

Academic Calendar

ACADEMIC REGULATIONS, POLICIES AND PROCEDURES
2019-2020

1 CONTENTS

2	Introduction	6
2.1	Purpose	6
2.2	Acknowledgement of Territory.....	6
3	Admission and Application	6
3.1	Admission Requirements	6
3.1.1	Current Queen’s Students.....	6
3.1.2	Queen’s Graduates	7
3.1.3	Applicants from other Post-Secondary Institutions.....	7
3.2	Application Procedure	7
4	Program Curriculum and Grading	8
4.1	Jurisdiction	8
4.2	Course Registration.....	8
4.2.1	Current Queen’s Students:.....	8
4.2.2	Queen’s Graduates and Students from Other Post-Secondary Institutions:.....	8
4.3	Timeframe.....	9
4.3.1	Current Queen’s Students.....	9
4.3.2	Queen’s Graduates and Students from Other Post-Secondary Institutions.....	9
4.3.3	Requests for Extensions to the Maximum Term of Study	9
4.4	Certificate Requirements and Courses	9
4.4.1	Required Courses	9
4.4.2	Course Load.....	10
4.4.3	Retaking Courses.....	10
4.4.4	Summer Term Courses.....	11
4.4.5	Credit for Courses from Other Universities	11
4.4.6	Adding and Dropping Courses.....	11
4.5	Grading.....	12
4.5.1	Queen’s University Grading	12
4.5.2	Non-Evaluative Grades.....	12
4.5.3	Grading Specifications.....	15

4.5.4	Class Participation	15
4.6	Audit Policy	15
5	Academic Regulations and Standing	15
5.1	Progression in the Certificate in Business	16
5.2	Academic Standing	16
5.2.1	Good Academic Standing	17
5.2.2	Academic Jeopardy	17
5.2.3	Requirement to Withdraw	17
5.2.4	Effective Date of Sanctions	17
6	Academic Standards and Requirements	18
6.1	Academic Integrity	18
6.1.1	Departures from Academic Integrity	19
6.1.1.1	Plagiarism	19
6.1.1.2	Use of unauthorized materials	19
6.1.1.3	Facilitation	19
6.1.1.4	Unauthorized collaboration	19
6.1.1.5	Forgery	20
6.1.1.6	Falsification	20
6.1.2	Process for Investigating Suspected Departures from Academic Integrity	20
6.1.3	Sanctions for Departures from Academic Integrity	20
6.2	Attendance	21
6.2.1	Absence and Missed Course Work	21
6.3	Academic Consideration for Students in Extenuating Circumstances	21
6.4	Language	21
6.5	Acceptable Use of Information Technology Resources Policy	22
6.5.1	Submission of Electronic Assignments	22
6.6	Examinations	22
6.6.1	Access to Examinations	22
6.6.1.1	Informal Access	22
6.6.1.2	Formal Access	22
6.6.1.3	Access to Examination Question Papers	22
6.6.2	Tests and Examinations in the Last Two Weeks of Classes	23
6.6.3	Scheduling of Final Examinations	23

6.6.3.1	Scheduling Conflicts	23
6.6.4	Location of Final and Mid-Year Examinations	23
6.6.4.1	Students Living in the Kingston Area during the Academic Term	24
6.6.4.2	Students Living outside the Kingston Area during the Academic Term	24
6.6.4.3	Examination Centres for Online Classes	24
6.6.5	Extenuating Circumstances Affecting Final and Mid-Year Examinations	24
6.6.5.1	Extenuating Circumstances Warranting an Early Examination	24
6.6.5.2	Extenuating Circumstances Occurring Immediately Prior to an Examination	24
6.6.5.3	Extenuating Circumstances Occurring During an Examination	25
6.6.6	Special Examinations	25
6.7	Queen’s University Student Code of Conduct	25
6.7.1	Non-Academic Misconduct Cases	26
6.7.2	Professionalism and Facilities Etiquette	26
7	Academic Decisions and Appeals	26
7.1	Extenuating Circumstances	27
7.2	Unresolved Circumstances	28
7.3	Official Documentation	29
7.4	Extenuating Circumstances as They Relate to Academic Performance	29
7.5	Integrity of the Academic Transcript	29
7.6	Appeals of Grades	30
7.6.1	Review of Graded Work in a Course	30
7.6.2	Reassessment of Tangible Deliverables (e.g. Examinations, Essays, Reports, etc.)	30
7.6.3	Reassessment of Intangible Deliverables (e.g. Participation, Professionalism, Peer Review, Presentations, etc.)	32
7.6.4	Fees	33
7.7	Appeals To the Executive Director	34
7.7.1	Timeline of Appeals to Executive Director	34
7.7.1.1	Requests to Waive the Timeline	35
7.8	Appeals To the Academic Progress Committee of the Certificate in Business	35
7.8.1	Terms of Reference	36
7.8.2	Jurisdiction	36
7.8.3	No Jurisdiction	37
7.8.4	Membership	37

7.8.5	Role of the Chair	38
7.8.6	Rules of Procedure	38
7.8.7	Appeal Hearing.....	39
7.8.8	Written Submissions	40
7.8.9	Pre-Hearing	40
7.8.10	The Proceeding	41
7.8.11	The Decision	42
7.8.12	Interests of Third Parties.....	43
7.8.13	Records Management.....	43
7.8.14	Responsibilities of the Chair.....	43
7.8.15	Records Responsibilities of the Chair.....	43
7.9	Appeals of Academic Integrity Decisions	43
7.10	The Academic Appeals Committee	44
7.11	The University Student Appeal Board.....	44
8	Student Services.....	44
8.1	Educational equity	44
8.2	Accommodation for Special Needs/Disabilities.....	45
8.3	Academic Advising	45
8.4	Personal Counselling.....	45
8.5	University Ombudsperson	45
9	Administrative Policies.....	46
9.1	The Faculty Board of Smith School of Business	46
9.1.1	Review of Record by Faculty Board	46
9.2	Student Names.....	46
9.3	Confidentiality.....	46
9.4	Conflict of Interest	47
9.5	Withdrawal and Re-admission	47
9.6	Financial Policy	47
9.6.1	Tuition Fees.....	47
9.6.2	Fee Schedule	47
9.6.3	Outstanding Debts	48
9.6.4	Non-Compulsory Fees.....	48
9.6.5	Financial Assistance	48

9.7 Application to Graduate..... 49

9.8 Trademark and Copyright 49

9.9 Contact Information..... 49

2 INTRODUCTION

2.1 PURPOSE

The purpose of the Academic Calendar is to acquaint students with the academic requirements, regulations, policies, procedures, and expectations of the Certificate in Business. It is the responsibility of the student to read and understand the entire Academic Calendar. Questions about any of its contents should be directed to the Executive Director of the Commerce Program, the Associate Director, Programs and New Initiatives, and/or the Program Manager of the Certificate in Business (referred to in this Calendar as the Program Manager).

2.2 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 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.

3 ADMISSION AND APPLICATION

3.1 ADMISSION REQUIREMENTS

3.1.1 Current Queen's Students

Current Queen's students must be registered as undergraduate students within the Faculties of Arts and Science, Engineering and Applied Science, or Nursing. 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. Transfer credit earned from Advanced Placement, International Baccalaureate, or CEGEP courses will not be counted toward the 18.0 units required for admission.

Current Queen's undergraduate students who have completed courses required for the Certificate 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 600-level courses see [Course Registration](#).

Current Queen's students are strongly encouraged to complete two courses required for the Certificate at the 200-level before enrolling. Before enrolling in the Certificate, courses may be repeated until a grade of at least C is achieved. Once enrolled in the Certificate, students have limited opportunities to repeat courses and are subject to the regulations to remain in Good Academic Standing (for more information see [Academic Regulations and Standing](#) and [Retaking Courses](#)).

No more than 6.0 units completed at the 200-level may be applied toward the Certificate.

Meeting the minimum requirements is not a guarantee of admission. Admission to the program is subject to space availability.

3.1.2 Queen's Graduates

Applicants who have completed an undergraduate degree at Queen's 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.

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 Certificate. Previously completed Certificate courses with a grade less than a C, and Certificate 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 Certificate and must be repeated. Students must complete all remaining courses at the 600-level. Once enrolled in the Certificate, students have limited opportunities to repeat courses and are subject to the regulations to remain in Good Academic Standing (for more information see [Academic Regulations and Standing](#) and [Retaking Courses](#)).

Meeting the minimum requirements is not a guarantee of admission. Admission to the program is subject to space availability.

3.1.3 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 of at least 18.0 graded units at the university level and have the equivalent of a minimum 2.60 cumulative GPA to be considered for admission. Transfer credit earned from Advanced Placement, International Baccalaureate, or CEGEP courses will not be counted toward the 18.0 units required for admission.

Students who are active degree students at another university are encouraged to consult with their home university, and to obtain a Letter of Permission, before beginning the Certificate.

Courses equivalent to those required for the Certificate previously completed at other universities will be included in the calculation of the cumulative GPA, but no minimum grade is required. Previously completed courses, regardless of the grade earned, cannot be counted toward the Certificate. Once enrolled, students must complete all courses at the 600-level.

Meeting the minimum requirements is not a guarantee of admission. Admission to the program is subject to space availability.

3.2 APPLICATION PROCEDURE

Applications for admission to the Certificate in Business program can be accessed on the [Certificate in Business website](#) during the application period(s).

Students with questions or concerns about the application procedure should contact the Program Manager.

4 PROGRAM CURRICULUM AND GRADING

4.1 JURISDICTION

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

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

4.2 COURSE REGISTRATION

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

4.2.1 Current Queen's Students:

- Students' first two (2) courses will be taken at the 200-level, and will count as electives toward their undergraduate degree. These courses will be charged at the student's home faculty tuition rate. Once a course is completed, students are not able to switch a 200-level course to a 600-level.
- The remaining four (4) courses will be taken at the 600-level and will count towards the Certificate in Business; they will not count towards a student's undergraduate degree requirements. These courses will be charged at the Commerce tuition rate. Once a course is completed, students are not able to switch a 600-level course to a 200-level.

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 different for 200- and 600-level courses. For more information, see [Adding and Dropping Courses](#).

For more information regarding the appeal procedures for 200- and 600-level courses, see [Academic Decisions and Appeals](#).

Students with questions or concerns about their course registration should contact the Program Manager.

4.2.2 Queen's Graduates and Students from Other Post-Secondary Institutions:

- The following categories of student must take all six (6) required courses at the 600-level:
 - Students who have completed an undergraduate degree at Queen's (see [Queen's Graduates](#) for exception)
 - Current students from universities outside of Queen's
 - Graduates of universities outside of Queen's

These courses will be charged at the Commerce tuition rate.

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 Certificate and to obtain a Letter of Permission.

4.3 TIMEFRAME

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

4.3.1 Current Queen's Students

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

4.3.2 Queen's Graduates and Students from Other Post-Secondary Institutions

- Once enrolled in the Certificate, Queen's graduates and students from outside Queen's have up to four (4) years (i.e. twelve (12) terms), to complete the Certificate.

4.3.3 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 [Extenuating Circumstances](#) and [Official Documentation](#)).

Should students need to extend their term of study, they must appeal, in writing, to the Executive Director (or delegate) via the Program Manager. For more information see [Appeals to the Executive Director](#).

Students who have not completed their degree within the maximum term of study, and have not been granted an extension, will be discontinued from the Certificate and will be required to apply for readmission.

Any questions regarding extending the maximum term of study should be directed to Program Manager.

4.4 CERTIFICATE REQUIREMENTS AND COURSES

The Certificate in Business is a multi-year Certificate in which students complete six (6) 3.0 unit courses.

To be eligible to receive the Certificate, students must complete a total of 18.0 units, and meet the Academic Regulations (see [Academic Standing](#)).

Course offerings and program requirements change periodically. The Commerce Program Office works in conjunction with the Certificate in Business Committee to ensure that changes in the curriculum are made with the least amount of disruption to continuing students.

4.4.1 Required Courses

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

All courses are offered in-class and online.

Course Name	Course Code
Business Fundamentals	COMM 200/600
OR	
Introduction to Business for Entrepreneurs*	COMM 201/601
Financial Accounting	COMM 211/611
Management Accounting * Prerequisite COMM 211/611	COMM 212/612
Introduction to Finance	COMM 221/621
Fundamentals of Marketing	COMM 231/631
Organizational Behaviour	COMM 251/651

* Currently available to Electrical and Computer Engineering students in the Innovation Stream (ECEi)

For more information about 200-level and 600-level courses, see [Course Registration](#).

4.4.2 Course Load

Students are normally not advised to take more than 6.0 units toward the Certificate in any term.

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 Program Manager regarding course load throughout the Certificate.

4.4.3 Retaking Courses

Students enrolled in the Certificate have limited opportunities to repeat courses in order to earn the required C grade. For more information see [Progression in the Certificate in Business](#).

When the exact course is retaken, only the attempt with the higher mark will count toward the Certificate. However, both entries will continue to appear on the student's transcript.

Students who retake a course should register the course at the same level (i.e. 200- or 600-level) as the first attempt.

4.4.4 Summer Term Courses

There are a limited number of Certificate in Business courses offered in the Summer term.

Students are normally not advised to take more than 6.0 units in any term.

4.4.5 Credit for Courses from Other Universities

All courses required for the Certificate must be completed at Queen's. Typically, students are not permitted to apply credits from other universities to Certificate requirements after being admitted.

The only exception is if a course was completed prior to full-time transfer to an undergraduate program at Queen's University and has received approval from the Executive Director of the Commerce program to be used in lieu of one of the required courses. A maximum of 6.0 units completed at the 200-level prior to enrolling in the Certificate may be used in lieu of required courses.

Once enrolled, students may not complete courses toward the Certificate at other post-secondary institutions.

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

Questions regarding this matter should be referred to the Program Manager.

4.4.6 Adding and Dropping Courses

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

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

600-level courses: Students who wish to add a 600-level course after the last day to add classes must submit an appeal the Executive Director (or delegate; for more information see [Appeals to the Executive Director](#)). Students must have the written support of the course instructor, and provide evidence of extenuating circumstances that prevented them from enrolling in the course before the deadline. If the appeal is approved, the student will be enrolled in the course and is responsible for making arrangements with the instructor to complete any missed work.

Certificate students are permitted to drop 600-level courses until the last day of classes in the term. Students who wish to drop a course between the last date to drop classes without academic penalty (as indicated in the Commerce Sessional Dates) and the last day of classes should contact the Program Manager. A 'DR' notation will be placed the transcript (see [Non-Evaluative Grades](#)). A student may not appeal to remove a DR grade from the transcript.

Students who wish to drop a course after the last day of classes, but before the course is complete (i.e. the final exam written and/or all deliverables submitted), must submit an appeal to be evaluated by the Executive Director (or delegate; for more information see [Appeals to the Executive Director](#)). If the

appeal is approved, a 'DR' notation will be placed the transcript (see [Non-Evaluative Grades](#)). A student may not appeal to remove a DR grade from the transcript.

4.5 GRADING

4.5.1 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

4.5.2 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 600-level courses, please see below.

Aegrotat Standing (AG)

Aegrotat Standing (AG) in a course is reserved for situations in which a student has completed and passed at least 60% of the work for a course but, because extenuating circumstances beyond his or her control, is unable to complete all the work of the course.

A student seeking Aegrotat standing in a class must submit a formal appeal to the Executive Director (or delegate; see [Appeals to the Executive Director](#)). Students should note, in particular, the [Timeline of Appeals to the Executive Director](#). A student seeking Aegrotat Standing in a class must have the written support of the instructor. As part of the appeal, the instructor must indicate whether the student has demonstrated an understanding of the class material and must provide an estimation of the student's grade in the class based on the work completed. The Executive Director will consider whether a request for academic consideration was made to the course instructor and/or the Program Manager and/or the student's home faculty during the term. In addition, the decision-maker will consider whether the temporary designation Incomplete (IN) is appropriate for a course in which a student, because of extenuating circumstances, has not completed all term work for a course. As an alternative permission to submit course work late or defer the writing of a final examination may be granted.

If the request is granted, this estimated letter grade will appear on the student's transcript together with a note reading "Aegrotat Estimated Grade." Aegrotat grades will be included in the student's grade point average (GPA), and can be used as credit earned towards a degree program.

Students may be granted Aegrotat and/or Credit standing for a maximum of 36.0 units during their entire program. An Aegrotat grade below C will have implications for progression in the Certificate. For more information, see [Progression in the Certificate in Business](#).

Students may be granted Aegrotat and/or Credit standing for a maximum of 6.0 units within the Certificate. This includes courses at both the 200- and 600-level.

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, but because of illness or other extenuating circumstances beyond his or her control (see [Extenuating Circumstances](#)), earned a substantially lower grade than might have been expected, normally a grade of C or lower.

A student seeking Credit Standing in a course must submit a formal appeal to the Executive Director (or delegate; see [Appeals to the Executive Director](#)). Students should note, in particular, the [Timeline of Appeals to the Executive Director](#). As part of the appeal, the instructor must provide written support. The Executive Director will consider whether a request for academic consideration was made to the course instructor and/or the Program Manager and/or the student's home faculty during the term during the term and, if academic consideration was provided during the term, what additional basis exists that might warrant substituting the grade assigned by the instructor.

If the request is granted, a course with credit standing will not be included in the student's GPA, but can be used as credit earned towards a degree program. Students who wish to use a course in which they have credit standing as a prerequisite for registering in a further class may need to appeal to the instructor of the class if the prerequisite requirement includes a minimum grade. Instructors have the authority to waive this prerequisite at their discretion.

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

Students may be granted Aegrotat and/or Credit standing for a maximum of 6.0 units within the Certificate. This includes courses at both the 200- and 600-level.

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 Program Manager, Certificate in Business 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.

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 (see [Extenuating Circumstances](#)), has not completed all term work for a course and/or requests permission to defer the writing of a final examination.

A student seeking incomplete standing may be requested to provide documentation that demonstrates extenuating circumstances (see [Official Documentation](#)). 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 Executive Director (or delegate). For more information, see [Appeals to the Executive Director](#)

Transfer Credit (TR)

A transfer credit (TR) designation is reserved for a course in which a student undertakes study at another accredited post-secondary institution. A transcript note will accompany this entry, indicating the University or other academic institution from which the credit was earned, and the degree program to which the transferred course is being credited. Under no circumstances shall the grade provided by another post-secondary institution be placed on the Queen's transcript.

Transfer Credit designations will not be included in the student's grade point average but may, in some cases, be counted for credit towards the Certificate. For more information, see [Credit for Courses from Other Universities](#).

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 a degree. **A student may not appeal to remove a DR grade from the transcript.**

Courses in Progress (no designation)

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

4.5.3 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, exercises, reports, presentations, class tests/quizzes, and class participation or other work.

At the beginning of each course, the professor 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.

4.5.4 Class Participation

Class 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 boards, class attendance, timely completion of assigned work, and any other relevant factors as judged by the instructor. Professors 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.

4.6 AUDIT POLICY

Students may not audit courses required for the Certificate.

5 ACADEMIC REGULATIONS AND STANDING

Academic Regulations exist to maintain the standards of the Certificate, and to ensure the candidates of have the mandatory knowledge and experience to merit receiving the Certificate. 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 Certificate. 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 Certificate must successfully achieve the Regulations below to progress, and to be eligible to be awarded the Certificate. Failure to meet these Regulations will be reviewed by the Program Manager on behalf of the Executive Director of the Commerce Program, who may impose sanctions such as a requirement to withdraw from the Certificate.

5.1 PROGRESSION IN THE CERTIFICATE IN BUSINESS

In order to progress in the Certificate in Business:

1. Students must attain an academic grade point of not less than 2.0 (C) in each course taken as part of the Certificate in Business (all 200- and 600-level Certificate courses);
2. Current undergraduate students, either at Queen's or at another post-secondary institution, must complete their degree program to be awarded the Certificate.

Students may not choose to designate a Certificate course for pass/fail grading (i.e. a Personal Interest Credit).

Students who receive a grade below C in one course, including a failing grade, may continue in the Certificate without an appeal, but are considered to be in Academic Jeopardy. For more information, see [Academic Jeopardy](#).

A student who earns less than a C in more than one course may be required to withdraw from the Certificate in Business. For more information, see [Required to Withdraw](#).

Courses that were repeated before enrolling in the Certificate do not have implications for Academic Standing while in the Certificate. For this reason, current Queen's students are strongly encouraged to complete 6.0 units at the 200-level before enrolling in the Certificate.

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 Certificate in Business. Students may appeal to:

- Waive the requirement to withdraw from the program.
- Waive the requirement to repeat a course.
- Waive Academic Jeopardy, and be granted a second opportunity to earn a grade below C without being required to withdraw from the Certificate.

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

Students who are no longer registered in a degree program are responsible for informing the Program Manager. The requirement to complete a degree cannot be appealed.

Students may direct inquiries regarding progression in the Certificate to the Program Manager.

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

5.2 ACADEMIC STANDING

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

5.2.1 Good Academic Standing

In order to progress through the Program and to be eligible for the Certificate, 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 Business](#).

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

5.2.2 Academic Jeopardy

A student who fails to attain a C in one course while enrolled in the Certificate is deemed to be in Academic Jeopardy. Students remain in Academic Jeopardy until they successfully repeat the course, and all remaining required courses, with a minimum grade of C.

The Executive Director will inform students in writing that they are in Academic Jeopardy, subject to the student's right of appeal. For more information, please see [Academic Decisions and Appeals](#).

Students may appeal to waive Academic Jeopardy on the basis of extenuating circumstances, and upon a successful appeal, be granted a second opportunity to earn a grade below C without being required to withdraw from the Certificate.

Academic Jeopardy will not appear on a student's transcript.

5.2.3 Requirement to Withdraw

A student who has failed to attain a grade of C in more than one course, including a repeated course, may be required to withdraw from the Certificate.

The Executive Director will inform students in writing that they are required to withdraw, subject to the student's right of appeal. For more information, please see [Academic Decisions and Appeals](#).

Students may appeal to waive the requirement to withdraw, and upon a successful appeal, be granted the opportunity to progress in the Certificate. Students will be informed, in writing, of the terms that apply in order to remain in the Certificate.

Whether a student withdraws from the Certificate voluntarily, or is required to withdraw, the transcript will indicate that the Certificate in Business was discontinued.

5.2.4 Effective Date of Sanctions

Sanctions or adverse academic decisions, such as Academic Probation (and its terms and conditions) or 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](#):

- a) *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.*
- b) *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.

- c) *A student who is subject to an immediate sanction under this subsection may request that the Chair of the appellate body with jurisdiction over the matter expedite the hearing of the appeal. This request may result in a direction abridging the time for filing of documents, or other interim or preliminary directions made pursuant to section 31.*

6 ACADEMIC STANDARDS AND REQUIREMENTS

6.1 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 <http://www.academicintegrity.org/ica/home.php>) 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.

6.1.1 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:

6.1.1.1 *Plagiarism*

Allowing it to be thought that another's ideas or phrasings are one's own by failing to provide proper acknowledgement. Some examples are:

- Copying and pasting from the internet
- 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.

6.1.1.2 *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.

6.1.1.3 *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.

6.1.1.4 *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.

6.1.1.5 *Forgery*

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

6.1.1.6 *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 take-home examination written, 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.

6.1.2 Process for Investigating Suspected Departures from Academic Integrity

The [Smith School of Business Policy on Academic Integrity](#) sets out complete procedures and processes for handling suspected departures from academic integrity. Students are responsible for familiarizing themselves with the policy. Normally, where a course professor has a concern about a possible departure from academic integrity, the professor will notify the student and investigate in accordance with Smith 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 professor may refer the case to the Smith School of Business Academic Integrity Panel for investigation. In this situation, the Academic Integrity Panel will notify the student of the potential departure and investigate in accordance with Smith policy.

In cases of a subsequent departure from academic integrity (that is, where there is a previous departure on record for the student), the professor will make a finding but refer the case to the Academic Integrity Panel for the determination of a sanction.

6.1.3 Sanctions for Departures from Academic Integrity

Following the investigation of the suspected departure from Academic Integrity, the professor/Academic Integrity Panel will either: i) make a finding of a departure from academic integrity and impose a sanction (or refer the matter to the AI Panel 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, a grade of zero on the assignment, a failure in the course, a recommendation to Queen's Senate that the student be required to withdraw from the University for a period of time, or that a degree be rescinded.

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

6.2 ATTENDANCE

Students must be registered in a class section to be eligible to attend or otherwise participate in lectures, tutorials, tests, and examinations 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, and examinations in their classes and to submit essays, exercises, reports, and work at the prescribed times.

Courses offered on-campus will not be modified to allow students to complete the course without regularly attending classes.

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

6.2.1 Absence and Missed Course Work

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

6.3 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](#).

Please note that when making requests for academic consideration, it is the responsibility of the students to follow up with the instructor. In the case of a deferred examination, it is up to the instructor to determine the date of the deferred examination. Deferred examinations could be scheduled up to the end of the subsequent term.

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. Declarations thought to be false may be investigated under the Smith Academic Integrity Policy. For more information, see [Academic Integrity](#).

6.4 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.

6.5 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.

6.5.1 Submission of Electronic Assignments

Students may be 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."

6.6 EXAMINATIONS

6.6.1 Access to Examinations

The term final examination paper 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 Policy on Student Access to Final Examination Papers](#), must be retained by the professor or the School for a period of 12 months.

6.6.1.1 Informal Access

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

6.6.1.2 Formal Access

A student may obtain access to their final exam 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 Program Manager to arrange for formal access to their final exam. For more information see [Appeals of Grades](#).

6.6.1.3 Access to Examination Question Papers

For reference purposes, final examination question papers will normally be made available by the end of September (for the previous academic year) to students through their publication in the Exambank, which is available online. Exemptions from the policy for particular examination question papers may be granted by the Executive Director (or delegate) only in exceptional circumstances and only on an annual basis, on the written request of the instructor, with the signed approval of the Executive Director (or delegate).

6.6.2 Tests and Examinations in the Last Two Weeks of Classes

The Faculty Board of Smith School of Business has approved that, in order to not interfere with the prescribed number of weeks of instruction and to encourage good attendance in classes during the last two weeks of classes, instructors shall not schedule major tests or quizzes during this period in either the fall or winter terms.

A test or quiz is deemed major if it:

1. Takes place outside of a regular lecture period;
2. Covers more than the work of the preceding six weeks; and
3. Counts for more than 20 percent of the final mark in a 3.0 unit course or 10 percent of the final mark in a 6.0 unit course.

De facto examinations are essentially replacements for final examinations or end-of-term tests for which the Senate provides a schedule. A take-home examination which does not conform to 2) and 3) above may not be due between the beginning of the 11th week of classes (Monday) and seven calendar days after the first day of the examination period.

A major term essay - one which does not conform to 3) above - should be assigned in the first six weeks of the term if it is due any time between the beginning of the 11th week of classes (Monday) and the last day of the examination period. A seminar presentation which does not conform to 1), 2) or 3) above should be assigned in the first six weeks of the term if it is to be held in the last two weeks of term.

6.6.3 Scheduling of Final Examinations

The final examination in any class offered in any term or session (including Summer Term) must be written on the campus on which the class was taken, at the end of the appropriate term or session at the time scheduled by the Examinations Office. 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. 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](#).

Final examinations may not last longer than 3 hours, except in the case of students who require accommodation requested through Queen's Student Accessibility Services.

6.6.3.1 Scheduling Conflicts

A student discovering a conflict (two examinations at the same hour, three consecutive examinations in a 24-hour period or an examination at the same hour as a religious observance) should report the conflict to the [University Registrar's Exams Office](#), as soon as possible.

6.6.4 Location of Final and Mid-Year Examinations

The final examination in any on-campus class offered in any Term or Session must be written on the campus on which the class was taken.

6.6.4.1 Students Living in the Kingston Area during the Academic Term

Students living in the Kingston area during the academic term who are enrolled in either Queen's on-campus or online classes, or both, must write their mid-year and final examinations on the Kingston campus.

Students may not request to write an exam for an on-campus course at a different location.

6.6.4.2 Students Living outside the Kingston Area during the Academic Term

Students living outside the Kingston area who are enrolled in Queen's online classes will write their mid-year and final examinations either:

- i. In-person at an approved off-campus examination centre; or
- ii. Online using an approved online proctoring service.

Whether an exam is written in person or online is at the discretion of the instructor. Students may not request to write an exam online, or vice versa.

6.6.4.3 Examination Centres for Online Classes

For students living outside the Kingston area, the Program Manager will arrange for the exam to be written within 100 km of the student's location. Students must advise the Program Manager as to their location no later than the end of the Add/Drop period for the course (i.e. the first two weeks of class).

6.6.5 Extenuating Circumstances Affecting Final and Mid-Year Examinations

Students who are unable to write an examination at the scheduled time due to extenuating circumstances, beyond their control (such as serious illness, death in the family), should make arrangements with the instructor to write a deferred examination. For more information, see [Academic Consideration for Students with Extenuating Circumstances](#). Note that personal plans do not qualify as extenuating circumstances under this policy.

Students who are unable to write an examination in an online class at the scheduled time due to extenuating circumstances, beyond their control, must also notify the Program Manager.

6.6.5.1 Extenuating Circumstances Warranting an Early Examination

Normally students are not permitted to write an examination at a time earlier than the scheduled time. Students seeking permission to write an examination at an earlier time than the scheduled time due to very exceptional circumstances, beyond their control, must make a written request to their instructor.

6.6.5.2 Extenuating Circumstances Occurring Immediately Prior to an Examination

Students who experience sudden illness or other extenuating circumstances, beyond their control, immediately prior to a scheduled examination, should not write the examination. Instead, students in such circumstances should submit a [request for academic consideration](#) prior to the examination start time. Once the request has been made and as soon as they are able, students must contact their instructor(s) to make arrangements to write a deferred examination.

Students should remain available to write the deferred examination at the examination venue on short notice.

6.6.5.3 *Extenuating Circumstances Occurring During an Examination*

Once a student begins an examination, the attempt will be considered valid except in the case of exceptional circumstances. Students who experience sudden serious illness during the course of writing a scheduled examination that prevents them from completing the examination, must notify an Examination Proctor prior to leaving the examination hall, or prior to exiting the examination session of an online proctored examination. The Executive Director will review the Examination Proctor's report, and liaise with the instructor of the course to determine if the examination attempt is considered valid. If students leave the examination hall or exit an online examination session without notifying an Examination Proctor, the examination attempt will be considered valid and no retroactive academic consideration will be possible.

If, after consultation with the instructor, the examination attempt is not considered to be valid, permission for the student to re-write the final examination may be granted, at the discretion of the instructor and/or Executive Director (or delegate), with documentation of the extenuating circumstances.

6.6.6 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.

6.7 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.

Students are responsible individuals and members of society with rights and responsibilities as learners and citizens in the communities in which they learn and live.

In becoming 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.

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. It is these core values that are intended to inform and guide Student conduct as they foster mutual respect for the dignity, property, rights and well-being of others.

For more information see the [Student Code of Conduct](#).

6.7.1 Non-Academic Misconduct Cases

The University is committed to a developmental and educational response to student misconduct. The University is a place for Student growth and development. The non-academic misconduct system at Queen's ("NAM System") is part of that broader learning environment; the process for responding to non-academic misconduct seeks to take into account the well-being of each student and the safety and well-being of the community, and encourages informal resolution.

The principles of development, deterrence, restitution, and where appropriate, Restorative Justice, will guide decision-makers within the NAM System.

Sanctions under the NAM System are intended to be educational rather than punitive whenever appropriate.

This Student Code of Conduct ("Code") outlines the kinds of activities and behaviours that constitute non-academic Student misconduct and associated sanctions.

For more information see the [Non-Academic Misconduct Intake Office \(NAMIO\)](#).

6.7.2 Professionalism and Facilities Etiquette

All study and work spaces provided by Smith School of Business should be treated with respect and care. All students are expected to use the facilities in Goodes Hall for the purposes for which they are intended, and to leave spaces clean, tidy, in the proper furniture configuration and with the room supplies.

7 ACADEMIC DECISIONS AND APPEALS

Various types of academic decisions may be made by a course professor, Program Director, Academic Progress Committee, Academic Integrity Panel, Academic Appeals Committee and/or the University Student Appeal Board.

The appeals process at Queen's University is comprised of several levels of appeal by different appeal bodies. In accordance with the [Senate Policy on Student Appeals, Rights and Discipline](#), the decision system is based on the principle that "decisions should generally be made by those who are most familiar with the context"¹.

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

Only students registered in the Certificate in Business are eligible to initiate an appeal using the program's appeal procedure (see the Senate Policy on Faculty Jurisdiction with Respect to Student Appeals of Academic Decisions). Students who have completed the Certificate are not eligible to submit an appeal of any kind twenty (20) business days after their graduation. Students who voluntarily withdraw are not eligible to submit an appeal of any kind after twenty (20) business days after their withdrawal.

¹ Senate Policy on Student Appeals, Rights, and Discipline, Introduction (p. 4).

Appeals of academic decisions fall into four possible categories:

1. Appeals of grades
2. Appeals to the Executive Director
3. Appeals of Academic Progress Committee of the Certificate in Business
4. Appeals of Academic Integrity Decisions

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 Certificate, should therefore be directed to the home faculty.

Appeals related to 600-level courses

Courses taken at the 600-level are subject to the policies and regulations of the Certificate in Business; appeals concerning 600-level courses, not related to progression in the Certificate, should therefore be directed to the Executive Director of the Commerce Program. Inquiries should be directed to the Program Manager.

Appeals Related to Academic Progression

All appeals regarding academic standing and progression in the Certificate in Business, regardless of course registration, are evaluated by the Academic Progress Committee of the Certificate in Business. Inquiries regarding progression in the Certificate should be directed to the Program Manager.

For more information about 200-level and 600-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.

7.1 EXTENUATING CIRCUMSTANCES

Certificate students are required to meet "essential academic requirements and standards" defined as the knowledge and/or skill which must be acquired and/or demonstrated for a student to successfully meet the learning objectives or degree level requirements of a required academic activity (e.g. comprehensive exam), course, program, or professional certification.

The Academic Regulations for the Certificate in Business are designed to ensure that academic standards are upheld and that all students are treated fairly and equitably. The appeal process is available to reconsider the suitability of sanctions or penalties imposed upon a student in light of information brought forward by the student concerning such extenuating circumstances.

Smith School of Business recognizes that students may experience extenuating circumstances that temporarily affect their ability to fulfill their academic obligations and requirements. Extenuating circumstances means a personal circumstance beyond the student's control that has a direct and substantial impact on the student's ability to meet essential academic requirements or standards.

Extenuating circumstances include but are not limited to a sudden or acute physical or mental illness, serious injury to self or significant others, bereavement, a traumatic event, or other serious personal/family crisis.

The following examples do not qualify as extenuating circumstances: taking on additional work shifts; running for election; serving on student government or other committees/associations; experiencing a brief and/or mild illness for which academic consideration has been granted.

Please note extenuating circumstances do not include personal or family events (e.g. holidays, weddings), academic or exam stress, or transportation or technological difficulties.

Students are responsible for notifying their instructors and/or the Program Manager if they will be absent or are unable to complete any portion of their course work, research, or other program requirements or complete it on time, due to extenuating circumstances. It is the student's responsibility to communicate and work with the instructor and/or Program Manager for the purpose of determining academic considerations.

Smith School of Business is committed to responding to students in a fair and consistent manner. Academic consideration may be individualized due to the nature of each student's specific circumstances, and according to Certificate requirements. Discretion may be exercised in responding to requests for academic consideration in extenuating circumstances, as appropriate, working with faculty to ensure that essential academic course requirements are met. It is the student's responsibility to provide updates related to ongoing needs.

Through this process, reasonable academic consideration will be implemented as appropriate during the course of the term. During the process of deciding academic appeals, the decision-maker will look at whether the student raised the issue of extenuating circumstances with their instructors and/or the Program Manager and/or the student's home faculty in a timely manner and whether reasonable academic consideration was made.

For more information, see [Academic Consideration for Students in Extenuating Circumstances](#).

7.2 UNRESOLVED CIRCUMSTANCES

The appeals process does not compensate for extenuating 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 extenuating 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 extenuating 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.

Extenuating circumstances that temporarily affect a student's ability to fulfill their academic obligations and requirements should be raised by the student through the academic consideration procedure during the term in which the course is offered. The nature of the extenuating circumstances raised on appeal must differ in substance from the earlier situation for which academic consideration was provided.

7.3 OFFICIAL DOCUMENTATION

Official documentation does not need to outline the specifics of the particular condition or matter affecting the student. The information should clearly indicate the ways in which the extenuating circumstances directly affected the student's performance, and it 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 committee to make an informed decision. Further, the documentation should include 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 the student's future academic performance.

All official documentation for all levels of appeal may be verified.

7.4 EXTENUATING CIRCUMSTANCES AS THEY RELATE TO ACADEMIC PERFORMANCE

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 the following:

- when the particular event(s) occurred
- how long they were affected
- what course work was affected
- whether a request for academic consideration was made to the course instructor and/or the Program Manager and/or the student's home faculty, and
- if academic consideration was provided, why it was not adequate.

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). When considering extenuating circumstances, it is recognized that each situation may vary in terms of impact and severity. The designated decision maker(s) will consider these factors in each case, and will use discretion and judgement in determining whether an academic appeal should be granted. When warranted by the extenuating circumstances, the decision-maker may make some allowance for the impact of those circumstances.

7.5 INTEGRITY OF THE ACADEMIC TRANSCRIPT

It is essential to maintain the integrity of a student's official transcript at the University as an accurate and complete record of academic activities. According to Queen's University policy, an Official Transcript is a complete record that includes the extent and quality of all Senate-approved work (academic and

continuing education) attempted at the institution.² A student's transcript lists the courses taken each year of his or her studies and any available course marks. Thus, a transcript is an official summary of a student's academic performance. Once a student has written the final exam and/or submitted deliverables for the course within the academic term, the transcript should reflect that fact. An academic appeal that would significantly alter a student's transcript (e.g. removing the grade recorded for a completed course) typically will not be granted.

7.6 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 600-level course should follow the procedure outlined below.

7.6.1 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.

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

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.

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 the assistance of the Commerce Office in order to initiate a formal reassessment through an appeal to the Associate Dean, Faculty (or delegate).

² <http://www.queensu.ca/registrar/resources/policies/transcript>

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.

Process

The student must meet with an Academic Advisor 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 Academic Advisor 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 and payment of the administrative fee.

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)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 Associate Dean, Faculty (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 Associate Dean, Faculty (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.

³ 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 Smith School of Business Policy on Academic Integrity.

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.

The Associate Dean, Faculty (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 Associate Dean, Faculty (or delegate) will report the grade to the Commerce Office. 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 Academic Progress Committee only on the basis of an error in process or procedure.

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

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.

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 Commerce Office in order to initiate a formal reassessment through an appeal to the Associate Dean, Faculty (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.

Process

The student must meet with an Academic Advisor 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 Academic Advisor 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).⁴

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 Associate Dean, Faculty (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 Associate Dean, Faculty (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 Associate Dean, Faculty (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 Associate Dean, Faculty (or delegate) will report the grade to the Commerce Office. 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 Academic Progress Committee only on the basis of an error in process or procedure.

7.6.4 Fees

An administrative fee will be charged for each reassessment request. As stated above, the complete appeal for reassessment must be submitted, and payment made, within twenty (20) business days of the grade being released. For more information see [Non-Compulsory Fees](#).

⁴ 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 has been altered, the submission will be investigated as a departure from Academic Integrity according to the Smith School of Business Policy on Academic Integrity.

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.

7.7 APPEALS TO THE EXECUTIVE DIRECTOR

The Executive Director of the Commerce Program makes some decisions, not related to progression, for students in the Certificate. The student should request consideration as appropriate to the Executive Director as soon as he or she is aware of a situation requiring such consideration.

Appeals to the Executive Director include requests:

- To add a course after the last official date for adding classes (see [Adding and Dropping Courses](#))
- To drop a course after the last day of classes, but before the course is complete (see [Adding and Dropping Courses](#))
- For Aegrotat (AG) standing in a class (see [Aegrotat Standing](#))
- For Credit (CR) standing in a class (see [Credit Standing](#))
- For an extension of the deadline to submit incomplete work in a course that has been graded Incomplete (see [Incomplete](#))
- Other comparable matters

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

1. Executive Director
2. Academic Progress Committee (APC - CIB) of the Certificate in Business
3. Academic Appeals Committee (AAC) of Faculty Board
4. University Student Appeal Board (USAB)

7.7.1 Timeline of Appeals to Executive Director

Any appeal of the academic matters listed above must be made by the end of the subsequent term of that in which the course being appealed was taken.

Term of Course being Appealed	One-Term Appeal Deadline
Fall Term	April 30
Winter Term	September 15
Summer Term	December 31

This timeline is in place for several reasons. First, the one-term timeline offers students time to seek academic advising, to write and submit an appeal, and to collect the supporting documents necessary to the appeal. Second, the appeal timeline is in place to ensure that decision making takes place in a timely manner, allowing students to continue in their academic programs without ongoing concern for unresolved matters. Third, the appeal timeline is in place to ensure fair decision making. The interested parties and the contexts within which the matter originated may not be available after this time period. Therefore, the inability to accurately assess the circumstances leading to the matter under appeal can compromise the decision-making process.

Students who have completed the Certificate are not eligible to submit an appeal of any kind twenty (20) business days after their graduation.

7.7.1.1 **Requests to Waive the Timeline**

Exceptions to this regulation can only be granted in cases where [extenuating circumstances](#) render the student unable to appeal within the specified timeline. The student must be able to show that the extenuating circumstances were ongoing. The student must also be able to demonstrate that these circumstances prevented the student from acting between the time the original decision was received and the time at which the appeal was eventually initiated. Requests to waive the regulation governing the timeline for appeals must be submitted in writing. A request of this type should include a presentation of the specific reasons for the delay and must include documents that support the reasons for this delay.

As part of the written appeal, a student should:

- submit the appropriate appeal form to the Program Manager, Certificate in Business;
- attach a letter outlining the reasons for the request and any other detail that may help the Executive 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 Executive Director.

After reviewing all information, the Executive Director shall either:

- grant the student's appeal; or
- reject the student's appeal; or
- move the decision to the Academic Progress Committee of the Certificate in Business (APC - CIB)

The Executive 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 Executive Director for further consideration.

The decision shall also advise that the student has the right to appeal the original decision, in writing to the APC-CIB. For more information, see [Appeals to the Academic Progress Committee of the Certificate in Business](#). A student who wishes to appeal an academic decision must give written notice of his or her intent to appeal and submit his or her appeal within ten (10) business days of receipt of the decision to be appealed. The decision shall also direct the student to the University Ombudsperson as a resource for information and advice.

7.8 APPEALS TO THE ACADEMIC PROGRESS COMMITTEE OF THE CERTIFICATE IN BUSINESS

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 Executive Director.

1. Academic Progress Committee (APC - CIB) of the Certificate in Business

2. Academic Appeals Committee (AAC) of Faculty Board
3. University Student Appeal Board (USAB)

7.8.1 Terms of Reference

The Certificate in Business Academic Progress Committee is responsible for making decisions about academic progression and other academic matters relating to the Certificate in Business at the Smith School of Business.

Academic Progress Committee members are knowledgeable about the Smith School of Certificate in Business, and Queen's University policies and procedures.

7.8.2 Jurisdiction

Decisions on academic matters not directly related to progression in the Certificate in Business are made by the Executive Director of the Commerce Program (hereafter called the "Executive Director").

In accordance with the Senate Policy on Student Appeals, Rights and Discipline⁵, the Academic Progress Committee of the Certificate in Business (APC-CIB) is established by the Smith School of Business Faculty Board to monitor and make decisions about the academic progress of Certificate in Business students.

The APC-CIB 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 Executive Director.

Students may appeal the following matters:

- i. Application of the Certificate in Business progression regulations, including but not limited to requirements to withdraw, Academic Jeopardy, and other comparable decisions (see [Progression in the Certificate in Business](#));
- ii. Decisions made by the Executive Director of the Commerce Program, including but not limited to requests:
 - a. To add a course after the last official date for adding classes (see [Adding and Dropping Courses](#))
 - b. To drop a course after the last day of classes, but before the course is complete (see [Adding and Dropping Courses](#))
 - c. For Aegrotat (AG) standing in a class (see [Aegrotat Standing](#))
 - d. For Credit (CR) standing in a class (see [Credit Standing](#))
 - e. For an extension of the deadline to submit incomplete work in a course that has been graded Incomplete (see [Incomplete](#))

⁵ The Senate Policy on Student Appeals Rights and Discipline can be found <http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/SARDPolicy.pdf>. Please note that the policy defines reasonable as follows: "[A] decision that is grounded in logic... [A] reasonable decision is one that is supported by logical inferences from accepted premises and facts." The commentary further notes that "[i]f 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." This is the sense in which "reasonable" is used here.

- f. Other comparable matters
- iii. Decisions made by the Associate Dean (Faculty) 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 School's regulations were not upheld; or
- d. the decision made was unreasonable⁶.

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

- a. lack of procedural fairness.

7.8.3 No Jurisdiction

The APC-CIB does not have jurisdiction to hear appeals of:

- i. matters related to the reassessments of deliverables which are not related to process and procedure (such appeals are made to the Associate Dean, Faculty);
- ii. findings or sanctions related to departures from Academic Integrity (such appeals are heard by the Smith School of Business Academic Integrity Panel);

7.8.4 Membership

APC-CIB hearings shall normally be heard by a minimum of four (4) members, all of whom are faculty. An APC-CIB hearing may not be heard by fewer than three (3) members. One of the faculty members shall be appointed Chair if the Chair of APC-CIB is unable to attend.

Four (4) faculty members (one of whom shall be appointed the Chair) will normally serve for a period of three (3) years, preferably with staggered terms. Faculty members are appointed by the Associate Dean (Faculty). New members shall assume their duties on July 1 of each year.

The APC-CIB will be supported by the Associate Director, Programs and New Initiatives (the "Associate Director"), or her/his delegate(s), and the Program Manager of the CIB. These persons will serve as advisors to the APC-CIB, and may attend APC-CIB hearings, and will have no voting rights.

⁶ The Senate Policy on Student Appeals Rights and Discipline can be found at <http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/SARDPolicy.pdf>. Please note that the policy defines reasonable as follows: "[A] decision that is grounded in logic... [A] reasonable decision is one that is supported by logical inferences from accepted premises and facts." The commentary further notes that "[i]f 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." This is the sense in which "reasonable" is used here.

7.8.5 Role of the Chair

The Chair of the APC-CIB will be a faculty member. Another member of the APC-CIB may be delegated the role of Chair if the appointed Chair is unable to participate in a particular case.

Normally, the Chair shall:

- i. convene hearings;
- ii. preside over Hearings of the APC-CIB according to the Rules of Procedure and give procedural direction for the conduct of individual cases to the extent that a procedural issue is not dealt with in the Rules of Procedure⁷;
- iii. participate in the deliberations and decision-making;
- iv. guide the APC-CIB in the uniform and consistent application of the regulations and relevant policies;
- v. ensure Hearings are conducted fairly and with due process; and
- vi. draft and finalize the decision of the APC-CIB consistent with the findings and reasons of the APC-CIB members.

The following Rules of Procedure apply to the General Proceedings, Appeal Hearings (“Hearings”), Decisions, Post-Hearing and Record-Keeping matters of the Academic Progress Committee for the Certificate in Business (APC-CIB).

These Rules of Procedure shall be interpreted liberally to facilitate the just, expeditious, and cost-effective determination of every proceeding on its merits.

7.8.6 Rules of Procedure

The following Rules of Procedure apply to the General Proceedings, Appeal Hearings (“Hearings”), Decisions, Post-Hearing and Record-Keeping matters of the APC-CIB.

These Rules of Procedure shall be interpreted liberally to facilitate the just, expeditious, and cost-effective determination of every proceeding on its merits.

1.1 APC-CIB DECISIONS WILL BE MADE IN ACCORDANCE WITH RELEVANT SCHOOL REGULATIONS AND POLICIES

The APC-CIB will adhere to the Certificate in Business Academic Regulations as well as policies and procedures of the School and Queen’s University.

1.2 ALL APPEALS ARE TO BE HEARD BY THE APC-CIB *IN CAMERA*

To protect the privacy and confidentiality of students, APC-CIB meetings and Hearings are closed to the public.

⁷ See the APC-CIB Rules of Procedure for the rules regarding pre-hearing, hearing, and post-hearing matters.

Hearings are not normally recorded, unless a special request is made by the appellant in advance of the Hearing. In such a case, the Chair of the APC-CIB (“Chair”) will decide whether to record the Hearing. The Chair may also wish to record a Hearing, and will inform the parties of the intention to do so in advance of the Hearing. Any transcripts of a Hearing will be provided to either party upon request, in which case a copy will also be provided to the other party. Transcripts must be treated as confidential. There will be no recording of the APC-CIB’s deliberations. Participants may take their own notes during the Hearing. All such notes are transitory⁸ and are not considered to be University Records.

1.3 NO CONFLICT OF INTEREST

In cases where an APC-CIB member has, or may be reasonably perceived to have, a conflict of interest with respect to a specific case, that individual may not serve on the at the APC Hearing in connection with that case⁹.

1.4 APC-CIB MEMBERS ARE TO BE PRESENT FOR THE ENTIRE HEARING

No member of the APC-CIB will participate in the deliberations or final Decision of the APC-CIB unless the member is present for the entire appeal hearing.

1.5 SUPPLEMENTARY RULES OF PROCEDURE

As needed, the Chair has the power to issue such supplementary rules of procedure as may be necessary to govern the conduct of an Appeal.

1.6 THE PANEL HAS NO POWER TO COMPEL ANY PERSON TO ATTEND A HEARING

The Chair may request the participation of parties and witnesses, but it has no power to compel participation.

7.8.7 Appeal Hearing

A student who wishes to appeal the application of the Commerce Program progression regulations or an academic decision made by the Executive Director of Commerce Program has a right to a Hearing before the APC-CIB Hearing.

⁸ See the Queen’s University Policy on Transitory Records:

<https://qshare.queensu.ca/Groups/USEC/Legal/WebDocs/Published/Fact%20Sheet%20-%20Transitory%20Records.pdf>

Transitory Records are created or received by the University in the course of conducting its activities, but have no ongoing operational, informational, evidential or historical value. Usually transitory records have an immediate or short-term value, pertaining to an immediate task or minor transaction. They can exist in any format or medium. An example is an e-mail confirming attendance at a meeting.

⁹ Normally, having taught the appellant in a class that is neither directly the subject of the appeal nor indirectly the subject of the appeal is not considered a conflict of interest and does not require that the APC-CIB member recuse themselves. A conflict of interest may be present if: there is a relationship between the APC-CIB member and the student (such as a consulting or family relationship); the APC-CIB member has an interest in the outcome of the decision; the APC-CIB member has pre-judged the case; the APC-CIB member was involved in an earlier stage of decision-making.

In cases where a conflict is unclear, the remaining members of the APC-CIB will determine if the member should be recused.

The student must give written notice of his or her intent to appeal within five (5) business days of receipt of the decision to be appealed. The student must submit his or her written appeal, including any supporting documentation, within ten (10) days of receipt of the decision to be appealed.

If a student would like to request an extension of the deadline to submit the written appeal and/or documentation, a written request must be submitted to the Associate Director (or delegate). The student must submit this request before the original deadline, along with a written rationale explaining why the extension is required and, if applicable, a description of the nature of the documentation to be submitted. The APC-CIB will evaluate the request and, if the request is approved, provide a revised deadline. The Associate Director (or delegate) will communicate the decision to the student.

7.8.8 Written Submissions¹⁰

As part of the written appeal, a student should:

- i. submit a brief letter to address the progression or academic decision;
- ii. include all relevant documentation that the student believes supports the appeal (e.g. medical notes)
- iii. indicate whether she or he intends to appear before the APC-CIB;
- iv. indicate if she or he will bring a representative to the hearing and advise who that representative will be, and;
- v. indicate their desired remedy for the situation.

In the case of appeals of academic decision made by the Executive Director or Associate Dean (Faculty), the Chair of the APC-CIB will share the Student's Submission with the relevant decision maker, who will have seven (7) calendar days following receipt of the Student's Submission to respond with their own written Submission if they wish.

The Executive Director or Associate Dean (Faculty)'s Submission should include:

- i. the reasons for their decision;
- ii. any pertinent evidence, and ;
- iii. a list of any witnesses they intend to bring to the Appeal Hearing.

7.8.9 Pre-Hearing

The Associate Director and her/his delegates will:

- i. set a hearing date for the APC-CIB;
- ii. coordinate the collection of materials relevant to the student's appeal including, but not limited to, written submissions as above;
- iii. distribute the appeal file to the APC-CIB members and any other party to the appeal;
- iv. arrange for the Hearing to be conducted in an appropriate space;
- v. attend the Hearing when asked.

¹⁰ Note that in complex cases, additional time may be required. The Chair has the power to make exceptions to the stated timeframes as appropriate based on the complexity of the case. Parties must make requests for additional time to the Chair as soon as they determine the need for additional time.

It is the expectation students who wish to attend the hearing (in person or by phone) will make themselves available within a reasonable period of time. Typically, this will be within fifteen (15) business days from the date the student is contacted by email to schedule a hearing. All students are expected to actively monitor their Queen's email account and respond in a timely manner. Late requests to schedule a hearing because the student missed email communication from the APC or delegate(s) will not be considered.

After setting a Hearing date, the Associate Director or his/her delegate(s) will give the student notice of the hearing. A notice of Hearing will include:

- i. a statement of the time, place and purpose of the Hearing;
- ii. a statement of the structure of the meeting, including the names of all parties expected to be in attendance;
- iii. a statement that explains a student has a right to representation and highlights the role of the Office of the University Ombudsperson; and
- iv. a statement that explains if the student notified does not attend the Hearing, the APC-CIB may proceed in the student's absence and the student will not be entitled to any further notice in the proceeding.

7.8.10 The Proceeding

- i. APC-CIB members will have access to the student's appeal file, which will contain the following materials:
 - a. the original decision letter;
 - b. all written response(s) by the student to the progression or academic decision;
 - c. all documents provided by the student;
 - d. the written response of the Executive Director if one was provided;
 - e. a copy of the student's most recent transcript;
- ii. The student has the right to appear in-person, electronically, or to opt not to appear at the Hearing.
- iii. A Hearing may proceed and a decision made without additional input from the student in cases where the student opts not to appear at their Hearing.
- iv. The student has the right to representation, including a Dispute Resolution Advisor from the Ombudsperson's Office and/or legal counsel and/or other agent (all at the student's own expense) at the Appeal Hearing. The student may make oral submissions or their representative may make submissions on their behalf. The student must inform the Chair of the name and role of any representatives in advance of the Hearing.
- v. If the student is appealing a decision made by the Executive Director or Associate Dean (Faculty), he or she (or delegate) will normally attend the hearing, and make oral submissions. He or she may also bring representation who may make submissions on their behalf.
- vi. Members of the APC-CIB may ask questions of the non-voting program representative(s) for the purpose of clarification.
- vii. Other witnesses will be asked to participate in the Hearing as deemed necessary by the Chair. Witnesses are individuals who have first-hand knowledge of the matters at issue in the Appeal Hearing; the evidence of 'character' witnesses will not normally be received by the Panel. Each party shall have an opportunity to question witnesses. The Chair can limit questioning of a witness if the Chair believes the questioning is irrelevant, abusive, or otherwise inappropriate.

- viii. The Chair has the right to exclude evidence that is deemed irrelevant, repetitive, or otherwise inappropriate.
- ix. If, during the course of the Hearing, the Chair decides that more information is required in order to clarify a matter, the Chair may adjourn the Hearing to permit the relevant parties to bring forward such information or facts or to permit the APC-CIB to obtain such information.
- x. The Chair may decide to adjourn the Hearing at the request of a party if the Chair believes that a party may be unfairly prejudiced should the Hearing proceed.
- xi. The APC-CIB has the right, after the hearing, to seek confirmation and/or verification of any evidence, claims, or submissions made by any participants in the Hearing; should it be determined that false information was provided to the APC-CIB, the matter may be investigated under the Smith School of Business Academic Integrity Policy.

7.8.11 The Decision

After hearing all the evidence, the APC-CIB shall deliberate *in camera*. The deliberations of the APC-CIB are confidential.

Following deliberations, the APC-CIB may:

- i. Dismiss the Appeal and uphold the original decision of the Executive Director or Associate Dean (Faculty). In the case that the student be required to withdraw, a formal letter advising the student of the requirement to withdraw will be issued; or,
- ii. Allow the Appeal and grant the remedy requested by the student; or,
- iii. Allow the Appeal in part and modify the original decision, and impose an appropriate sanction. This may include:
 - a. Imposing specific conditions under which the student will be permitted to continue in the Certificate and/or any requirements the student must meet, including the timelines within which such conditions and/or requirements must be met;
 - b. Requiring the student to:
 - i. repeat a course;
 - ii. achieve a minimum grade(s) or Grade Point Average;
 - c. Allowing the student to continue in Academic Jeopardy until the student satisfies all conditions and/or requirements within the timeline(s) set by the APC-CIB.
 - d. Impose other terms and/or conditions as may be appropriate for the specific situation.

The APC-CIB may not award financial compensation to a student.

The APC-CIB's Decision shall be communicated to the student within five (5) business days, or within a reasonable time as demanded by the complexity of the case, by the Associate Director or his/her delegate(s).

The Decision Letter will include the reasons for the Decision, will advise that the student has a right to appeal, in writing, to the Smith School of Business Academic Appeals Committee, and will advise that notice of intent to appeal must be given within seven (7) days of receipt of the APC-CIB's decision. It will also direct the student to the University Ombudsperson as a resource for information and advice.

The Decision Letter shall be the official record of the Appeal. The Decision Letter will include the effective date of any actions to be taken by the Program (see [Effective Date of Sanctions](#)). However, in accordance with the Senate Policy on Student Appeals, Rights and Discipline, section 20, the student normally is entitled to exhaust all levels of appeal before sanctions are applied.

7.8.12 Interests of Third Parties

In certain circumstances, the Commerce Program Representative may present information to the APC if it is thought that the interests of third parties may be prejudiced by the continued enrolment of a student in a course or program. In such a case, the APC will determine whether the student is prohibited from continuing their studies.

If the student is permitted to continue in their Program during the appeal process, certain conditions may be imposed upon the student, having regard for the need to protect the interests of the third party/parties. The APC shall address the effective date of any conditions and/or prohibitions in the Decision Letter.

7.8.13 Records Management

Appeal Records consist of all documents filed by the parties, the recording, if any, of the Appeal Hearing(s), the transcript, if any, of the recording, and the Decision Letter issued by the APC-CIB.

7.8.14 Responsibilities of the Chair

The APC-CIB Chair or delegate is responsible for collecting and distributing Appeal Records. The Chair (or delegate) shall handle such records in a secure manner which protects the confidentiality of the documents.

Following an Appeal Hearing and issuance of the Decision Letter, the Chair (or delegate) shall collect the files and any notes made during the Hearing by APC-CIB members. All such notes are transitory and are not considered to be University Records. They form no part of the Appeal Record and shall be destroyed immediately following the issuance of the APC-CIB Decision.

7.8.15 Records Responsibilities of the Chair

Once the APC-CIB renders its decision:

- i. The Decision Letter is the official record of the Decision, a copy of which shall be kept by the Commerce Program Office.
- ii. Original Appeal Records are to be kept by the Commerce Program Office in accordance with records retention policy.
- iii. Transitory records will be destroyed.
- iv. Duplicated records will be destroyed.

7.9 APPEALS OF ACADEMIC INTEGRITY DECISIONS

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

Appeals of professors' decisions regarding academic integrity are made to the Academic Integrity Panel.

In cases where the Academic Integrity Panel is the initial decision maker, appeals are made to the Academic Appeals Committee.

7.10 THE ACADEMIC APPEALS COMMITTEE

The Smith School of Business Academic Appeals Committee (AAC) has jurisdiction over all matters related to academic appeals involving students registered in the School of Business (with the exception of the PhD and Master of Science programs). The AAC hears appeals of decisions made by Academic Progress Committee and the Academic Integrity Panel.

Please see the terms of reference for the AAC for further information.

Appeals of decisions made by the AAC are made to the University Student Appeal Board.

7.11 THE UNIVERSITY STUDENT APPEAL BOARD

Students wishing to appeal a decision by the Academic Appeals Committee must make their intention known to the University Student Appeal Board (USAB). All students should be familiar with their rights as established in the [Senate Policy on Student Appeals, Rights and Discipline, which governs the USAB](#).

The USAB is the final internal appeal body at Queen's University. The decision of the USAB is final, and there is no further level of appeal.

8 STUDENT SERVICES

8.1 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 Executive Director, Associate Director, or Program Manager, the [University Ombudsperson](#), [Queen's Student Accessibility Services \(QSAS\)](#), and/or the [Human Rights Office](#).

8.2 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](#).

8.3 ACADEMIC ADVISING

Students should contact the Program Manager with questions about degree requirements, electives, or other academic matters as appropriate.

8.4 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.

8.5 UNIVERSITY OMBUDSPERSON

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](#) helps students, alumni, parents, staff, and faculty understand policies and procedures within the university. The central role of the Office of the University Ombudsperson is to help ensure procedural fairness in university decision-making.

9 ADMINISTRATIVE POLICIES

9.1 THE FACULTY BOARD OF SMITH SCHOOL OF BUSINESS

In May 1963, the Faculty Board of Smith School of Business was established by the Board of Trustees of the University on the Senate's recommendation, to provide an appropriate body for the regulation of the conduct of the School's academic programs.

The Faculty Board of Smith School of Business (SSB) is constituted as follows: the Principal (ex officio), the Dean and Associate Dean(s) of Smith School of Business, all regular faculty of SSB, all adjunct academic staff of SSB, all other persons, who are currently teaching or whose appointment is in force at the date of the meeting or those in other faculties giving required courses for any of the degree programs in SSB; one senior administrative officer from each of the major teaching programs (eg., BCom, Queen's MBA, Exec MBA, AMBA, Exec MBA Americas, Master of Management, MSc/PhD); a representative of all non-academic, non-teaching staff of Smith School of Business (to be elected by this group); President of the Commerce Society, two BCom student Senators, two other representatives from the Commerce Society, one student representative from the Queen's MBA program, one student representative from the Executive MBA Programs, one representative from the AMBA Program, one representative from the Exec MBA Americas Program, one student representative from the Master of Management Programs, one representative from the MSc Program, one from the PhD Program.

9.1.1 Review of Record by Faculty Board

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

9.2 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](#).

9.3 CONFIDENTIALITY

The Program acknowledges that confidentiality is a serious and important issue for students. Students may be submitting and developing confidential business plans and strategies, and these submissions are carefully protected. All staff sign confidentiality agreements. These confidentiality agreements are kept on file in the Program office, and students may request a copy at any time.

Class discussions will frequently include company-specific examples. In order to encourage open class discussions, all in-class discussions should be held in the strictest confidence by students and professors, and must not be discussed outside of class. Recorded classes are for the purpose of helping students in their studies and must not be copied, shared or distributed in any way.

9.4 CONFLICT OF INTEREST

Fairness or objectivity may be compromised if academic evaluation is conducted, even in part, by one 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, or between student and teaching assistant, the parties involved have the responsibility to declare a potential conflict of interest. Teaching assistants with a conflict of interest should inform the course instructor, who may assist, without prejudice, in arranging evaluation by alternative means. Course instructors with a conflict of interest should inform the Executive Director who may assist, without prejudice, in arranging evaluation by alternative means.

9.5 WITHDRAWAL AND RE-ADMISSION

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

Following voluntary withdrawal from the Certificate, former students in Good Academic Standing (see [Good Academic Standing](#)) may apply for re-admission. It is important to note that prior admission to the Certificate is not a guarantee of future re-admission. To initiate an application for re-admission, 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 Certificate must adhere to the regulations and requirements in place at the time of re-admission.

Students who have been required to withdraw from the Certificate may apply for re-admission after three (3) years from the date of withdrawal. To initiate an application for re-admission, 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 Certificate must adhere to the regulations and requirements in place at the time of re-admission.

9.6 FINANCIAL POLICY

9.6.1 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 Certificate in Business requires a student to complete six (6) Commerce courses. Tuition for the Certificate in Business courses varies depending on whether the student is enrolled in a course at the 200-level or 600-level. For more information, see [Course Registration](#).

A breakdown of course fees can be found on the [Certificate in Business website](#).

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

9.6.2 Fee Schedule

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

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](#).

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

9.6.4 Non-Compulsory Fees

There is an administration fee charged to students who request a service that is non-compulsory to the Certificate in Business. Non-compulsory fees will vary depending on if the course in question is a 200-level or a 600-level course.

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

For 600-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 in the Commerce Program office (Goodes Hall, room 130). Fees must be paid before any documentation is processed. Fees are payable by Visa, Mastercard, or Interac.

9.6.5 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 required.

The Student Awards office is responsible for administering all merit-based undergraduate funding and all need-based funding for both undergraduate and graduate students. Merit-based (scholarship)

funding recognizes and rewards students for their achievement, both academic and extra-curricular. Need-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.

9.7 APPLICATION TO GRADUATE

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

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

9.8 TRADEMARK AND COPYRIGHT

Smith School of Business is the owner of its trademarks (logo, name, colours) and custom materials (workbooks, study guides, cases). Smith School of Business retains ownership of all trademarks and copyrights, and students may not duplicate or reproduce these trademarks and copyrights without specific written permission from the Dean of Smith School of Business and the Program Director. This is particularly important regarding the use of the logo, which may not be reproduced on clothing or other materials without the prior written consent of the Dean and the Program Director. The School assumes no responsibility for any costs incurred by students who proceed to use the School logo without receiving prior written permission. Persons who use the School trademark and copyrights without permission will be subject to legal action to block usage.

9.9 CONTACT INFORMATION

Executive Director
Commerce Program

Lori Garnier, garnierl@queensu.ca

Associate Director, Programs and New Initiatives
Commerce Program

Amanda Kesek, amanda.kesek@queensu.ca

Program Manager
Certificate in Business

Elisa Mullins, elisa.mullins@queensu.ca