



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


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

2021 – 2022




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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, or the Associate Academic Director as alternate, and is accountable to the School of Graduate Studies 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 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 Policy on Student Academic Appeals and Procedures](#), 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 (as Chair)
- Associate Academic Director, GDipICL, Faculty of Law (as Alternate Chair)
- Associate Dean, Graduate Studies and Research, Faculty of Law
- Assistant Dean, Education Innovation and Online Programs, Faculty of Law
- Assistant Dean, Juris Doctor and Graduate Studies, Faculty of Law
- GDipICL Admissions 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, within the 12 month period prior to the month of application, has studied on a full time basis for at least one complete year 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 it has not been more than one year since the applicant was a full time student at the university and also 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 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

Computer Edition minimum overall score of 70

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, applicants are required to write the ICCRC’s RCIC Entry-to-Practice Exam and meet all of the mandatory requirements outlined in the ICCRC’s Registration Guide.

Applicants wishing to register for the Entry-to-Practice Exam with the national regulator are required to demonstrate the equivalent of Canadian Language Benchmark (CLB) level 9 for English based on a test completed within the past two years before registration for the Entry-to-Practice Exam. The requirement for a language proficiency test has no exceptions regardless of your place of birth, how long you have lived in Canada or some other English/French speaking country, ancestry, mother tongue, or instructional language in which you have completed any prior education, how many college or university degrees or diplomas you have earned, or any exemption you may have received from another organization. Everyone must prove their superior language ability by providing language test results.

4. Letters of Recommendation

Applicants to the Graduate Diploma 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 five 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 five 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 two-part, 250-word (1450 characters) statement of interest explaining their career objectives and reasons for wanting to pursue the Graduate Diploma in Immigration and Citizenship Law.

The statement of interest should be submitted through the online application system. More specific instructions are included in the online application.

Please note the maximum 4000 characters in the online application system does not Apply.

6. Eligibility

The GDipICL is open to applicants of all nationalities, regardless of residency or citizenship status in Canada. However, the Entry-to-Practice (EPE) exam administered by the Immigration Consultants of Canada Regulatory Council (ICCRC) can only be written by Canadian citizens and permanent residents. For more information, see: ICCRC's "[Become a RCIC](#)" and [the Entry-to-Practice Exam Application Checklist](#).

2.2.1 Access Category

Queen's University School of Graduate Studies 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 (see [admissions page](#)).

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](#) and [Retaking Courses](#)).

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 at Queen's University and are therefore subject to the policies, regulations, and requirements of both the School of Graduate Studies 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 may make changes to their courses using SOLUS. Students are encouraged to consult the University Registrar for information on academic and financial deadlines.

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 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.

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 Spring/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 must complete their studies in nine terms or thirty-six months.

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 (more than 30 hours a week) elsewhere.

A full-time student is expected to engage in his/her studies on a full-time basis. It is expected that a full-time student will limit paid employment unrelated to the student's studies to an average of ten hours per week.¹

Part-Time

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

¹ See, School of Graduate Studies, Admission and Registration, [Study Status](#); and Academic Calendar 2021-2022, Admission and Registration, [Study Status](#).

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.

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 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	ICL 810
Ethics and Professional Responsibility	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 either ICL 830 or ICL 840 (subject to availability); the following three courses in the second term: ICL 830 or ICL 840 (subject to availability), 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.

Part-time students seeking to complete the GDipICL in fewer or 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 hours of synchronous tutorial time per week (or 3 hours in the case of ICL 890) 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 upwards 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 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 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 and Research) 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 and Research) 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.

3.4.5 Grading

Queen's University 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, see ["Transcript Legends: Current"](#), 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, class tests/quizzes, discussion forums and class participation or other work.

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

3.4.8 Tutorial Attendance and Engagement

All GDipICL courses include a schedule of synchronous, mandatory tutorial sessions. In addition, participation or engagement grades are allocated in all GDipICL courses.

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

Should a student miss a tutorial 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.

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.

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.

Students enrolled in the GDipICL may not choose to designate a GDipICL course for no program credit.

A student who earns lower than a B minus grade in any GDipICL course will need to retake the course. Students who fail to attain a grade of at least B minus on the retake will be required to withdraw from the program on academic grounds. No further retake opportunities will be permitted. That is, each course may only be retaken once following a failing grade on the first attempt.

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.

As ICL 810 Foundations is designated as a co-requisite course for all other courses in the GDipICL, a student who earns lower than a B minus grade in ICL 810 Foundations will need to retake the course at the first available offering in a subsequent term. A passing grade in the "retake" 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. For this reason, failure to achieve a B minus grade in ICL 810 on a first attempt inevitably leads to a delay in progress toward the Diploma.

A student who earns less than a B minus on their first attempt in three different courses in the GDipICL will not be granted further opportunities to retake any of the remaining courses. That is, if a student attains a grade lower than B minus on their first attempt in four different courses, they will be required to withdraw from the program on academic grounds regardless of the grades they earned when retaking courses.

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

Students may direct inquiries regarding progression in the GDipICL 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 Section 30 of [Queen's University Senate Policy on Student Appeals, Rights and Discipline](#):

- (1) *Ordinarily, no sanction, penalty or requirement to withdraw shall be put into effect until the student affected has either exhausted all channels of appeal or has allowed the time for appeal to lapse. For the purpose of this provision, the University will normally consider an adverse academic decision to be a sanction.*
- (2) *Notwithstanding subsection (1), where an academic unit determines that the interests of third parties may be prejudiced by the continued enrollment of a student in a course or program, the unit may decide that pending an appeal from an adverse academic decision, the student should not be permitted to continue in the course or program or may be precluded from progressing to the next academic stage.*
- (3) *A student who is subject to suspension from a program under subsection (2) may request that the Chair of the appellate body with jurisdiction over the matter expedite the hearing of the appeal. This request may result in a direction abridging the time for filing of documents, or other interim or preliminary direction made pursuant to Section 36 of Queen's University Senate Policy on Student Appeals, Rights and Discipline.*

5. ACADEMIC STANDARDS AND REQUIREMENTS

5.1 ACADEMIC INTEGRITY

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

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

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

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

5.1.1 Departures from Academic Integrity

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

5.1.1.1 Plagiarism

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

- Copying and pasting from the internet without proper acknowledgement;
- Copying a printed source or other resource without proper acknowledgement;
- Copying from another student in the same or different year of the Program or another Program;
- Copying from another's test paper;
- Using direct quotations or large sections of paraphrased material in an assignment without appropriate acknowledgement;
- Buying term papers or other assignments and submitting them as one's own;
- Submitting the same piece of work in more than one course without

- the permission of the instructors; or
- Obtaining a copy of, or information about, a test or exam from an earlier section of the course and writing the test or exam later in the day or subsequent days.

5.1.1.2 Use of unauthorized materials

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

5.1.1.3 Facilitation

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

5.1.1.4 Unauthorized collaboration

- Working with others, without the specific permission of the instructor, on assignments that will be submitted for a grade;
- Communication with others during quizzes, examinations, or assessments; this includes using any form instant messaging or use of digital technology including online chatrooms/groups including Facebook Messenger, LinkedIn, WhatsApp, and Discord.
- This applies to in-class or online tests, papers, or homework assignments. Students may not collaborate without the instructor's authorization.

5.1.1.5 Forgery

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

5.1.1.6 Falsification

- Misrepresentation of one's self, one's work or one's relation to the University;
- Altering transcripts or other official documents relating to student records;
- Impersonating someone in an examination or test;
- Submitting a final examination in whole or in part, by someone else;
- Fabricating or falsifying research data or source material (whether by commission or by omission);
- Allowing someone else to do research work without the knowledge

and approval of the instructor;

- Failing to appropriately recognize contributions of others; or
- Attributing authorship of work to persons other than those who have contributed to the work in a meaningful way.

5.1.1.7 Misuse of Intellectual Property:

- Use of intellectual property of others for sale or profit or distribution for unfair academic, personal or professional advantage without the authorization of the owner of the material. Examples:
- Uploading course materials to note sharing websites without instructor's permission;
- Providing course materials to commercial study prep services that have not been sanctioned by the University.

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/sgs/graduate-calendar/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 Associate Dean (Graduate Studies and Research) (or delegate) in the Faculty of Law for investigation. In this situation, the Associate Dean will notify the student of the potential departure and investigate in accordance with [School of Graduate Studies Academic Integrity Policy](#).

In cases of a subsequent departure from academic integrity (that is, where there is a previous departure on record for the student), the instructor will make a finding but refer the case to the Associate Dean of the School of Graduate Studies for the determination of a sanction.

5.1.3 Sanctions for Departures from Academic Integrity

Following the investigation of the suspected departure from academic integrity, the instructor/Associate Dean will either: i) make a finding of a departure from academic integrity and impose a sanction (or refer the matter to the Associate Dean for sanction); or ii) determine there was no departure and destroy all evidence of the notice and investigation.

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

rescinded. A student has the right to an appeal of the finding of departure from academic integrity, and/or the remedy or sanction, through the Academic Appeal Board of the School of Graduate Studies, pursuant to procedures elaborated at <https://www.queensu.ca/sgs/graduate-calendar/academic-integrity-policy>.

Records of findings of departures from academic integrity are kept by the GDipICL Coordinator. Students who are found to have subsequent violations of academic integrity will normally face progressively more serious sanctions.

5.2 ATTENDANCE

Students must be registered in a course section to be eligible to attend or otherwise participate in tutorials, tests, examinations, and other activities associated with the course. Students are required to be present at all tutorials, tests, examinations, 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
- 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 and Missed Coursework

It is the student's responsibility to contact their course instructor regarding any absences or missed course work for reasons of illness or compassionate grounds. A student who claims illness or compassionate grounds as reason for missing tutorials, assignments, or other activities is responsible for making alternative arrangements with the instructor(s) concerned for extensions or other consideration. Please include your full name, student number, and the reason for your absence 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. For more information see [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. Upon the instructor's return, make-up class details will be confirmed.

5.3 ACADEMIC CONSIDERATION FOR STUDENTS IN EXTENUATING CIRCUMSTANCES

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

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

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

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 ASSESSMENTS AND EXAMINATIONS

5.6.1 Access to Assessments

The term online assessment refers to the assignment, examination or quiz question document 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 examinations and assessments are retained in the GDipICL portal).

5.6.2 Informal Access

Instructors may informally review assessments or examinations 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

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

5.6.4 Scheduling of Final Examinations/Assessments

A student who is unable to complete an examination or assessment due to extenuating circumstances must make alternate arrangements with the instructor. Students who find themselves in such circumstances may seek permission to complete an assessment at a later time by appealing in writing to the instructor of the course. For more information see [Academic Consideration for Students in Extenuating Circumstances](#).

5.6.5 Final Exam Disclaimer

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

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 Code of Conduct describes, in general terms and with specific examples, what constitutes unacceptable behaviour 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, 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 Tutorial 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.

5.7.2 Non-Academic Misconduct Cases

Queen's Student Code of Conduct policy is the foundation for the university's non-academic misconduct system (NAM), which provides a process for identifying and addressing misconduct within the Queen's community, encouraging informal resolution of grievances while 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, the Associate Academic Director, the Academic Director, the Associate Dean (Graduate Studies and Research) in the Faculty of Law, the Associate Dean of the School of Graduate Studies, and the School of Graduate Studies 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 Policy on Student Appeals, Rights and Discipline](#), the decision system is based on the principle that "decisions should generally be made by those who are most familiar with the context."²

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

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

²Senate Policy on Student Appeals, Rights, and Discipline, Introduction (p. 4).

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

6.1 APPEALS OF GRADES

1. A student may appeal a final grade of B minus or lower on any examination or assignment 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.

2. This appeal process is not intended for those students whose academic performance is or was adversely affected by documented medical, personal or compassionate grounds. Relief sought 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. For more information on such requests, see section 3.4.6, Non-Evaluative Grades; and section 7.2, Appeals against other Academic Decisions.

3. 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 Review of Graded Work in a Course

Students have the right to review all graded work in a course pursuant to the policies and procedures outlined below and in the School of Graduate Studies Calendar, as applicable.

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, students may also request a more formal Request for Review of an assigned grade. The student should 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 for Reassessment

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. Note that a passing grade may be reassessed as a failure. If the grade increases or decreases, the original instructor will be asked to recalculate the final course grade. Note that a passing final course grade may be recalculated as a failing final course grade.

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 and Research) 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 #2, #3, #4 and #5 as set out in Appeals against Academic Decisions in the School of Graduate Studies Calendar. Course marks decisions cannot be overturned through these appeal procedures; however alternative actions (including the possibility of further assessments) may be ordered by the AAB.

References to "Head or Coordinator of Graduate Studies" in the Graduate Studies Calendar should be replaced by "Academic Director, Graduate Diploma in Immigration and Citizenship Law" with the "Associate Academic Director, Graduate Diploma in Immigration and Citizenship Law" as alternate.

Process

The student must contact the GDipICL Program Coordinator in order to submit a

Letter of Appeal for a reassessment. 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;
- (ii) provide relevant documentation to support the appeal; and
- (iii) submit the original, unaltered graded material (if the work has been returned to the student).³

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

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.

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

- i. Application of the GDipICL progression regulations, including but not

³ It is the responsibility of the student to preserve all original exercises, papers, reports, and other graded material for the course and to submit relevant materials with the appeal. In any formal appeal for reassessment, 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 School of Graduate Studies Policy on Academic Integrity.

- 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,
 - a. a request to add a GDipICL course after the last official date for adding classes
 - b. a request to drop a GDipICL course after the last official date for dropping a class
 - c. a request for an extension of the deadline to submit incomplete work in a GDipICL course that has been graded Incomplete
 - d. Other comparable matters
 - iii. Decisions regarding Academic Integrity.

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

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

The Associate Dean (Graduate Studies and Research) or their delegate in the Faculty of Law makes all decisions concerning appeals not related to grades for students in the GDipICL.

Letter of Appeal

The student should submit a Letter of Appeal in writing to the Associate Dean (Graduate Studies and Research) 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/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.

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 and Research) 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 and Research).

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

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

The Associate Dean (Graduate Studies and Research) 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 and Research) 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 #4 and #5 as set out in [Appeals against Academic Decisions](#) in the School of Graduate Studies 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 [Human Rights Office](#).

7.2 ACCOMMODATION FOR SPECIAL NEEDS/DISABILITIES

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

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

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

It is the responsibility of students in need of accommodation for a disability or other special need to contact [Queen's Student Accessibility Services \(QSAS\)](#) 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: <https://www.queensu.ca/its/netid/netid-activation>

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

8.1.1 Review of Record by School of Graduate Studies

The School of Graduate Studies reserves the right to review the record of any student. The School of Graduate Studies 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 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.

A GDipICL Diploma will not be released to a student with an outstanding debt to 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. 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 [Timeframe](#).

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

8.7 ADMINISTRATION

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