

MEMORANDUM

To: All Faculty of Arts Instructors

From: Bill Chesney, Associate Dean of Arts, Undergraduate Students
Kathy Acheson, Associate Dean of Arts, Undergraduate Programs

Date: November 22, 2018

Subject: Beginning of Term Reminders

Reminders:

- **NEW:** Note from AccessAbility Services regarding academic accommodations on page 6
- The **10-minute buffer between classes** allows students to vacate the room and the next group of students to be seated before the next class begins. Please do not extend your lectures during this buffer period.
- **INC (incomplete) grade process:** If you are planning to submit an INC (incomplete) grade for any student, be sure to use the [INC grade form](#) (online). The form, and instructions on how to use the form, can be found on the [Registrar Resources for Staff and Faculty website](#), under academic rules and forms.
- Charging fees for **ancillary course materials** (e.g., online resources, field trips) are subject to [Ministry-mandated guidelines](#)
- **LEARN service outages:** consult [Waterloo Learn Help](#) should these occur
- **Group work:** consider using the [Group Assignment Disclosure](#) checklist – also on page 8
- **Articulate your late submission policies in clear and unambiguous terms.** This helps avoid complaints later.
- **Course outlines:** Changes to grading breakdowns should only be made for absolutely compelling reasons, in writing, and with the express approval of the class. Students wishing to adhere to the original grading structure should be accommodated.
- Resources about student privacy are now available on the [Information for faculty and staff](#) page of the Arts website, under information for instructors and graduate supervisors.
 - [Student Privacy – Instructor Guidelines \(PDF\)](#)
 - [Privacy Principles – Memo from the Privacy Office \(PDF\)](#)

Contents

Important dates for the upcoming term.....	2
Religious holidays to be accommodated if requested.....	2
Course outline requirements.....	2
Statements and links that must be included on all course outlines.....	3
Optional statements that may be included on course outlines.....	4
Other points about course outlines and conduct.....	5
Other points about student discipline and academic integrity.....	5
Tests and examinations.....	6
Grades.....	6
NEW: Note from AccessAbility Services regarding academic accommodations.....	6
Group Assignment Checklist.....	8
Policy 71 (Student Discipline): Procedures.....	9

Important dates for the upcoming term

Event	Date
Lectures begin:	Monday, January 7
Last day to add a class:	Sunday, January 20
Last day to drop, no penalty:	Friday, January 25
Final exam schedule published:	Wednesday, January 30 (approximate)
<i>UW holiday (Family Day):</i>	<i>Monday, February 18</i>
<i>Reading Week</i>	<i>February 19-22</i>
Last day to drop, receive a WD:	Friday, March 22
Lectures end:	Friday, April 5
Last day to drop, receive a WF:	Tuesday, April 9
Exams begin:	Wednesday, April 10
<i>UW holiday (Good Friday):</i>	<i>Friday, April 19</i>
Exams end:	Saturday, April 27
Grades due, if final exam:	7 days after final exam
Grades due, Online courses:	Tuesday, May 2

See also: [Quest important dates listing for 2018-19](#)

Religious holidays to be accommodated if requested

Requests for accommodation based on religious holidays must be submitted to the student's instructor(s) as soon as the conflict becomes apparent; in any case, no later than one week following the publication of the final exam schedule. Instructors may provide accommodations as outlined in the [Accommodations section](#) of the Undergraduate Calendar. Any unresolved disputes between instructors and students regarding the legitimacy of extenuating circumstances or the suitability of accommodations will be decided by the Associate Dean – Undergraduate Students.

The Registrar's Office provides a chart listing the most commonly overserved religious and national holidays. This list is not exhaustive and others may be accommodated as requested.

Course outline requirements

The course outline, or syllabus, carries a **contractual weight**. It should be provided to all students in the course, in its full and complete form, **not later than the end of the first week of classes**. Electronic course outlines must meet accessibility standards of the Web Content Accessibility Guidelines, in accordance with the Accessibility for Ontarians with Disabilities Act (AODA). An accessible course outline template is available on the [Information for faculty and staff](#) page of the Arts website, under information for instructors and graduate supervisors.

The following are the University's Senate-approved [course outline requirements](#):

- Course number and title (including the cross-listed subject/number)
- Term and year of offering
- Class days, times, building, and room number
- Class instructor's name, office, contact information, office hours
- Teaching assistant's name, office, contact information, office hours (if applicable)
- Course description
- Course objectives
- Required text and/or readings
- A general overview of the topics to be covered
- The evaluation structure for the course including course requirements, deadlines, weight of

- requirements toward the final course grade
- Acceptable rules for group work (Use of the [Group Assignment Disclosure checklist](#) (page 8) is highly recommended.)
- Indication of how late submission of assignments and missed assignments will be treated
- Indication of where students are to submit assignments and pick up marked assignments

Other aspects relevant to the formulation of the course outline include the following points:

- The scheduling and administration of **tests and examinations must conform to UW policy** on these matters. By University policy, jurisdiction over issues relating to examination legality or illegality resides with the Associate Dean.
- In courses in which “**participation**” will be a weighted element, the nature and application of the requirement should be given unambiguous description and definition.
- When using **library course reserves** for course reading assignments, a full and clear indication of the work(s) involved should be provided.
- Recommended: publication of the dates of the final examination period, and a statement to the effect that student travel plans are not acceptable grounds for granting an alternative final examination time (see [Exam Regulations](#)).

Statements and links that must be included on all course outlines

Cross-listed course (requirement for all Arts courses)

Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

Academic Integrity

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity webpage](#) for more information.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. Check [the Office of Academic Integrity](#) for more information. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](#), Section 4. When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.

Appeals: A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A

student who believes he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](#).

Accommodation for Students with Disabilities

Note for students with disabilities: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

If you are using Turnitin® in your course

Turnitin.com and alternatives: Text matching software (Turnitin®) will be used to screen assignments in this course. This is being done to verify that use of all materials and sources in assignments is documented. Students will be given an option if they do not want to have their assignment screened by Turnitin®. In the first week of the term, details will be provided about arrangements and alternatives for the use of Turnitin® in this course.

Note: students must be given a reasonable option if they do not want to have their assignment screened by Turnitin. See [Academic Integrity - Guidelines for Instructors](#) for more information.

Optional statements that may be included on course outlines

Mental Health Support

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health support if they are needed.

On Campus

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 ext. 32655
- [MATES](#): one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

Off campus, 24/7

- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-4300 ext. 6880
- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](#): set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online on the Faculty of Arts [website](#)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information

Territorial Acknowledgement

We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

For more information about the purpose of territorial acknowledgements, please see the [CAUT Guide to Acknowledging Traditional Territory \(PDF\)](#).

Academic freedom at the University of Waterloo

[Policy 33, Ethical Behaviour](#) states, as one of its general principles (Section 1), “The University supports academic freedom for all members of the University community. Academic freedom carries with it the duty to use that freedom in a manner consistent with the scholarly obligation to base teaching and research on an honest and ethical quest for knowledge. In the context of this policy, 'academic freedom' refers to academic activities, including teaching and scholarship, as is articulated in the principles set out in the Memorandum of Agreement between the FAUW and the University of Waterloo, 1998 (Article 6). The academic environment which fosters free debate may from time to time include the presentation or discussion of unpopular opinions or controversial material. Such material shall be dealt with as openly, respectfully and sensitively as possible.” This definition is repeated in Policies 70 and 71, and in the Memorandum of Agreement, Section 6.

Other points about course outlines and conduct

- The outline is a contract with the students. Changes to grading breakdowns should only be made for absolutely compelling reasons, in writing, and with the express approval of the class. Students wishing to adhere to the original grading structure should be accommodated.
- Online resources such as assignments, practice tests and so on are subject to **Ministry-imposed restrictions** if fees are charged. Please review the [guidelines](#) to be sure your practices comply.
- Course drop/adds may only occur during the designated periods outlined above; after the “free drop” period (typically the first three weeks of classes), only the Examinations and Standings (E&S) Committee, on petition by the student, may over-ride the application of a WD or WF, depending on the date the student dropped the course.
- When signing in students to your course, remember that rooms are assigned based on the posted course cap and the room’s capacity; switching classrooms is often extremely difficult.
- A 10-minute interval is allowed between classes, for the first instructor to vacate, and the second instructor to set up the classroom. Please be considerate and co-operative.
- Instructors who change the configuration of the chairs/desks in a classroom for their particular class are asked to return the seats/desks to the standard orientation at the end of that class.

Other points about student discipline and academic integrity

- For assistance with pedagogical and practical course design consult your Faculty Liaison at the [Centre for Teaching Excellence](#).
- Not every error in citation constitutes a full-fledged case of plagiarism. Be judicious, especially in the case of first year students. **Do report all occurrences to the Associate Dean – Undergraduate Students**. Please refer to the comments at the end of this memo for detailed guidance, and **do not attempt to devise your own remediation without consultation**; these often backfire, especially in an increasingly litigious environment.
- **Please see the set of guidelines for how to approach potential discipline cases at the end of this memo.**

- Instructors should make their policies about using Turnitin® clear to students at the beginning of the term. Please review the [Turnitin® Guidelines for Instructors](#) provided by the Office of Academic Integrity.

Tests and examinations

With regard to [Assignments, Tests, and Final Exams Regulations](#), it is especially important to remember:

- Lectures, tests and other course activities may not be scheduled during the period (typically 2-3 days) between the end of classes and the start of exams.
- No tests or exams worth more than 25% may be scheduled in the last 5 lecture days of the formal lecture period for the term.
- Courses with final exams may not have other course assignments due during the final examination period.
- Courses without final exams may have an assignment equivalent in scope and value to a final exam due during the final examination period.
- **Instructors are expected to be available** for all scheduled final exams for their courses.
- Accommodations for deferred final exams are made only under specific conditions and time restrictions. It is the student's responsibility to make him/herself available for the entire examination period, and **travel plans are not a sufficient reason to have a final exam deferred**. Please see the examination regulations, and refer any request with which you are not comfortable to the Associate Dean – Undergraduate Students.
- Any student may review their final exam under supervised access, without initiating a formal appeal procedure.

Grades

- The system accepts any number as the course grade; however, any grade from 0 – 32% will be calculated at 32% for the purposes of determining an Arts student's average(s).
- Public posting of final grades is not permitted.
- **The [INC \(Incomplete\) form](#)** must be completed if you are planning to submit an INC grade for a student. The form, and instructions on how to use the form, can be found on the [Registrar Resources for Staff and Faculty website](#), under academic rules and forms.
- **IP (in progress) Grades** are for term courses where the final grade will only be entered when an additional required term course has been completed; for example, for an undergraduate thesis project that spans two courses over one academic year. **IP may not be used as a substitute for INC**. Students with IP on their records are not eligible to graduate.
 - The use of the IP grade is normally limited to 400-level courses which are Senior Honours Theses or Senior Seminar courses and which normally require eight months to complete. The grade may be used in other courses only with the prior approval of the Undergraduate Affairs Group of the Arts Faculty.

NEW: Note from AccessAbility Services regarding academic accommodations

The University of Waterloo is committed to ensuring all students have equitable opportunities to access and benefit from their education and receive reasonable academic accommodations. Within the postsecondary context, reasonable academic accommodations for students with disabilities are

modifications or adjustments to the way a student with a disability receives course curriculum and materials, participates in course activities, or demonstrates mastery of course content and skill, that enables an otherwise qualified student with a disability, access to or participation in, University-sponsored programs. These modifications are intended to not alter the fundamental purpose or essential requirements of the academic program or course. Accommodations are a means of preventing and removing barriers that impede students with disabilities from participating fully in the educational environment in a way that is responsive to their unique circumstances. In order to support our legal duty to accommodate students with disabilities, instructors are asked to uphold a student's academic accommodation plan, as determined by AccessAbility Services. To facilitate this, faculty/instructors are required to seek clarification from AccessAbility Services when needed, facilitate the implementation of accommodations when necessary, and work collaboratively with AccessAbility Services to determine an alternative appropriate accommodation when required. Instructors are also asked to refer all students to AccessAbility Services who: a) request academic accommodations because of a known or suspected disability (even if it is after the completion of a test or course), b) who you believe may require academic accommodations, and c) if there are health and safety concerns that students need to consider prior to participating in your class or lab. For additional information on the interpretation and facilitation of reasonable accommodation, essential requirements, and undue hardship, please contact AccessAbility Services.

Group Assignment Checklist

Please read the checklist below following the completion of your group assignment. Once you have verified these points, hand in this signed checklist with your group assignment.

1. All team members have referenced and footnoted all ideas, words or other intellectual property from other sources used in the completion of this assignment.
2. A proper bibliography has been included, which includes acknowledgement of all sources used to complete this assignment.
3. This is the first time that any member of the group has submitted this assignment or essay (either partially or entirely) for academic evaluation.
4. Each member of the group has read the full content of the submission and is assured that the content is free of violations of academic integrity. Group discussions regarding the importance of academic integrity have taken place.
5. Each student has identified his or her individual contribution to the work submitted such that if violations of academic integrity are suspected, then the student primarily responsible for the violations may be identified. Note that in this case the remainder of the team may also be subject to disciplinary action.

Course: _____

Assignment: _____

Date: _____

Name (print)	Signature	Section Contributed	Section Edited

Policy 71 (Student Discipline): Procedures

Jurisdiction and authority in UW student disciplinary matters are defined in Policy 71: (1) “Authority to deal with matters under this policy rests with the Undergraduate and Graduate Associate Deans.” (2c) “Fairness is fundamental when dealing with students. Students have the right to be informed of policies, procedures or guidelines that may affect their academic progress or their conduct, and have the right to question whether decisions are consistent with those policies, procedures and guidelines.”

When an instructor has reason to believe that an academic offence has occurred, **the matter must be reported promptly to the Associate Dean, Undergraduate Students**. This allows for checking if there are jurisdictional complications (e.g. the student is from another faculty) or if the student has prior offences. The Associate Dean decides whether an attempt to resolve the case informally (*i.e.*, at the instructor/student level) is appropriate.

Once the Associate Dean has been consulted, there are three levels of handling academic misconduct:

- By the instructor, without the official involvement of the Associate Dean.
 - Refer to the [Framework for the Assessment of Undergraduate Plagiarism](#) for advice regarding how to consider the quantity and severity of plagiarized material in an assignment. Only cases that clearly fall within 1a or 1b in the Appendix B chart may be considered for this level of resolution, **and only upon consultation with the Associate Dean**.
 - In such cases, the instructor has clearly determined that:
 - The student demonstrably had no intention to deceive the instructor (e.g. minor verbatim phrases with citation but no quotation marks); and
 - The standard penalty (0 on the assignment) would be too harsh under the circumstances.
 - In consultation with the Associate Dean, it is further determined that:
 - There are no jurisdictional complications (e.g. the student is from another faculty);
 - The student has no prior offences;
 - The student would not otherwise benefit from the **Academic Integrity workshop**¹.
 - The instructor may impose grade penalties less than those mandated by the [guidelines for assessment of penalties](#) in the ordinary way (e.g. as might be imposed for failing to adhere to content, format or structure guidelines).
The student is not placed on disciplinary probation².

¹ In this option, the student still gets a 0 on the assignment, but then attends a combined online and in-class workshop the following term that covers all the bases with regards to academic integrity and correct citation practice. In exchange, the student is not placed on disciplinary probation, and the incident is not recorded as a first offence. It’s a centrally-mandated option that is good for students where the apparent inadvertence of a relatively low-level offence is compounded by other factors suggesting that further training is appropriate, and is primarily (though not exclusively) designed for first year students.

² Being placed on disciplinary probation makes the offence “official”; subsequent offences are treated more severely, and must include suspension as part of the penalty.

- By the instructor, with the involvement of the Associate Dean (Informal Resolution):
 - In an Informal Resolution, the Associate Dean does not review the evidence, which remains in the possession of the instructor, or meet with the student.
 - In such cases, **all** of the following conditions apply:
 - Commission of the alleged offence seems unambiguous;
 - It appears that Informal Resolution (agreement between instructor and student that an offence has occurred) is possible;
 - The student is a first-time offender;
 - There are no jurisdictional complications;
 - Extremely serious penalties are not involved;
 - The instructor/department/student is willing to handle the case at the Informal Resolution stage, and the Associate Dean agrees that Informal Resolution is appropriate.
 - A UR (Under Review) is placed by the Associate Dean against the course in the student's Quest record, until such time as the matter is resolved and the final grade with the penalty included has been entered.
 - The standard penalty is applied (typically 0 on the assignment and (often) a further 5 marks off the final grade in the course).
 - The student is placed on disciplinary probation.
 - If the student is unsatisfied in hindsight, s/he may request a Formal Resolution as the next step (as opposed to an appeal under Policy 72).

- By the Associate Dean (Formal Resolution):
 - In a Formal Resolution, the Associate Dean receives the evidence, investigates as necessary, communicates with the student, and determines the penalty.
 - In such cases **one or more** of the following conditions apply:
 - Instructor and student do not agree that an academic offence has occurred;
 - There are jurisdictional complications (e.g. the student is from another Faculty);
 - The alleged offence is likely to warrant severe penalties;
 - The student already has a disciplinary record;
 - The Associate Dean believes it to be necessary.
 - The instructor is not obliged to communicate directly with the student regarding the offence, beyond informing them that there is a Policy 71/academic integrity concern with what has been submitted.
 - A UR (Under Review) is placed by the Associate Dean against the course in the student's Quest record, until such time as the matter is resolved and the final grade with the penalty included may be entered.
 - The penalty is determined and applied by the Associate Dean.
 - The student is placed on disciplinary probation.