of the University Registrar, plays a key role in supporting the University's mission. Their goal is to ensure that all students have the opportunity to attend Queen's, regardless of their personal financial circumstances. To achieve this, a variety of funding sources may be available. Students registered in the CIL program may be eligible for part-time financial assistance. Contact [Student Awards](#) for further information. Interest students are not eligible for financial aid.

The Student Awards office is responsible for administering all merit-based undergraduate funding and all needs-based funding for both undergraduate and graduate students. Merit-based (scholarship) funding recognizes and rewards students for their achievement, both academic and extra-curricular. Needs-based funding (bursaries, awards, work study, loans and grants) is disbursed to students on the basis of demonstrated financial need. Awards Officers are available throughout the year to provide financial advising on budgeting and the various options available to assist students with financing their Queen's education.

8.5 APPLICATION TO GRADUATE

A CIL candidate must [apply to graduate](#) from the CIL program through SOLUS. No other method of application is used. For more information on the timeframe for completion of the CIL please see [Timeframe](#).

It is the student's responsibility to indicate their intention to graduate using this method.

9 CONTACT INFORMATION

Academic Director
CIL

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CIL Coordinator

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