

**GRADUATE DIPLOMA IN IMMIGRATION AND CITIZENSHIP
LAW (GDipICL)**

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

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1. INTRODUCTION

1.1 PURPOSE

The purpose of this Handbook is to acquaint students with the academic requirements, regulations, policies, procedures, and expectations of the Graduate Diploma in Immigration and Citizenship Law (“GDipICL”). It is the responsibility of the student to read and understand the entire document. If there is an inconsistency between information published on the GDipICL web site and this Handbook, the Handbook will prevail.

1.2 ACKNOWLEDGEMENT OF TERRITORY

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

1.3 ANTI-RACISM AND ESSENTIAL VALUES

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

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

1.4 CANCELLATION OR MODIFICATION OF PROGRAM/COURSES

The Faculty of Law reserves the right to make changes in the GDipICL program and courses as well as the regulations described in this Handbook, in either its printed or electronic form, without prior notice. The Faculty of Law reserves the right to withdraw or cancel courses, and students will receive a full refund of fees paid. The Faculty of Law also reserves the right to alter fees, other charges, and course dates, times, and/or instructors as needed.

2. ADMISSION AND APPLICATION

2.1 ADMISSIONS COMMITTEE

Terms of Reference

The Admissions Committee for the GDipICL is chaired by the Academic Director of the GDipICL, and is accountable to the School of Graduate Studies and Postdoctoral Affairs as well as the Dean of the Faculty of Law. The committee is vested with responsibility for approving decisions throughout the admissions process, and for ongoing evaluation of admissions policies and procedures. The School of Graduate Studies and Postdoctoral Affairs holds final authority for all decisions concerning offers of admission to or notices of refusal of admission to the GDipICL Program based on the committee's recommendations. Consistent with Queen's University Senate Student Academic Appeals Policy (April 2021), admission decisions are not subject to appeal. Meetings of the Admissions Committee shall be closed to all save those specifically authorized by the Chair to attend.

Membership

Membership will include:

- Academic Director, GDipICL, Faculty of Law or their delegate (as Chair)
- Associate Dean, Graduate Studies, Faculty of Law or their delegate
- Assistant Dean, Juris Doctor and Graduate Studies, Faculty of Law
- GDipICL Admissions Manager and/or Coordinator (non-voting/ex officio)

2.2 ADMISSION REQUIREMENTS

*Please note prior to submitting an application all candidates should review the Document Checklist to ensure they have all necessary documentation required to complete their application.

1. A Bachelor's degree from a recognized university

Please note applicants with a Bachelor's degree from a post-secondary institution that is not a recognized university will be considered on a case-by-case basis.

2. A minimum of a B average or the equivalent in that degree

3. Language Proficiency

Proficiency in English is a mandatory admission requirement for all GDipICL applicants, regardless of the applicant's country of origin.

Applicants whose native languages do not include English will need to earn satisfactory standing in an English Language Proficiency Test as part of the application process,

and before final acceptance is granted.

There are only two grounds for exemption from this requirement, as elaborated below:

(i) Any applicant whose native languages do not include English, but who has completed four or more years of consecutive full-time academic study at a university where English is the official language of instruction, may submit with their application a request to be exempted from the English language proficiency test requirement. Proof will be required that English is the language of instruction there. Acceptable proof of this is the original, official transcript, received from the issuing post-secondary institution or uploaded as part of the application for admission. If it is not stated on or evident from the transcript that English is the language of instruction, arrangements must be made for a separate, official letter that confirms this to be sent to the School of Graduate Studies and Postdoctoral Affairs from the issuing post-secondary institution.

(ii) Any applicant who has successfully completed ESLA 150 (University Preparation Level) in the Queen's School of English, English for Academic Purposes program, with an "A" grade may also submit a request to be exempted from the English language proficiency test requirement.

Those applicants who do not meet one of the two requirements listed above, will be required to obtain satisfactory standing in an English Language Proficiency Test as part of the application process.

Minimum requirements for the four English language proficiency tests which are accepted for applications to this program are as follows:

IELTS (Academic)	Minimum overall score 7.0 with at least 7.0 for each component
TOEFL-PBT	Paper-based test minimum overall score of 607
TOEFLiBT	Internet-based test minimum overall score of 101 with a minimum score in each component test as follows: Writing test: 25/30 Speaking test: 25/30 Reading test: 25/30 Listening test: 26/30
CAEL CE Canadian Academic English Language Test	Minimum overall score of 70, with at least 70 for each component

The Admissions Committee retains the discretion to require a personal interview and/or submission of a language proficiency test score as part of the admissions process for applicants whose native languages include English.

Individuals seeking admission to the GDipICL with "borderline" language test scores may wish to consider enrolling in the [Queen's English for Academic Purposes](#) program or an equivalent program prior to submitting a formal application.

Offers of admission will be extended to otherwise eligible applicants, conditional on receipt of a language proficiency test score that meets the above noted minimum requirements. Test scores must be received by the deadline for completing the

GDipICL application process.

Please Note:

To become a Regulated Canadian Immigration Consultant (RCIC), applicants are required to pass the RCIC Entry-to-Practice Exam offered by the College of Immigration and Citizenship Consultants (CICC) and meet all of the CICC's mandatory requirements outlined here: <https://college-ic.ca/become-licensed/how-do-i-become-an-rcic->

4. Letters of Recommendation

Applicants to the GDipICL are required to identify two referees who will submit letters of reference. At least one academic reference is required for students who have graduated from their most recent degree studies less than two years prior to application. The second reference may be either a professional reference or an academic reference. A professional reference should be someone who has supervised you at work or in a volunteer position. Applicants who have graduated more than two years prior to application are not required to submit an academic reference and may instead provide two professional references. References cannot be from a friend, colleague or relative.

5. A Statement of Interest (electronic)

Applicants must submit a 400-word Personal Statement of Interest explaining their reasons for wanting to pursue the GDipICL program and how their training or prior experience will support their studies. The statement of interest should be submitted through the online application system. More specific instructions are included in the online application.

6. Eligibility

The GDipICL is open to applicants of all nationalities, regardless of residency or citizenship status in Canada. However, to become a Regulated Canadian Immigration Consultant (RCIC), you must pass the "Entry to Practice Exam" (RCIC EPE) administered by the College of Immigration and Citizenship Consultants. For more information, see: "How do I become an RCIC" and "Registration Process" on the College's website: <https://college-ic.ca/become-licensed/how-do-i-become-an-rcic->

2.2.1 Access Category

Queen's University School of Graduate Studies and Postdoctoral Affairs is committed to enhancing diversity in graduate education, which includes ensuring mechanisms for applications from prospective students who may not have had opportunity and advantage equal to others to be considered.

On an individual basis, consideration may be given to highly motivated individuals with some post-secondary degree studies at the university level, as well as professional

experience who do not have a minimum of a B average or a bachelor's degree from a recognized university.

Applicants wishing to apply as an "access" candidate should apply through the regular admissions portal and are requested to identify the life circumstances that may have prohibited, presented barriers, and/or discouraged access to advanced degree studies, in their Statement of Interest.

Applicants must also send a detailed resume demonstrating a minimum of five (5) years relevant work experience to immigrationdiploma@queensu.ca by the application deadline. Some examples of relevant work experience include prior work as a paralegal, community legal worker or in the immigration sector.

The Admissions Committee retains the discretion to require a personal interview.

2.2.2 Single Course Enrolment

Students can register for up to four courses individually as an Interest Student. Students may enroll in an individual course as either an Interest Student for Program Credit or as an Interest Student for No Program Credit. Interest Students must meet all requirements for admission.

1. Interest Students - Program Credit

Students who do not wish to apply for the GDipICL can apply for a single course enrolment as an Interest Student for Program Credit. Once enrolled as an Interest Student, students can take no more than four GDipICL courses. Please note Program Credit students are required to take ICL 810, Foundations of Canadian Immigration Law prior to taking other courses. Upon meeting the minimum grade requirement of B minus in all four courses, their standing will be reviewed, and they may be eligible to apply to the GDipICL program on either a full-time or part-time basis. Interest Students who are admitted to the GDipICL will need to complete the remaining five courses required to obtain the GDipICL. If a grade less than B minus is obtained in any course, students will need to retake the course and are subject to the regulations to remain in Good Academic Standing (for more information see [Academic Regulations and Standing](#)).

2. Interest Students - No Program Credit

Students who do not wish to apply for the GDipICL can apply for single course enrolment as an Interest Student for No Program Credit. Students registered for No Program Credit are expected to participate in all aspects of the course but are not required to complete course assessments (quizzes or final assignments) and accordingly are not assigned a letter grade upon completion of the course. Once enrolled in a course based on No Program Credit, that course cannot be used to satisfy Program requirements. Interest students for No Program Credit may be eligible for Continuing Professional Development (CPD)/Mandatory Continuing Legal Education (MCLE) credits. Information about credit hours is posted on the course web pages.

2.3 APPLICATION PROCEDURE

Applications for admission to the GDipICL program can be accessed on the [Graduate Diploma in Immigration and Citizenship Law](#) website during the application period(s). A detailed instruction document is available to assist students with the process. Students with questions or concerns about the application procedure should contact the GDipICL Admissions Coordinator. Application deadlines and start dates can be found on the Admissions page of the GDipICL website.

2.4 ADMISSIONS DEFERRAL

The GDipICL program does not normally permit requests for deferred entry. It is anticipated that students will start the program in the academic term for which they applied. If, however, as a result of significant extenuating circumstances, you are unable to commence your studies during the academic term specified on your Offer of Admission and wish to postpone your studies, you may ask to be accommodated by having your admission deferred.

Deferrals can only be granted within the academic year in which the offer is received. In order to apply for an admission deferral, you must first accept your offer of admission. Once the offer of admission has been accepted, you must submit, in writing, a request for a deferral, which will be considered by the Admissions Committee. All deferral requests should be submitted to the GDipICL Admissions Coordinator at immigrationdiploma@queensu.ca and should clearly articulate the reason(s) for the request, including supporting documentation where appropriate.

Deferrals will only be granted in limited circumstances, including unforeseen personal emergencies or obligations. Deferral requests must be submitted at the earliest possible date and will not be considered after the start of the term for which admission was granted.

3. PROGRAM CURRICULUM AND GRADING

3.1 JURISDICTION

GDipICL students are enrolled in the School of Graduate Studies and Postdoctoral Affairs at Queen's University and are therefore subject to the policies, regulations, and requirements of both the School of Graduate Studies and Postdoctoral Affairs and Queen's University.

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

3.2 COURSE REGISTRATION

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

Students are encouraged to consult the University Registrar for information on academic and financial deadlines.

Prior to the beginning of each term, students complete a Course and Tutorial Survey to confirm which course(s) they will be taking in the upcoming term according to pre-approved Full-Time and Part-Time study plans. See Section 3.4.2 for approved study plans: "Expected Student Participation in Courses."

While registration into the approved course sections is guaranteed, timetabling in relation to tutorial preference (weekend or weekday) proceeds on a first-come, first-served basis.

There are published deadlines for dropping a course without penalty. For more information, see [Dropping a Course](#).

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

Students with questions or concerns about their course registration or timetable should contact the GDipICL Program Coordinator.

3.2.1 Transfer Credits and Advanced Standing:

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 GDipICL and to obtain a Letter of Permission if they want courses applied to their degree or diploma from their home post-secondary institution.

Students enrolled in the French language equivalent of GDipICL program at the graduate level may apply for the GDipICL and initiate an application for advanced standing once admitted. Transfer credit will only be granted for courses completed with a B- (B minus) grade or higher. Achieved grades will not be reflected on a Queen's transcript and will only be designated as "TR."

Credits completed in an Immigration Practitioner Program are not eligible for transfer to the GDipICL on the basis that undergraduate credits may not be transferred to a graduate diploma. Students who have completed credits in an undergraduate Immigration Practitioner Program or obtained a certificate in an undergraduate Immigration Practitioner Program may apply to the GDipICL and once admitted, may apply for advanced standing in relation to specific courses within the GDipICL. Applications will be granted on an exceptional basis, as assessed by the Graduate Committee for Law. It is not possible to obtain advanced standing in relation to ICL 820 Ethics and Professional Responsibility; ICL 850 Family Class Immigration; ICL 860 Refugee Protection and Trauma-Informed Client Service or ICL 870 Enforcement.

3.3 TIME FRAME

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

Once enrolled in the GDipICL, full-time students must complete their studies in three

terms or twelve months. Part-time students typically complete their studies in six terms or twenty-four months but may have up to nine terms or thirty-six months to complete their studies.

Not all courses are available in each term. See Section 3.4.2. for approved course loads per term based on study status, and expected student participation in courses.

3.3.1 Study Status and Requests for Change of Status

Full-Time

Students who are registered as full-time are expected to engage in their studies on a full-time basis. There are three terms of study for a full-time student. Under no circumstances will a student be permitted to register as a full-time student while maintaining full-time employment (30 hours a week or more) elsewhere.

A full-time student is expected to engage in their studies on a full-time basis. It is expected that a full-time student will limit paid employment to an average of ten hours per week.

Part-Time

Part-time admission to the GDipICL is available in the Fall term only. Students who are registered as part-time are expected to engage in their studies on a part-time basis and make commensurate progress. There are up to nine terms of study for a part-time student, and students are expected to complete the program within six to nine consecutive terms.

Inactive

A student may request inactive status in order to discontinue studies temporarily for personal or other reasons for one term, without prejudice to their academic standing. An application to register as inactive must be submitted to the GDipICL Program Coordinator with the required [Academic Change Form](#) and is possible only with the permission of the Academic Director or their delegate. A request for inactive status cannot be made for the first term of study.

The one term limit does not apply in the case of students approved for maternity/parental and medical leave. For conditions on maternity/parental leave and medical leave, see the [Admission and Registration section](#) of the School of Graduate Studies and Postdoctoral Affairs Graduate Calendar. For students granted an approved leave or inactive term, the statutory period for diploma completion will, on resumption of studies, be extended by the time-period taken for the leave or inactive term.

No changes of registration status will be granted after 1 November for the Fall Term, 1 February for the Winter Term, and 1 June for the Summer Term. Inactive students are not charged term fees. Students registered as inactive will be refunded fees already paid for that term (provided an application for inactive status is approved prior to the aforementioned deadlines of 1 November for the Fall Term, 1 February for the Winter Term, and 1 June for the Summer Term).

Students who need to be inactive for more than one term should withdraw from the

program and apply for re-admission when they are able to recommence studies. Students who are re-admitted to the GDipICL following voluntary withdrawal for a period of not more than three years may apply for advanced standing in relation to GDipICL courses already completed (for more information, see [Withdrawal and Re-admission](#)).

It is the student's responsibility to be aware of how a status change to inactive impacts any student loan(s).

Transfers from Part-Time to Full-Time or Full-Time to Part-Time

Students may request a change of study status from full-time to part-time or part-time to full-time by submitting an [Academic Change Form](#) to the GDipICL Program Coordinator.

No changes of registration status will be granted after 1 November for the Fall Term, 1 February for the Winter Term, and 1 June for the Summer Term.

In order for the request to be considered, the request form must be accompanied by a statement by the student of the reasons for requesting the transfer and a plan of study setting a timetable for completion with reference to available course offerings and permitted sequencing.

Additional documentation is required to support a request to change to part-time status in some cases. These requirements are stated on the form.

Any questions regarding study status should be directed to the GDipICL Program Coordinator.

3.3.2 Requests for Extensions to the Maximum Term of Study

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

Any questions regarding extension of the maximum term of study should be directed to the GDipICL Program Coordinator who will forward extension requests to the Academic Director for decision.

3.4 COURSES

The GDipICL is a one-year program in which students complete nine (9) courses.

To be eligible to receive the GDipICL, students must complete a total of 9 required courses, and meet the requirements set out in Section 5, Academic Regulations (see [Academic Standing](#)).

3.4.1 Required Courses

All courses are offered online. Blended options (on campus and other locations) are not offered at this time.

Course Name*	Course Code
Foundations of Canadian Immigration Law (prerequisite for all other courses)	ICL 810
Ethics and Professional Responsibility (prerequisite or corequisite for all courses except ICL 810)	ICL 820
Temporary Entry	ICL 830
Economic Immigration	ICL 840
Family Class Immigration	ICL 850
Refugee Protection and Trauma-Informed Client Service	ICL 860
Enforcement	ICL 870
Citizenship	ICL 880
Immigration Practice Management	ICL 890

3.4.2 Course Load & Expected Student Participation in Courses

Full-time students are required to take the following three courses in the first term: ICL 810, ICL 820, and ICL 830; the following three courses in the second term: ICL 840, ICL 850, ICL 860; and the following three courses in the third term: ICL 870, ICL 880, and ICL 890.

All part-time students are required to take ICL 810 in the first term; followed by ICL 820 in the first or second term. Part-time students seeking to complete the GDipICL in 24 months, should take ICL 810 and 820 in the first term; ICL 850 and ICL 860 in the second term; ICL 870 in the third term; followed by ICL 830 in the fourth term; ICL 840 in the fifth term; and ICL 880 and ICL 890 in the sixth term. For all students, regardless of study status, ICL 890 Immigration Practice Management, is the final course completed in the GDipICL.

Part-time students seeking to complete the GDipICL in more than 24 months (up to 36 months) should consult with the GDipICL Program Coordinator regarding course availability, sequencing options and the process for obtaining an approved plan of study.

The GDipICL is a graduate level diploma with graduate level expectations that simulate and prepare students for the rigors of the profession they will be entering. Students, particularly in the full-time stream, should expect this program to resemble a full-time job in terms of their weekly time commitment. Given the nature of this program, there is an expectation for students to be regularly involved in the learning process each week. Each course typically requires 2 or 3 hours of synchronous tutorial time per week and significant independent study every week.

The Foundations course, ICL 810, is structured as an accelerated, intensive course (twelve weeks of instructional content delivered in six weeks). Students can expect to dedicate the equivalent of a full workweek during those first six weeks of the program. Students registered in the GDipICL on a part-time basis who are working full time or have other responsibilities may wish to consider a temporary leave from work or a reduction in their work hours in order to manage the workload associated with ICL 810. Following completion of ICL 810, no other course is structured as an intensive.

Time spent on independent study varies between individuals. Workload also varies between courses with some courses requiring a greater time commitment than others. It is highly recommended that students log into their course(s) 4-5 times per week at a minimum.

3.4.3 Fall, Winter, and Summer Terms

GDipICL courses are offered in the Fall (September-December), Winter (January-April) and Summer (May-August) terms.

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

Questions regarding this matter should be referred to the GDipICL Program Coordinator.

3.4.4 Dropping a Course

Students are responsible for ensuring they are registered in the correct courses. Not participating in an online course does not mean the student is not registered in it. It is important to pay attention to the academic add/drop deadlines for courses each term.

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

Students who are dropping a course(s) may still be required to pay full or partial tuition fees for the GDipICL course(s) if they have missed the drop deadline (DR). Students who do not receive a refund of tuition fees for a dropped course may submit an appeal to the Director of Admissions and Students Services in the School of Graduate Studies and Postdoctoral Affairs for consideration. A rationale for why an exception should be made is also required.

A student experiencing extenuating circumstances causing difficulty for the student to keep up with their regular participation in their course should contact their instructor and the GDipICL Program Coordinator as early as possible so assistance/advice may be provided.

Students are permitted to drop 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 School of Graduate Studies and Postdoctoral Affairs Sessional Dates information on the University Registrar’s site) and the last day of classes should contact the GDipICL Program Coordinator. Courses that are dropped after the drop deadline normally remain on the student’s permanent transcript as a DR (see [Non-Evaluative Grades](#)).

Students who want to drop a course after the last day of classes must submit an appeal to be evaluated by the Associate Dean (Graduate Studies) in the Faculty of Law (for more information see 7.2, Appeals against all other Academic Decisions.) Appeals to drop a course after the last day of classes require clear evidence of substantial extenuating circumstances beyond the student’s control and supporting official documentation.

Note: It is only under the most exceptional circumstances that an appeal would be considered to drop a course once all deliverables have been submitted. The Associate Dean (Graduate Studies) reserves the right to verify all official documentation or other information included in the appeal. The final decision on the request for a late course drop is made by the School of Graduate Studies and Postdoctoral Affairs.

3.4.5 Grading

The grading system for courses in Queen’s graduate programs is:

Letter Grade
A+
A
A-
B+
B
B- *MINIMUM PASSING GRADE
C+
C
C-
D+
D
D-

For more information about the Grading Scale used by the School of Graduate Studies and Postdoctoral Affairs, see [Official GPA Grading Scale](#), Office of the University Registrar.

3.4.6 Non-Evaluative Grades

For information regarding non-evaluative grades in GDipICL courses, please see below.

Grade Deferred (GD)

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

3.4.6.1 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

3.4.6.2 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 GDipICL Program Coordinator the special circumstances under which the GD is being assigned and 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 average, and any course with a GD designation may not be counted for credit towards the GDipICL.

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, has not completed all term work for a course or requests permission to defer the completion of a final assessment.

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

In cases where a student will receive a failing grade if all outstanding work is not completed, 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 average, and any course with an IN designation may not be counted for credit towards the GDipICL. 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 average.

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

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 average and will not

count for credit towards the GDipICL.

Courses in Progress (no designation)

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

3.4.7 Grading Specifications

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

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

3.4.8 Tutorial & Plenary Sessions Attendance and Engagement

All GDipICL courses include a schedule of synchronous, mandatory tutorial sessions. ICL 810 Foundations of Canadian Immigration Law and ICL 890 Immigration Practice Management also include a schedule of synchronous, mandatory one-hour plenary sessions. In addition, participation or engagement is graded on a pass/fail basis in all GDipICL courses. Students must achieve a pass on the engagement component of a course to pass the course. In other words, a failure in engagement results in a failing grade in the course as a whole.

Different courses may define participation or engagement in different ways. For example, engagement may include a composite of contributions to online discussions or discussion forums, timely completion of assigned activities, teamwork, short writing assignments, and any other assigned elements. The specific form and opportunities for engagement are set out in the course syllabus.

Should a student miss a tutorial or plenary session for any reason it is mandatory that they view the video recording of the missed session and submit a two hundred and fifty (250) word written brief that includes both a summary of the session and a critical reflection within seven days of the missed tutorial.

Access to both live and recorded course tutorials is restricted to students registered in the assigned tutorial section. Access to both live and recorded course plenary sessions is restricted to students registered in the course.

3.4.9 Audit Policy

Students may not audit GDipICL courses.

4. ACADEMIC REGULATIONS AND STANDING

Academic Regulations exist to maintain the standards of the GDipICL, and to ensure the candidates have the mandatory knowledge and experience to merit receiving the GDipICL. Diplomas 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 GDipICL. 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 GDipICL must successfully meet the requirements of the Regulations below. Failure to meet these requirements will be reviewed by the GDipICL Program Coordinator on behalf of the Academic Director, who may impose sanctions such as a requirement to withdraw from the GDipICL. A requirement to withdraw and any other academic decision, except for admissions decisions, may be appealed. See Section 6, for information on appeal procedures.

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

4.1 PROGRESSION IN THE GRADUATE DIPLOMA IN IMMIGRATION AND CITIZENSHIP LAW

In order to graduate with a diploma, students must progress through the GDipICL program.

To progress, students must attain an academic letter grade of not lower than B minus in every GDipICL course, as set out in these Regulations or in any agreement between Queen's University and another institution. That is, B minus is the lowest passing grade for all courses in the GDipICL, and all courses must be completed with a passing grade in order to earn the diploma.

A student who earns lower than a B minus grade in any GDipICL course will need to retake the course.

When a course is retaken, the attempt with the higher grade will count toward the program and grade averages. However, both attempts and grades will appear on the student's transcript. The opportunity to retake a failed course is limited to three different courses.

As ICL 810 Foundations is designated as a prerequisite course for all other courses in the GDipICL and ICL 820 Ethics and Professional Responsibility is designated as a corequisite course for all other courses except for 810, a student who earns lower than a B minus grade in ICL 810 or ICL 820 will need to retake the course at the first available offering in a subsequent term. Should a student need to re-take ICL 810, a passing grade is required as a condition precedent to taking any other course in the GDipICL program. In the meantime, the student will be withdrawn from other courses they would have taken in the remainder of the term in which they earned lower than

a B minus in ICL 810 or ICL 820. For this reason, failure to achieve a B minus grade in either ICL 810 or ICL 820 on a first attempt inevitably leads to a delay in progress toward the Diploma.

A student will be required to withdraw from the program for the following reasons:

(a) **Failure to attain a grade of at least B minus on a retake of a course.** No further retake opportunities will be permitted. That is, each course may only be retaken once following a failing grade on the first attempt.

(b) **Failure in four courses.** A student who earns less than a B- in four courses on their first attempt will be required to withdraw from the program on academic grounds regardless of the grades earned in any course which has been retaken.

Students who earn a B minus or higher in a course are not permitted to retake that course.

Students may direct inquiries regarding academic progression to the GDipICL Program Coordinator.

4.2 ACADEMIC STANDING

In order to progress through the Program and to be eligible for the GDipICL, students must be in Good Academic Standing. Students are considered to be in Good Academic Standing when they obtain a grade of at least B minus in every course, as set out in 4.1 [Progression in the Graduate Diploma in Immigration and Citizenship Law](#).

4.2.1 Probationary Status and Requirement to Withdraw

Failure to achieve a grade of B minus in any course will result in academic probation for the following term of registration and may result in conditions on progression in the program, including a requirement to withdraw. Conditions of academic probation will be set by the Academic Director or their delegate.

4.2.2 Effective Date of Sanctions

Sanctions or adverse academic decisions, such as a requirement to withdraw, shall take effect as soon as the student accepts the sanction OR exhausts (or allows to lapse) their right to appeal to the next level in accordance with Sections 33 and 34 of [Senate Student Academic Appeals Policy \(April 2021\)](#) (see: <https://www.queensu.ca/secretariat/policies/senate/student-academic-appeals-policy>).

5. ACADEMIC STANDARDS AND REQUIREMENTS

5.1 ACADEMIC INTEGRITY

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

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

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

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

5.1.1 Departures from Academic Integrity

Adhering to the values listed above in all academic work ensures the value of the academic credential, the integrity of the institution and the integrity of individual achievement. Contravening any of these values compromises the integrity of the student's experience in completing academic work, working with peers, and interacting with instructors.

Some examples of specific conduct and actions that may constitute departures from academic integrity are listed below. The list is not exhaustive, as other conduct and actions may also be found to be departures.

"Conduct" may include any actions or oral or written statements that may give rise to concerns about a possible departure from academic integrity or taking steps in furtherance of a plan to engage in a departure from academic integrity.

"Work" may include essays, papers, assignments, journal entries, tests, examinations, laboratory reports or results, or any other product of academic work.

1. Departure from the Core Values of Academic Integrity

In addition to the specific types of departures from academic integrity listed below, "Departure from the Core Values of Academic Integrity" encompasses a range of conduct and infractions. Any acts that deviate from the core values of academic integrity that do not fall under the specific categories listed below may be categorized under this broader heading. Investigations and findings under this broad category will cite one or more of the six core values and indicate how the activity contravenes these values and compromises the integrity of the educational experience.

2. Plagiarism

Plagiarism involves presenting ideas, words, or work, created by others or by technological assistance, as if they are one's own or without proper attribution/citation. Self-plagiarism is also a departure from academic integrity. Self-plagiarism refers to the practice of submitting the same work, in whole or in part, for credit in two or more courses, or in the same course more than once without the prior written permission of the instructor. Self-plagiarism can also include presenting one's own previously published work as though it were new.

Examples: copying or using quotations or paraphrasing material from a print or other source, including the internet and output from artificial intelligence, without proper acknowledgement; copying another student's work; submitting the same piece of work in more than one course without permission.

3. Unauthorized Content Generation

Unauthorized content generation is the production of academic work, in whole or in part, for academic credit, progression, or award, using unapproved or undeclared human or technological assistance.

Examples: Response generation from artificial intelligence including, but not limited to, text-, image-, code-, or video-generating artificial intelligence tools; submitting assignments to online forums or websites for generating solutions.

4. Contract Cheating

Contract cheating is a form of plagiarism that involves outsourcing academic work to a third-party including, but not limited to, a commercial provider, current or former student, family member or acquaintance, and submitting the work as one's own.

Examples: purchasing a term paper or assignment to be submitted as one's own; submitting essays or assignments that have been obtained from homework sites, essay mills, tutor sites, friends, family members or classmates.

5. Use of unauthorized materials

Use of unauthorized materials involves using or possessing unauthorized materials or obtaining unauthorized assistance in any academic examination or test, or in connection with any other form of academic work.

Examples: Using or possessing unauthorized written material or an electronic device with memory and/or web access such as a calculator, cell phone or smart watch that is not permitted during a test or examination; copying another student's test or examination answer; receiving answers from an exam or test bank website.

6. Deception

Deception involves misrepresenting the accuracy of information, the authenticity of a document, oneself, one's work, or one's relation to the University.

Examples: creating or causing to be created and/or submitting any falsified official academic document, including a transcript; altering any official academic documents, including transcripts; creating and/or submitting any falsified medical note; altering any information on documentation provided by a third party (such as a date); impersonating someone in a test or examination or allowing someone to impersonate you; fabricating or falsifying laboratory or research data; using another person's credentials or representing yourself as having credentials that are not rightfully yours.

7. Facilitation

Facilitation involves enabling another student's breach of academic integrity.

Examples: allowing academic work to be copied by another student for submission as that student's work; selling academic work; making information available to another student about the exam questions or possible answers during an online or take-home exam window.

8. Unauthorized Use of Intellectual Property

Using the intellectual property of another for academic, personal, or professional advantage without the authorization of the owner.

Examples: uploading course materials to a note-sharing website without the instructor's permission; providing course materials to a commercial study-prep service not sanctioned by the University; distributing, publicly posting, selling or otherwise disseminating course materials or providing course materials to anyone else for distribution, posting, sale or other means of dissemination, without the express

consent of the Academic Director.

9. Unauthorized Collaboration

Unauthorized collaboration involves working with others, without the specific permission of the instructor, on academic work that will be submitted for a grade.

Examples: working with others on in-class or take-home tests, papers, or homework assignments that are meant to be completed individually; communicating with another person during an exam or about an exam during the exam window.

10. Failure to Abide by Academic Rules

Failing to abide by Faculty/Program or University academic rules and regulations.

Examples: failing to follow rules imposed by course instructors, coordinating instructors or others (for example, the Academic Director, Manager of Academic Operations and Administration, or teaching assistants), regarding the preparation, writing, and submission of academic work; failing to follow rules set out for the completion of tests and assignments; failing to comply with assigned remedies and sanctions resulting from a departure from academic integrity; unauthorized removal of materials from a library.

5.1.2 Process for Investigating Suspected Departures from Academic Integrity

The Academic Integrity Policy and Procedures can be found at: <https://www.queensu.ca/academic-calendar/graduate-studies/academic-integrity-policy/>.

Students are responsible for familiarizing themselves with the policy. Normally, where a course instructor has a concern about a possible departure from academic integrity, the instructor will notify the student and investigate in accordance with the University Senate policy. The student will have an opportunity to respond, and their response will be considered part of the evidence in the case.

In complex cases the instructor may refer the case to the Associate Dean of the School of Graduate Studies and Postdoctoral Affairs for investigation. In this situation, the Associate Dean will notify the student of the potential departure and investigate in accordance with [the School of Graduate Studies and Postdoctoral Affairs Academic Integrity Policy](#).

In circumstances where the instructor is not available, the investigation will be initiated and conducted by the Academic Director of the GDipICL.

Following the investigation of the suspected departure from academic integrity, the Instructor/Associate Dean shall decide whether to make a finding of a departure from academic integrity or to dismiss the case.

5.1.3 Categorizing the Departure

In deciding an appropriate remedy or sanction, instructors are asked to distinguish between minor (Level I) and major (Level II) departures from academic integrity.

Instructors shall categorize the departure as either Level I or II based on the guidelines in [the School of Graduate Studies and Postdoctoral Affairs Academic Integrity Policy](#) in light of their familiarity with the case and the surrounding circumstances, using informed judgment and reasonable discretion. The individual factor or relevant combination of factors should be considered in deciding the level of the departure. It is not necessary that all factors be considered.

In cases where there is a record of a previous departure(s) from academic integrity by the student, any subsequent departures are automatically categorized as Level II departures. The case must then be referred to the SGSPA for a remedy or sanction to be decided. The instructor will make a finding but refer the case to the Associate Dean of the School of Graduate Studies and Postdoctoral Affairs for the determination of a sanction.

5.1.4 Sanctions for Departures from Academic Integrity

Any student who is found to have committed a departure from academic integrity may face a range of sanctions, including but not limited to:

- an oral or written warning that such infractions constitute unacceptable behaviour;
- a learning experience involving rewriting or revising the original work within a stipulated period of time;
- the submission of new or other work within a stipulated period of time;
- the deduction of partial or total loss of marks for the work or exam;
- a deduction of a percentage of the final grade in the course; or
- a failing grade (down to a grade of zero) in the course.
- an official written warning from the program or from SGSPA that the penalty for a subsequent offence could be a requirement to withdraw from the University for a specified minimum period of time;
- the rescinding of University- or Faculty-awarded scholarships, prizes and/or bursaries;
- a requirement to withdraw from the University for a specified minimum period of time; or
- the revocation or rescinding of a degree/diploma.

If one of the sanctions imposed is withdrawal from the University, one of the following withdrawal notations may appear on transcripts, pursuant to the Senate [Policy on Transcript Terminology for Students Withdrawing from Queen's University](#):

- a. (Effective Date): Required to withdraw from the University for a breach of academic integrity for (x) year(s) or,
- b. (Effective Date): Required to withdraw from the University for a breach of academic integrity for a minimum of (x) year(s); or
- c. (Effective Date): Required to withdraw from the University for a breach of academic integrity until (specified conditions) have been met.

5.1.5 Appeal of Findings of/Sanctions for Departures from Academic

Integrity

A student may appeal a finding of a departure from academic integrity, or the sanction, or both.

Grounds for Appeal

The grounds for submitting an appeal of a finding of a departure from academic integrity, and/or the sanction(s) imposed, are limited to cases in which:

i. The decision-maker whose decision is being appealed failed to act in accordance with the rules of procedural fairness. A breach of procedural fairness includes failing to:

- permit a student to be heard by an unbiased decision-maker;
- follow applicable rules, regulations, or University policy, in a way that adversely affected a student's right to a fair process;
- make a reasonable decision. A "reasonable" decision is one that is rational in that its findings are based on evidence, thought out and supported by facts and logical inferences from findings of fact. To be reasonable, the decision must contain adequate reasons for the conclusions. A decision should not be overturned if it falls within a range of possible, acceptable outcomes. If the decision is "reasonable", the decision-maker deciding the appeal is not permitted to substitute their opinion for that of the decision-maker whose decision is under appeal.

ii. The decision-maker whose decision is being appealed acted without, or exceeded their, jurisdiction.

Levels of Appeal

First Level of Appeal to the Associate Dean (Graduate Studies), Faculty of Law Initial Review by the Associate Dean (Graduate Studies), Faculty of Law

Appeals must be submitted to the Associate Dean (Graduate Studies), Faculty of Law within 10 business days of the date that the Finding form was emailed to the student by the instructor.

The student's appeal submission must clearly state whether the student is appealing the finding, the remedy or sanction, or both. The student must explain the reason(s) for their appeal, based on one or more of the Grounds for Appeal set out above. The submission must include the Finding form, the remedy or sanction decision (if separate from the Finding form) and any other documents necessary to establish the grounds for the appeal.

If the student does not wish to meet with the appeal decision-maker and the instructor, the student must so indicate in their appeal submission, and the appeal shall then proceed based on the written submissions.

The Associate Dean (Graduate Studies), Faculty Law shall review the student's appeal submission and determine if it contains new evidence that, through no fault or omission of the student, was not known by or available to the student when the prior decision was made. No other new evidence shall be permitted.

Appeal Contains New Permitted Evidence

If a student's appeal contains new evidence that is permitted, the Associate Dean (Graduate Studies), Faculty of Law shall have no jurisdiction over the appeal and shall send the matter back to the instructor for reconsideration, unless:

1. the delay of sending the matter to the instructor would be unduly prejudicial to the student; or
2. the student's new evidence clearly demonstrates bias in the prior proceeding that otherwise cannot be remedied.

Appeal Contains No New Evidence

If the student's appeal contains no new or permitted evidence, the Associate Dean (Graduate Studies), Faculty of Law shall provide the instructor with a copy of the student's appeal submission and the instructor shall have an opportunity to provide a written response to the student's appeal within 10 business days.

The student must be provided with any response material from the instructor. The student shall have at least 5 business days to review this material before a meeting is held, or, if the student indicated that they do not want to meet, they shall have 5 business days after receiving the instructor's response material to make additional written submissions to the Associate Dean (Graduate Studies), Faculty of Law. .

Meeting with the Student

In most cases the Associate Dean (Graduate Studies), Faculty of Law will convene a meeting with the student, the instructor, and any witnesses, to conduct a thorough review of the evidence.

If a meeting will be held, the Associate Dean (Graduate Studies), Faculty of Law shall schedule it as soon as reasonably possible. The student and the instructor may have a support person or an advisor present at the meeting.

The Associate Dean (Graduate Studies), Faculty of Law shall ask who, if anyone, will be present with the student, and advise the student whether anyone will be present with the instructor. The Associate Dean (Graduate Studies) shall also advise the student what material will be considered at the meeting.

The student and the instructor shall have the opportunity to respond to the evidence orally at the meeting.

Deciding the Appeal

After a careful review of the evidence, the Associate Dean (Graduate Studies), Faculty of Law can:

- a. maintain or overturn the instructor's finding, if the student appealed the finding; and/or
- b. maintain or modify the remedy or sanction, if the student appealed the remedy or sanction.

Informing the Student and the Instructor

Within 20 business days of the date upon which the appeal is considered complete, the Associate Dean (Graduate Studies), Faculty of Law must provide the student with a written decision, which shall include:

- a statement of the issues under review;
- a summary of the arguments and evidence presented;
- whether the finding will be maintained or overturned and/or whether the remedy or sanction will be maintained or modified;
- the reasons for the decision;
- if necessary, a statement of how the decision will be implemented;
- the student's right to appeal the decision, with an explanation of the next level of appeal and information or resources to consult about the process for filing an appeal; and
- the information on the website of the Office of the University Ombudsperson about student rights and responsibilities and University policies and procedures.

The Associate Dean (Graduate Studies), Faculty of Law shall also inform the instructor of the outcome of the appeal and provide them with a copy of the decision.

All relevant documents related to the appeal, including the submitted work, correspondence, the Notice of Investigation and Finding forms, and the decision, must be forwarded to the SGSPA AI Administrator to be placed in the appropriate file, and maintained and released in accordance with these Procedures.

Second Level of Appeal to the SGSPA Associate Dean

In making decisions, the SGSPA Associate Dean should recognize that primary responsibility for making decisions about individual students rests with those who are closest to them, who can fairly compare students to other students in similar positions, and who have knowledge of the context in which the decision is made. As such, the judgment of previous decision-maker(s) regarding the appropriate remedy or sanction should be respected by the SGSPA Associate Dean unless the remedy or sanction is unreasonable in the circumstances.

Third Level of Appeal to the Academic Appeal Board of the SGSPA

Any appeal of academic integrity finding(s) or sanction(s) or both, made by the SGSPA Associate Dean, or of second level appeal decision(s) made by the SGSPA Associate Dean, is made directly to the Academic Appeal Board of the SGSPA (the AAB), pursuant to SGSPA regulation.

5.1.6 Maintenance, Retention, Release and Destruction of Records

Maintenance, retention, release and destruction of any records related to departures from academic integrity are governed by the SGSPA policy: <https://www.queensu.ca/academic-calendar/graduate-studies/academic-integrity-policy/>

Records of academic integrity investigations, findings, remedies and sanctions, or appeals may not be retained in any other files except those established in the SGSPA for this purpose.

5.2 ATTENDANCE

Students must be registered in a course section to be eligible to attend or otherwise participate in tutorials, plenary sessions, tests, and other activities associated with the course. Students are required to be present at all tutorials, tests, or other activities in their course section and to submit essays, exercises, reports, and other course work at the prescribed times.

A student's in-program status may become unclear when they are not attending and participating in a course. Should a student's in-program status become unclear the student may be suspended from accessing onQ until their status is confirmed. Reasons a student's status may become unclear include:

- Non-attendance in tutorials or plenary sessions
- Not participating in coursework, assessments, or discussion forums
- Not completing assigned activities in onQ
- Opening modules in onQ but not completing corresponding assignments

5.2.1 Absence, Missed Coursework & Late Penalties

It is the student's responsibility to contact their course instructor regarding any absences for reasons of illness or compassionate grounds. If you are a student with an unforeseen extenuating circumstance that will impact your ability to complete any portion of course work, please notify your instructor as soon as possible. For more information on qualifying circumstances, see the [Academic Consideration for Students in Extenuating Circumstances Policy](#) below.

Late Assignments

Assignments submitted late without an approved extension are subject to an academic penalty of an initial grade deduction of 10% and a further 10% for every day the assignment is not submitted.

Late Quizzes

Online quizzes and tests submitted late are subject to a penalty of a 5% grade deduction upon missing the deadline (after a 5-minute grace period) and a further 5% grade deduction per every half hour past the deadline not submitted.

5.2.2 Class Cancellations due to Instructor Absence

GDipICL instructors work hard to attend every synchronous session on time. However, should they be forced to cancel a class due to an absence, you will be notified via email as soon as possible by the course instructor. Instructor absences will also be posted on the course website in the onQ learning management system in the course announcements section. Where possible, students will be invited to join another section's tutorial offered in the same time slot. Alternatively, make-up class details will be confirmed upon the instructor's return.

5.3 ACADEMIC CONSIDERATION FOR STUDENTS IN EXTENUATING CIRCUMSTANCES

Queen's University recognizes that students may have unforeseen 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 information on qualifying circumstances and other details, see the full policy: <https://www.queensu.ca/secretariat/academic-consideration-students-extenuating-circumstances-policy-0>.

A request for academic consideration can be made during a course or upon course completion. Students are encouraged to initiate the academic considerations process as soon as possible.

If your request for academic consideration concerns an adjustment to the due date for a course assignment that is three days or less in length, please notify your instructor by email at your earliest opportunity to discuss an extension.

If your request concerns an adjustment to the date of a course quiz or an adjustment to the due date for any other type of assessment that is more than three days, please complete and submit a Request for Academic Consideration for Extenuating Circumstances [Form](#) to your instructor with a copy to the GDipICL Program Coordinator.

If your request concerns an appeal of a final grade of B minus or lower, refer to section 6.1 below.

Please include your full name, student number, and the reason for your request in the message to your instructor(s). You may be required to provide valid documentation (i.e., a doctor's note, death certificate, court/legal documentation, etc.) before alternative arrangements can be made. Please note that valid documentation must be applicable to the assessment date.

Relief on this basis can be sought by requesting extensions for submission of written coursework and a temporary notation of either "grade deferred" or "incomplete" in the student's transcript, or by requesting permission to drop one or more courses.

Your instructor will communicate their decision concerning your request. If your request is denied, you may appeal this academic decision pursuant to section 6.2.

Please note: submission of the required [Form](#) and supporting documentation applicable to the assessment date is mandatory for requests to adjust the date of any course quiz. Where a request is granted, you will be provided an alternate date, usually within 8 days of the original assessment date. If you are unable to take the quiz on the alternate date and subject to any previously approved considerations, the grade for that quiz will be an "F" and will be included in your final grade for the course.

5.4 LANGUAGE

In accordance with [Queen's University Language Policy](#), examinations and assignments are to be submitted in English.

5.5 SUBMISSION OF ELECTRONIC ASSIGNMENTS

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

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

5.6 ACCESS TO ASSESSMENTS

5.6.1 Access to Assessments

The term online assessment refers to the assignment or quiz in a course together with the graded answer document completed by the student. These documents must be retained by the Faculty for a period of 12 months (all GDipICL assessments are retained in the GDipICL portal).

5.6.2 Informal Access

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

5.6.3 Formal Access

Students may obtain access to their assessments as part of an appeal process. This may be supervised access to, or a copy of, the assessment. Students should contact their instructor to arrange for supervised access to any of their course quizzes. Students may access their assignments directly in onQ.

See also [Queen's University Senate Policy on Student Access to Final Examination Papers](#).

5.7 CONDUCT

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

The Student Code of Conduct sets expectations of student behavior in the Queen's community.

The Acceptable Use of Information Technology Resources Policy sets out the responsibilities of students with respect to the use of Information Technology (IT)

resources, and those actions necessary or that should be avoided in order to fulfill these responsibilities.

Students are expected to adhere to and promote the University's core values of honesty, trust, fairness, respect and personal responsibility in all aspects of university life, academic and non-academic. These core values are intended to inform and guide student conduct as they foster mutual respect for the dignity, property, rights and well-being of others. Accordingly, students must not:

- Share login credentials with anyone else;
- Knowingly upload any file or program that contains a virus, malware or other malicious code;
- Reproduce course content including assessments, tutorial and plenary recordings, electronic mail correspondence, digital captures, discussion or chat threads in any fashion and to any other server without explicit written permission from the GDipICL Academic Director;
- Use anyone else's login account; or
- Write, use, send, download or display any information that is hostile, insulting to others, obscene, threatening, or otherwise offensive.

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

5.7.1 NETIQUETTE

It is important that students adhere to the following rules of online communication (applies to email, discussion board and virtual tutorial interaction), known as netiquette.

Email Management

- Check your Queen's University email account regularly (this is the main communication venue between the instructor and students).
- Delete unwanted messages;
- Keep messages in your mailbox to a minimum;
- If you send an email message to the instructor, you can expect a response within forty-eight hours.

Email Style

- Use a descriptive subject line;
- Use subject lines consistently;
- Avoid typing messages with capital letters only;
- For personal or informal email, start your email with a greeting;
- For public email, include your email address;
- When quoting another person, remove whatever is not directly applicable to your reply;
- Always sign your email.

Email Hints

- Use the same standards of quality and manners online that are expected in the

classroom;

- Take pride in how your writing appears to others;
- Keep email messages short and to the point;
- Respect other people's privacy;
- Be forgiving of other people's mistakes;
- Write as if all mail were public.

Email Tone

- Avoid sarcasm;
- Do not overuse jargon;
- Use upper case (CAPS) only for emphasis.
- Avoid Flames:
- Flames are violent written expressions of disapproval;
- Calm down before responding to what you consider to be an "offensive" email;
- Read a message twice before jumping to conclusions about the intent;
- Before sending anything, ask yourself, "Would I say that to a person's face?";
- If you made a rude or uncalled for comment, apologize immediately. Be considerate;
- Read any messages that you send twice to make sure that your comments do not promote flaming;
- Respect email confidentiality;
- Quote or rephrase a person's comments when responding to them.

E-Mail Final Check

- Do a final read-through of your message before you send any email messages.

Discussion Forum Guidelines

- Use subject lines consistently for threading discussions;
- Think critically about your responses. Refer to, but don't repeat, what a classmate has already stated;
- Organize your ideas effectively. Use headings, underlining, bullets and other techniques to present your ideas efficiently;
- Make constructive, justified comments. Be specific;
- Use examples, additional points, anecdotes, and facts to support your ideas;
- Provide proper references for your comments by citing readings, other material, and conversations with others;
- Ask thought-provoking questions;
- Write clearly;
- Be courteous. Write in a respectful manner.

Virtual Meeting Guidelines

- Do not share meeting information or access credentials such as Zoom meeting invitations with others or join meetings you were not invited to.
- When using virtual meeting platforms such as Zoom, ensure your microphone is muted when you are not speaking, display an appropriate username, use an appropriate background, and only utilize the chat function for matters related to the course content.
- During lectures, presentations, and in breakout rooms be respectful to peers and interact in a professional manner.

Do not share or provide access to recordings of tutorials, plenary sessions and other presentations with others.

5.7.2 Non-Academic Misconduct Cases

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

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

6. ACADEMIC DECISIONS AND APPEALS

Academic decisions related to the GDipICL may be made by a Course Instructor; Coordinating Instructor; Manager, Academic Operations and Administration; the Academic Director, the Associate Dean (Graduate Studies) in the Faculty of Law; the Associate Dean of the School of Graduate Studies and Postdoctoral Affairs, and the School of Graduate Studies and Postdoctoral Affairs Academic Appeal Board (AAB).

The appeals process at Queen's University is comprised of several levels of appeal by different bodies. In accordance with the [Senate Student Academic Appeals Policy](#), 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 [Office of the University Ombudsperson](#) as a resource for information and advice.

For procedures to appeal a finding of a departure from academic integrity, and/or the sanction(s), see section 5.1.5 above.

Appeals of academic decisions fall into two categories as set out below:

1. Appeals of grades
2. Appeals against other academic decisions

6.1 APPEALS OF GRADES

¹Senate Student Academic Appeals Policy, Introduction (section 2).

A student may appeal a final grade of B minus or lower on any assessment worth 50% or more of the final grade in the course. A student may also appeal a final course grade of B minus or lower.

An appeal of a grade can be made on either or both of the following grounds:

(i) procedural (e.g. an error in application of the grading rubric; the weighting of assessments; calculation of the final grades)

(ii) qualifying extenuating circumstances (e.g. documented illness or injury, personal or family crisis, grief/loss, distressing event)

Note that extenuating circumstances do not include personal or family events (e.g. vacations, weddings), transportation or technological difficulties, or other competing commitments.

Allegations of bias or discrimination may not form the basis of a grade appeal under this policy; such complaints should be made directly to the Queen's Human Rights Office, under the [Harassment/Discrimination Complaint Policy and Procedure](#). Students who wish to appeal a grade in a GDipICL course should follow the procedure outlined below.

6.1.1 Request for Review

Informal Request for Review

Any student who is dissatisfied with an assigned grade in a GDipICL course can discuss the matter with the course instructor ("Instructor"), who can review the grade assigned and respond to the student informally. Any student initiating an informal request for review should contact their course instructor as soon as possible after the grade is posted. Please note before a student is permitted to request a formal review of their grade, they must first submit an informal request for review to their course instructor.

Formal Request for Review

In circumstances where the assigned grade is B- or lower on any assessment worth 50% or more of the final grade in the course (or a final grade), students may also request a more formal Request for Review of an assigned grade. The student must submit a Request for Review in writing to the Instructor within 14 calendar days of release of the grade. The Instructor must provide a written decision to the student within 14 calendar days after the student's Request for Review is received.

If a student believes that a Request for Review may not be appropriate under the particular circumstances, the student must provide a rationale as to why the review was not requested when submitting the Letter of Appeal for reassessment.

Letter of Appeal

If the Instructor agrees to change a grade, a change of grade form shall be processed in the usual way. If the Instructor confirms the original grade (of B- or lower), and the student wishes to appeal the Instructor's decision, within 14 calendar days after the date of the Instructor's decision, the student must submit a Letter of Appeal to the GDipICL Program Coordinator, requesting a review of the grade. The Letter of Appeal must state clearly the student's grounds for any change in their grade. The GDipICL Program Coordinator shall forward the Letter of Appeal to the Coordinating Instructor, who will conduct a review of the grade and provide the Instructor and the student written reasons for the grade resulting from the review within 14 calendar days after receiving the student's Letter of Appeal from the GDipICL Program Coordinator.

In an appeal adjudicated by the Coordinating Instructor, the entire deliverable will be reassessed; a student may not request that only a portion of a deliverable be reassessed. An Appeal may result in the grade increasing, decreasing, or remaining the same.

The grade resulting from the review by the Coordinating Instructor shall be recorded as the final official grade, and constitute an academic decision, irrespective of whether it is identical to, higher, or lower than the original grade.

In circumstances where the Coordinating Instructor is also the Instructor, the appeal will be determined by the Academic Director or their delegate. In circumstances where the Academic Director is also the Instructor or Coordinating Instructor, the appeal will be determined by the Associate Dean (Graduate Studies) in the Faculty of Law.

A student may pursue further appeal of an assigned grade in a course only on the basis of a specific procedural error(s) made in the program grade review procedures, or based on extenuating circumstances, in accordance with Steps #3, #4 and #5 as set out in "Appeal against Academic Decisions" in the School of Graduate Studies and Postdoctoral Affairs [General Regulations](#). Course marks decisions cannot be overturned through these supplementary appeal procedures; however alternative actions (including the possibility of further assessments) may be ordered by the SGSPA Academic Appeal Board (AAB).

References to "Head or Coordinator of Graduate Studies" in the [General Regulations](#) of the Graduate Studies Calendar should be replaced by "Coordinating Instructor" or "Academic Director", or "Associate Dean (Graduate Studies)", as circumstances warrant (and explained above).

6.1.2 Process

The student must contact the GDipICL Program Coordinator in order to submit a Letter of Appeal. If a deliverable was completed by a team, each member of the team must agree in writing to submit the appeal. The GDipICL Program Coordinator will request from the Instructor the class average on the deliverable, which will be communicated to the student for consideration prior to submission of the appeal.

In the appeal request, a student must:

- (i) provide a written statement that clearly articulates grounds for appeal 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; or

(ii) provide a written statement that clearly articulates the extenuating circumstances and/or procedural grounds that support the appeal;

(iii) provide relevant documentation to support the appeal; and

(iv) submit the original, unaltered graded material (if the work has been returned to the student).²

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

Extension of Deadlines

The deadlines stipulated above can be extended if, upon written application by the requesting party (the student, the Instructor, or the person deciding an Appeal), a satisfactory reason is provided for the delay and there is no prejudice to the other party.

6.2 APPEALS AGAINST OTHER ACADEMIC DECISIONS

Other academic decisions may be appealed on procedural grounds and/or on the basis of extenuating circumstances Appeals of decisions regarding academic integrity are governed by section 5.1.5 above.

Students may appeal against all other Academic Decisions as described below:

- i. Application of the GDipICL progression regulations, including but not limited to requirements to withdraw and other comparable decisions (see [Progression in the Graduate Diploma in Immigration and Citizenship Law](#));
- ii. Decisions regarding, but not limited to,:

² It is the responsibility of the student to preserve all original exercises, papers, reports, and other graded material for the course and to submit relevant materials with the appeal. In any formal appeal for reassessment, 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 SGSPA Policy on Academic Integrity.

- a. a request for an extension of an assessment deadline
- b. other comparable matters
- c. a request for academic consideration based on extenuating circumstances that is not an appeal of grade - such as but not limited to, rescheduling a quiz based on student's extenuating circumstances.

There are **three (3) levels of appeal** for matters related to the above items:

1. Associate Dean (Graduate Studies) in the Faculty of Law (or their delegate)
2. Associate Dean of the School of Graduate Studies and Postdoctoral Affairs
3. School of Graduate Studies and Postdoctoral Affairs Academic Appeal Board (AAB)

Letter of Appeal

The student should submit a Letter of Appeal in writing to the Associate Dean (Graduate Studies), Faculty of Law as soon as they are aware of a situation requiring such consideration.

The student's written Letter of Appeal must clearly address:

1. the policies and procedures of the GDipICL and/or the School of Graduate Studies and Postdoctoral Affairs and/or Queen's University that the student alleges were not followed, and/or
2. any extenuating circumstances that were beyond the student's control that impacted the student's academic performance contributing to the academic decision under appeal.

Any extenuating circumstances referred to in the student's written statement of appeal must be substantiated with appropriate supporting documentation. For more information on qualifying extenuating circumstances, see: <https://www.queensu.ca/secretariat/academic-consideration-students-extenuating-circumstances-policy-0>.

If extenuating circumstances relate to a medical incident or condition, supporting documentation (such as a doctor's note) must be provided as part of the student's written statement of appeal.

As part of the written appeal, a student should:

1. submit the appropriate appeal form to the GDipICL Program Coordinator;
2. attach a letter outlining the reasons for the request and any other detail that may help the Associate Dean (Graduate Studies), Faculty of Law understand the student's case; and
3. include all relevant documentation that the student believes supports the appeal (e.g. medical notes).

Once all of the required documentation has been received, the student's appeal will be reviewed by the Associate Dean (Graduate Studies), Faculty of Law.

After reviewing all information, the Associate Dean (Graduate Studies) shall either:

1. grant the student's appeal; or
2. reject the student's appeal;

The Associate Dean (Graduate Studies), Faculty of Law shall give their 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 Associate Dean (Graduate Studies), Faculty of Law for further consideration. Resubmitted appeals will be considered only on the basis of information not available at the time the original request for appeal was submitted.

The decision shall also advise that the student has further appeal rights on the basis of a specific procedural error(s) made in the GDipICL appeal procedures, or based on extenuating circumstances, in accordance with Steps #3, #4 and #5 as set out in "Appeals against Academic Decisions" in the [General Regulations](#) of the School of Graduate Studies and Postdoctoral Affairs Calendar.

A student who wishes to exercise such appeal rights must give written notice of or their intent to appeal and submit their appeal within fourteen calendar days of receipt of the decision to be appealed. The decision will also direct the student to the Office of the University Ombudsperson as a resource for information and advice.

7. STUDENT SERVICES

7.1 EDUCATIONAL EQUITY, HARRASSMENT & DISCRIMINATION POLICIES

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.

Queen's University is committed to a working and learning environment that is free from harassment and discrimination on the basis of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, gender identification, sexual orientation, age, marital status, family status and disability. In addition, the University has the duty to do so under Ontario and federal law. Implicit in the duty not to harass or

discriminate is a positive duty to accommodate. Information about the University's Harassment/Discrimination Complaint Policy and Procedure can be found [here](#).

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

7.2 ACCOMMODATION FOR SPECIAL NEEDS/DISABILITIES

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

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

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

It is the responsibility of students in need of accommodation for a disability or other special need to contact [Queen's Student Accessibility Services](#) (QSAS) 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](#). For example, students who are registered with Accessibility Services and have accommodations approved for note taking will be provided with assistive technology software or in-class student note-taking volunteers.

Students who are registered for course accommodations with QSAS are required to inform the GDipICL Program Coordinator of any accommodations granted to them prior to or at the start of each course.

7.3 ACADEMIC ADVISING AND SUPPORT

Students should contact the GDipICL Program Coordinator with questions about diploma requirements, or other academic matters as appropriate.

GDipICL students are encouraged to contact [Student Academic Success Services](#) (SASS). SASS offers academic support to students who wish to develop their skills in critical thinking, reading, learning, studying, writing, and self-management. Students at all stages of program completion and all levels of ability may access academic support services offered by SASS.

7.4 PERSONAL COUNSELLING

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

As a result of your off-campus status, GDipICL students are not eligible for medical care through the University Health Insurance Plan and may not enroll in the SGPS (Society of Graduate & Professional Students) Health and Dental plan at this time.

7.5 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](#) helps ensure procedural fairness in university decision making. Any student who finds themselves in an appeal situation is strongly advised to contact the University Ombudsperson for advice on their rights and responsibilities as well as guidance on the applicable procedures.

7.6 COMPUTING ACCESS AT QUEEN'S UNIVERSITY

a) Your Queen's University NetID

Students must use their Queen's NetID to log in to electronic services at Queen's University, such as the Queen's Portal. The portal is a convenient collection of links where you can access your email, search for library resources and e-journals, read the latest Queen's news, and access SOLUS (for obtaining your marks, and for updating your personal information records). Check out all the tabs at the top of the portal window to find out what other information is available to you.

Students can activate their own Queen's NetID by using their student number. Instructions for completing the activation of a NetID and other FAQs are available at Queen's IT Services website: [Getting Started: Students | IT Services \(queensu.ca\)](#)

NOTE: Students should never send their password to anyone in response to an email notice. Spammers often try to elicit personal information in this way.

b) Queen's University Email

Whether you are a new or current student, IT Services offers a wide range of services, including help with email.

A student's email address is their Queen's NetID followed by @queensu.ca but a student may also apply for an alternate email address that includes your first and last name instead of your NetID.

Students should ensure that they read their Queen's email regularly to ensure that they receive important academic, financial and administrative information from Queen's. Queen's University assumes that a student has received important email communications once they have been sent to a student's Queen's University account.

Forwarding Queen's University email to another email account (such as Hotmail) is not recommended. A student is at risk of missing important email messages from Queen's University if the student's other account has exceeded its quota or if messages get

automatically filtered into a junk folder. Messages may also be lost if a student mistypes the forwarding address, or if the student's forwarded account service is temporarily unavailable.

c) Queen's University Library Access

Access to Queen's Library's electronic resources (electronic journals, e-books, online video, databases) is available for all Queen's students. Off-campus access is via your Queen's NetID and password, which provides you with access through the Queen's web proxy service. When you select a resource that requires off-campus authentication you will be prompted for your Queen's NetID and password. Alternatively, you can log on to the Queen's off-campus proxy service before beginning your online search.

d) Further Information

Information Technology Services at Queen's University publishes a number of useful information items about computing use.

This website has links to such topics as email, anti-virus protection, information for Windows and Mac users, links to my.queensu.ca for SOLUS (student marks and address information database), and the Queen's Wiki.

E-Learning Services at the Faculty of Education has links to other useful resources for educators and further information about computing within the Faculty. Further information, including contact information, for the Information Technology Services at Queen's can be found [here](#).

e) Software

GDipICL students have access to software at no cost through the MyQueen'sU Software Centre.

8. ADMINISTRATIVE POLICIES

8.1 THE SCHOOL OF GRADUATE STUDIES AND POSTDOCTORAL AFFAIRS

8.1.1. Review of Record by School of Graduate Studies and Postdoctoral Affairs

The School of Graduate Studies and Postdoctoral Affairs reserves the right to review the record of any student. The School of Graduate Studies and Postdoctoral Affairs will recommend to the Senate the granting of the GDipICL, after all courses have been completed in accordance with the provisions specified in this Handbook, and in the School of Graduate Studies and Postdoctoral Affairs Calendar.

8.2 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 personal data forms required for registration, their complete, legal name. Any requests to change a name, by means of alteration, deletion, substitution or addition must be accompanied by appropriate supporting documentation in accordance with the University [Policy on Student Names](#).

8.3 CONFLICTS OF INTEREST

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

8.4 WITHDRAWAL AND RE-ADMISSION

A student who withdraws from the GDipICL, whether voluntarily or as a result of a requirement to withdraw, is subsequently no longer considered to be enrolled in the GDipICL. Students with probationary status, an approved leave of absence or inactive term are not considered withdrawn from the program. See, [Timeframe](#) and [Academic Standing](#).

Following voluntary withdrawal from the GDipICL, former students in Good Academic Standing (see [Good Academic Standing](#)) may contact the GDipICL Program Coordinator for re-admission. It is important to note that prior admission to the GDipICL is not a guarantee of future re-admission. Students who return to the GDipICL must adhere to the regulations and requirements in place at the time of re-admission. Students who are re-admitted to the GDipICL following voluntary withdrawal for a period of not more than three years may apply for advanced standing in relation to GDipICL courses already completed.

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

application for re-admission. Such students are not eligible to apply for advanced standing in relation to GDipICL courses previously completed and must adhere to the regulations and requirements in place at the time of re-admission.

8.5 FINANCIAL POLICY

8.5.1 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 GDipICL requires a student to complete nine (9) GDipICL courses. For more information, see [Course Registration](#).

8.5.2 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.

8.5.3 Financial Assistance

Please note the GDipICL program is not eligible for government student assistance.

Bursaries

The [Student Awards](#) office, as part of the Office of the University Registrar, is responsible for administering the need-based bursary for full-time students entering the Graduate Diploma in Immigration and Citizenship Law. Students enrolled in the interest category are not eligible for this bursary. Bursary funding is disbursed to students on the basis of demonstrated financial need up to 30% of total tuition expenses.

Awards are restricted to Canadian citizens, permanent residents, and protected persons. The number of awards granted are very limited. Relatively few applicants applying for this bursary will be granted bursary assistance.

The Admission Bursary Application is available through the Office of the University Registrar, [Student Awards](#). The bursary application deadline date is posted on the GDipICL website and decisions are communicated to applicants in SOLUS.

RBC Student Line of Credit

Queen's Law has partnered with Royal Bank of Canada (RBC) to offer a student line of credit for both full-time and part-time students, which includes preferential

pricing, interest-only payments during enrolment, and a 24-month grace period. For more details, please visit our [Tuition and Financing page](#).

Information on other financing options is available on the [GDipICL website](#).

8.6 APPLICATION TO GRADUATE & CONVOCATION

GDipICL students who successfully complete the requirements for their program are welcome to attend the applicable convocation ceremony on campus. Details of how to access SOLUS and make a formal application to graduate are provided by the School of Graduate Studies and Postdoctoral Affairs. For those unable to attend, all ceremonies will be simulcast via Adobe Flash Player for desktops/laptops and live streaming to mobile devices. Recordings of past events are available. Further details about graduating can be found on the Office of the Registrar's website.

For more information on the timeframe for completion of the GDipICL please see [Time frame](#). It is the student's responsibility to indicate their intention to graduate using this method.

8.7 ADMINISTRATION

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