

Canadian Studies  
Academic Programme  
Policies and Procedures  
Faculty Handbook

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The objective of the Canadian Studies Academic Programme is to provide students with an interdisciplinary and multidisciplinary engagement with the Canadian experience(s). In-class instruction is the primary -- although not only -- means through which this is done; thus the contribution of instructors to the Academic Programme is both welcome and significant. In this regard, there are a number of important considerations relating to the operation of the Canadian Studies Academic Programme. The objective of this handbook is to describe these. It is divided into a number of sections that address different pragmatic and pedagogical aspects of teaching Canadian Studies at Mount Allison University. If you have any questions, please feel free to contact the Programme Coordinator.

Mount Allison University maintains and defends academic freedom (the Collective Agreement between the University and its faculty requires that all parties support academic freedom). This means that Canadian Studies supports the use of alternative approaches to teaching, the autonomy of course instructors in course design and evaluation, and the right of faculty to articulate their views on social, cultural, political, economic, religious, etc., issues in publications, public lectures, interviews, creative arts, etc. Canadian Studies does so within a framework that is committed to a constructive engagement with the diverse Canadian experiences and that is committed to:

- knowledge of Canada (courses will provide students with the opportunity to advance their knowledge and understanding of Canada, or different aspects of the diverse Canadian experiences)
- interdisciplinarity (students are provided with the opportunity to engage Canada from a range of different perspectives, both methodological and in terms of subject)
- critical citizenship (courses provide students with the opportunity to consider Canadian issues from an engaged perspective)
- diversity (courses are aware of and attuned to the diversity of Canada)

### The Pragmatics of Teaching

First, faculty teaching on campus will be provided wherever possible with office space, a telephone, a networked computer, and e-mail address. An e-mail address and network access password (say, to access e-mail), telephone number, and staff card (which allows one to use the Library) are issued after faculty arrive on campus. Your e-mail user name and password can also be used to access on-line pedagogical tools (such as Moodle, an open source variant of WebCT used by Mount Allison University), Websis and Connect (on-line class listings), and information relating to any research accounts maintained for you by Mount Allison University. The Canadian Studies Academic Programme is located on the second floor of Hart Hall. The main office is on the same floor. The Academic Programme is committed, where possible, to providing similar access to resources for instructors teaching Canadian Studies through the Department of Continuous Learning.

Second, the resources of the Academic Programme are available for the use of all instructors. This includes photocopying, repro-graphics, faxing, support services, mailing and other like matters. If there is instructional material, for instance, that will improve your course but which is not available, please feel free to request it. Paper, files, white board markers, and photocopying are available in the main Canadian Studies office on the second

is also a multi-purpose machine which can create PDF files from photocopies. Carolyn Smith is the Secretary. You'll find her friendly and helpful should have questions about instructional material, supplies, or support services.

Please note: large volume photocopying (say, of course syllabae or exams) should be completed through repro-graphics. Carolyn can help in this regard.

Please note: the Programme does not have regular secretarial service during the summer (although regular mail delivery continues). Carolyn will be back on campus shortly before the school year begins.

Third, in terms of educational resources, course texts should be ordered through the University Bookstore. To order texts contact Tracey Carroll [tcarroll@mta.ca](mailto:tcarroll@mta.ca) via e-mail or at extension 2225. Provide the course number (e.g., Cana 3101) and the titles (and, if possible the ISBN numbers) of the texts required or recommended for your courses. Course enrollments are difficult to determine, but Tracey will be able to help with specific number of copies you will require based on past enrollments and a regular on-going calculations of enrollment numbers provided by student services to which she has access. You can also contact the Programme Coordinator about questions relating to texts. Desk or examination copies can be order through the Department. Carolyn Smith, she can provide any assistance needed. Before September, contact the Programme Coordinator for any assistance needed.

Fourth, in addition to ordering texts for students through the bookstore, there are a variety of ways to distribute information to your classes. Course material can also be placed on reserve at the Bell Library. Every discipline or programme has a librarian assigned to work with it for assistance of faculty and students. The librarian assigned to work with Canadian Studies is (Elizabeth Millar [emillar@mta.ca](mailto:emillar@mta.ca), x2572). You will find her helpful and a wealth of information on available library resources. Librarians at the circulation desk can assist with reserve material. Materials placed on course reserve are subject to Canadian copyright laws and agreements. In practical terms, this means that only one article from any issue of a journal or only 10% of a given book can be placed on reserve.

An alternative distributing course materials is through Moodle. Essays, articles, images or other texts can be scanned and turned into pdf or jpf images and posted to Moodle web sites for individual courses. To have moodle pages created for your courses, you can contact Toni Roberts ([troberts@mta.ca](mailto:troberts@mta.ca)). You can access Moodle through this web link:

<http://moodle.mta.ca/moodle/login/index.php>

To log into Moodle, use your e-mail user name and password.

Where possible, Canadian Studies recommends that faculty make use of on-line resources (such as Moodle) and that paper use -- say, the photocopying of articles -- be limited. This includes course syllabae (see below), which can also be distributed through on-line mechanisms. Instructions on scanning are posted next to the multipurpose machine that can be used to scan documents in the main office.

If you are unfamiliar with Moodle -- say, you have been using an alternative system like WebCT -- there are a variety of on-line tutorials available on the Mount A Moodle home site and Computer Services usually runs workshops at the beginning of each academic year. Toni Roberts, Educational Technology Consultant for Mount Allison University, is available to assist with Moodle.

are automatically set up for instructors by computer services at the beginning of each term. You cannot send large files over e-mail to entire classes. This method of distribution is effective for communicating short messages (reminders about on-campus events to which you want to draw student attention, reminders about tests, due dates, guest speakers, etc.). A policy with regard to class e-mail lists is released at the beginning of each semester. Normally, to send an e-mail to your class you would use the following address format:

Cana, course number, section @ mta.ca

For example:

Cana2001a@mta.ca

### Course and University Requirements and Programme Objectives

All institutions (and or departments/programmes) differ slightly in the basic requirements of course design. They are also broadly similar. Mount Allison University and the Canadian Studies programme at Mount Allison either require or recommend the following:

First, Mount Allison University requires faculty to provide students with a copy of their course syllabus within the first week of any course. This syllabus can be made available in either text form or electronically. Canadian Studies recommends electronic distribution but this is a recommendation and not a "hard and fast rule." If text syllabae more effectively accomplish your educational objectives, please feel free to use this mode of distribution. You should also submit a copy of your syllabus to the Programme Coordinator within one week of the beginning of any course. We maintain copies of syllabae in the departmental files and are required to submit a copy of all syllabae to the Office of the Dean of Arts. Course syllabae should not be arbitrarily changed once they are distributed to students.

Mount Allison University recommends that faculty provide students with detailed syllabae. For Canadian Studies course syllabae should provide (in no particular order):

- a brief course description
- a list of assigned texts (or, readings)
- any course rules specific to your course, a class schedule
- information relating to the evaluated components of the course (including the dates of specific assignments)
- a class and reading schedule

It should spell out clearly penalties for academic dishonesty (including, but not limited to plagiarism) and provide a definition of academic dishonesty (See Appendix B for a definition of plagiarism that you might find useful). You should draw your students' attention to both this definition and penalty in class and repeat this definition and indicate the scope of penalties involved on at least one other occasion during the semester. This provides an excellent opportunity to discuss with students why universities treat academic dishonesty so seriously.

Canadian Studies recommends that a course syllabus be considered something akin to a contract. That is: it should not be changed if at all possible. Changes are periodically required for legitimate reasons (illness, the need to address student questions, etc.), but Canadian Studies asks that these changes be made in discussion with affected classes.

are described as "non-content course objectives." Examples of how these can be integrated into syllabae are also available through the Programme Coordinator. The key is this: instructors are asked to reflect upon and make transparent both the content and skills they expect students to master. A list of Mount Allison's university-wide non-content pedagogical objectives can be found in Appendix A.

It is important to note that Mount Allison University has established a policy with English prose as a university standard in terms of the assessment of students. In other words, Mount Allison University's Academic Calendar notes that an evaluation of English prose should be part of all courses. Canadian Studies supports this policy and reserves its highest grade standing for students whose prose meets exceptional standards at the appropriate educational level. (See Appendix C for a discussion of grade criteria).

Like all other universities in Canada, Mount Allison University maintains a Research Ethics Board that is mandated to ensure compliance with the Tri-Council Policy Statement on Research Ethics. All Mount Allison faculty and students are required to ensure that their work maintains these same standards. Research ethics approval is required anytime faculty or students involve human subjects in their research (through such matters as interviews, surveys, and focus groups). For student projects, this is not normally a serious issue as most undergraduate research that involves interviews or surveys, etc., can meet the university standards of compliance through Programme Level Ethics Review. Faculty and honours (or, independent topic) students will need to make a formal submission to the Mount Allison Research Ethics Board. Further information on Mount Allison research ethics procedures can be found in Appendix E.

Please note: the Mount Allison University Research Ethics Board recommends that faculty not evaluate any student work that requires but has not obtained research ethics approval. Canadian Studies recommends that all faculty include a note on research ethics in their syllabae and mention this process on the opening day of class. Students can be directed to the Programme Coordinator or the Mount Allison University Research Ethics Board website at this URL:

<http://www.mta.ca/reb/>

for further information.

As an academic programme, Canadian Studies also strongly supports (and, hence encourages faculty to address) several further objectives related to post-secondary education. The first is academic integrity. The Programme encourages the integration of questions of academic integrity into its courses in a way that elaborates on syllabus-oriented discussion of academic dishonesty and plagiarism. More information on academic integrity and information literacy can be found in Appendix M and N. The objective of this initiative is to construct academic integrity as broader issue than plagiarism. The Programme seeks to impress upon students that they are part of a community of scholars and that this entails both rights and obligations. In effect, our goal is to address the ethics that underlie the rules and regulations by which students and faculty at Mount Allison operate. We encourage all faculty to engage this subject and dialogue with the Programme Coordinator or other faculty about the implementation of instruction on academic integrity in the classroom. Mount Allison's recent "academic renewal" document also establishes academic integrity as a key institutional goal. Canadian Studies supports this objective.

Canadian Studies encourages integrated discussion of "information literacy." (More

Allison librarians are available to help address this issue or to provide discussions to classes. The Mount Allison academic renewal plan identifies the management, use, and assessment of information as a key "non-content" objective for post-secondary liberal arts instruction. Information literacy can be a complex subject but its basic elements are clear to those who have completed post-graduate training: the effective use, differentiation, organization, and treatment of information. The increasing use of the internet as a site of research requires the ability to differentiate between different types of information, the authority with which they can be used, and their reliability. Such considerations can be taught in a variety of ways (say, integrated into on-going discussions or taught as a separate unit as two examples). Canadian Studies encourages consideration of information as an element of post-secondary education that will remain of on-going use to students after they graduate.

### Managing Teaching

In addition to institutional and programme objectives, there are a variety of other important policies and regulations with regard to teaching at Mount Allison University of which all instructors should be aware. If any questions arise, feel free to contact the Programme Coordinator.

First, as noted above, Mount Allison University has identified academic integrity as a core institutional teaching objective. Instances of academic dishonesty in Canadian Studies are, frankly, rare. However, if you do detect an instance of academic dishonesty, please follow the following procedure:

- 1) Contact the student and inform them that an infringement of academic rules has occurred. The best practice is to contact the student and ask them to meet you. When discussing this matter with the student, inform them of the nature of the infringement and the penalty that will be levied. (This penalty should, of course, be consistent with those explained on your syllabus.)
- 2) At this point, the student has the following options (and should be informed of them):
  - i) They can accept this penalty
  - ii) They can assert their innocence

If they elect option number ii, they can ultimately appeal any instructor's decision with regard to an infringement of university regulations to the Academic Judicial Committee. Students should contact the Registrar (Ms. Chris Parker at [cparker@mta.ca](mailto:cparker@mta.ca)) for information about this.

- 3) All faculty, regardless of the results of point number (2) above are required to report all instances of academic dishonesty to the registrar. This can be done with a brief report, giving the name of the student and the nature of the infringement and noting whether or not the student has elected option (i) or (ii) in point 2 above.
- 4) Save copies of all materials pertinent to the infringement (including e-mail correspondence with the chair of the Academic Judicial Committee and copies of student work). Canadian Studies maintains this material in Programme files maintained in the main office.

instances of academic dishonesty. The reason faculty are required to report all instances of academic dishonesty is to maintain a record of incidence for individual students. A student who has broken the rules on more than one occasion may receive a secondary penalty that can include suspension or expulsion from the University.

You are not required to report instances of academic dishonesty to the Programme Coordinator, although Canadian Studies recommends that you do in order to ensure that the Coordinator is fully informed of developments in the Academic Programme.

Second, all faculty are required to provide consultation hours for students. Faculty teaching on campus should schedule regular "office hours" that are maintained each week during the fall and winter semesters. For faculty teaching full-time on campus, Canadian Studies recommends a minimum of three contact hours per week and that faculty recognize that it may be necessary to schedule appointments for students who have conflict with consultation hours.

Third, final exams for finals are scheduled near the beginning of the semester. You will receive a memo on this and will need to fill out an on-line exam request form. Please note that you need to complete this form whether or not you plan to have an in-class final. At Mount Allison, exams can be scheduled in a two or three hour block.

Fourth, University regulations require that students will have received 20% of their final grade by the eighth week of the semester, which is the last date for withdraw without penalty (that is, a grade of W) from a course. Special permission can be obtained from the dean to waive this regulation if needed, but please note that this should be explained to students (that is, if this regulation is not in force in any particular course.)

Fifth, at Mount Allison University, grade submissions are made through an on-line form available through Websis and must be approved by the Programme Coordinator before they are posted. You will receive a memo with regard to grade submission processes each semester. Please note that Incomplete grades cannot be submitted through the regular on-line submissions process. To submit an "incomplete" (INC) grade, prior arrangement need to be made with the registrar (Ms. Chris Parker, cparker@mta.ca). Programme Coordinator approval of grades will be done automatically. There is nothing special faculty need to do to solicit approval for submitted grades. At Mount Allison INC grade automatically revert to an F after a certain date.

Sixth, grades should be submitted within seven days of the end of the exam period. Graduating students grades must be submitted by this deadline in the Winter semester.

Seventh, faculty cannot, on their own, defer final exams. Students who request a deferral should be informed that they will require a legitimate reason (for example, sustained illness) to do so and that this must be done through the registrar's office. The registrar will consult with faculty in each instance. The key contact person is Jocelyn Ollerhead (jdollerlead@mta.ca).

Eighth, students who require some form of accommodation must ensure that their "paperwork" is order. Accommodation is normally addressed through the Meighen Centre and faculty who agree to accommodate students will need to "sign off" (to ensure that they accept and are OK with this accommodation) on it. Students may present you with a standard form during the semester. Normally, a separate form is required for each exam, test, assignment, etc., for which a student is requesting accommodation. If there are any

Ninth, students interest in learning more about Canadian Studies or find out more about Canadian Studies course offerings, can be directed to the Programme Coordinator.

### Student Evaluations of Teaching:

Mount Allison University requires that students in all courses taught have the opportunity to complete a "Student Evaluation of Teaching" (SET) near the conclusion of the course. Specific policies in this regard are included with this document as Appendix D. The University uses a common SET question sheet which can be modified to suit the needs of individual instructors. The University also recommends some form of formative evaluation at different points (say, mid-term) in course development in order for faculty to assess the effectiveness of their teaching. At Mount Allison University SET is one marker that used to evaluate teaching effectiveness. Others include, faculty self-assessments, peer assessments, and documents relating to teaching (course syllabae, assignments, etc.). If you have questions about assessments of teaching effectiveness, the Purdy Crawford Teaching Centre is the primary on-campus resource devoted to both teaching effectiveness and its assessment. Ms. Eileen Herteis, the director of the Centre, is open, friendly, and willing to assist in this regard. The PCTC is mandated by Mount Allison University to provide and distribute information on effective post-secondary teaching.

Canadian Studies supports both SET but also recommends faculty make use of other means of evaluating teaching effectiveness. All faculty can contact the Programme Coordinator for assistance in compiling a teaching dossier and the consideration of modes of assessment or if they would like a peer assessment of teaching effectiveness. We encourage on-going discussion among faculty of teaching strategies and recommend that faculty attend PCTC workshops on teaching where possible.

## Appendix A

Non-content course objectives  
(Source: Changing to Preserve, Appendix 3)

### **MOUNT ALLISON UNIVERSITY: ESSENTIAL OUTCOMES AND LITERACIES**

Regardless of their area of study, all Mount Allison graduates will be able to demonstrate learning and achievement in the following four domains:

- Effective and Ethical Work Habits
- Scholarly Knowledge & Methods
- Critical & Creative Thinking
- Citizenship & Engagement

#### **1. Effective and Ethical Work Habits**

In Work Habits, Mount Allison graduates will be able to:

- Work independently;
- Work collaboratively, making meaningful contributions to group discussions and projects;
- Submit work in whose preparation they have taken care and pride, going beyond the minimum requirements for the task;
- Prioritize study, work, and other responsibilities in order to fulfill obligations honestly and punctually.

In Ethics & Academic Integrity, Mount Allison graduates will be able to:

- Demonstrate diplomacy and civility in communication, recognizing that academic language is often nuanced and discriminating;
- Appropriately apply ethics and standards associated with the discipline (e.g., research ethics);
- Credit all sources of data, samples, and information honestly and according to the standards and conventions of the discipline.

#### **2. Scholarly Knowledge & Methods**

In Subject/Content Knowledge, Mount Allison graduates will be able to demonstrate:

- Specific disciplinary knowledge in Majors and Minors or Honours area, including an awareness of how the literature of these disciplines is created;
- Multi\_disciplinary knowledge from beyond areas of Honours, Majors, and Minors;
- An appreciation for the potentials of interplay and cross\_pollination among disciplines;
- Knowledge of the world, including current events and an awareness of contemporary applications of their learning.

In Information Literacy & Research Skills, Mount Allison graduates will have developed information gathering habits that will support life-long learning, including:

- Locating specific resources (according to instructions);
- Identifying and using relevant information retrieval systems for their needs;
- Choosing relevant, appropriate resources independently;
- Differentiating between a generic search\_engine web search and scholarly research;
- Discriminating among various sources.

In Methods, Mount Allison graduates will be able to:

- Produce well\_structured written work—thesis statement, well\_designed paragraphs, etc.;
- Present clear oral presentations using spoken language appropriate for the audience and the discipline;
- Take effective notes from written or spoken material;
- Solve problems using basic computational skills;
- Apply basic mathematical skills to perform everyday tasks, such as interest rate calculation, unit conversion, or rough estimation;
- Demonstrate a facility with basic computer programs and software;
- Use technology thoughtfully and appropriately both to enhance their understanding of subject content and to support their written or oral presentation of academic work;
- Apply appropriate methodologies effectively (disciplinary, interdisciplinary, scientific, mathematical, qualitative, quantitative, etc).

### **3. Critical and Creative Thinking**

In Interpretation: Reading, Listening, Analyzing, Mount Allison graduates will be able to:

- Demonstrate comprehension of written material by interpreting, paraphrasing or summarizing it;
- Read, understand and compare a variety of written materials or texts;
- Understand standard statistical language and interpret statistical data;
- Identify major points when listening to lectures and oral arguments;
- Conduct a comparative analysis, by making connections and highlighting differences between a variety of texts, theories or approaches;
- Identify patterns in texts, data sets, visual materials, etc.;
- Convert units from one system of representation to another (e.g., from numbers to words);

- Judge the validity and value of sources.

In Problem Solving, Mount Allison graduates will have developed the intellectual curiosity that leads to creative problem\_solving and will be able to:

- Identify and prioritize significant issues, questions and problems;
- Ask meaningful, relevant questions whose answers are within reach;
- Design an appropriate research study or creative project;
- Evaluate the appropriateness of a problem\_solving strategy or logical process;
- Learn from mistakes or disappointing/unexpected results;
- See the potential of one thing to be several others (creative thinking/abstract thinking);
- Predict results on the basis of data and assess their implications.

In Critical Reflection, Mount Allison graduates will be able to:

- Question their own and others' assumptions and theories;
- Recognize and differentiate among facts, assumptions, and commonly\_held misconceptions;
- Identify and admit error and devise strategies for correction/improvement;
- Reflect on the learning process and understand their evolution as life\_long learners.

In Logical Argumentation, Mount Allison graduates will be able to:

- Use language effectively to demonstrate their mastery of concepts;
- Express their ideas clearly, logically, and according to the conventions of their area of study;
- Develop and defend a hierarchy of ideas;
- Present a logical argument using numerical data;
- Follow leads from one data set or source to another;
- Demonstrate mastery of inductive and deductive reasoning;
- Provide logical, convincing, and respectful arguments in defence of their conclusions.

#### **4. Citizenship & Engagement**

*Building on the bases of their achievement in Effective and Ethical Work Habits, Scholarly Knowledge & Methods, and Critical & Creative Thinking, Mount Allison graduates will make a difference in their world by demonstrating and articulating a human, global, and cultural sensitivity evidenced in:*

- The ability to communicate respectfully to and about others;
- A respect for difference;

- An awareness of the consequences and implications of their actions and words;
- The application of principles and theories to real\_world contexts;
- An awareness of societal, national and international issues;
- A spirit of service.

## Appendix B

### A Definition of Plagiarism

Plagiarism is the intentional unattributed use of words, ideas, or information drawn from another source. Please note: it is equally important to credit the source of ideas or information, as well as wording, and the failure to provide due attribution is, in effect, a claim that the ideas you mention are your own or that you yourself conducted the research that provided the information you note. Make sure that you credit sources any time you use words, ideas, or information drawn from another author.

## Appendix C

Mount Allison University provides little discussion of what different grades signify outside of its general regulations on Grade Point Average. Considerations of coordinated grading within a programme are tricky owing to: (1) academic freedom, and (2) the use of different pedagogies and mode of assessment. Canadian Studies does not insist that faculty make use of any one particular grading scheme or any specific set of criteria. We ask that whatever scheme and criteria you use are explained to students. For your consideration, one approach to differentiating letter grades is as follows:

Students frequently have two key misconceptions about grading:

- (1) the professor grades on whether or not they agree with the student's argument
- (2) the degree to which a professor likes a student affects their grade.

No one is perfect. Faculty make mistakes and they are human like everyone else. Grades, however, are designed to indicate certain things to students. They are not designed to indicate the degree to which one agrees or disagrees with a faculty member, nor do they reflect the degree to which faculty like or dislike students. Grades are determined by specific evaluative criteria.

Students moving from high school to university (or, even students in the first one or two years of university) often see grades as a purely empirical measure of student performance. This is a fair assessment because high school grades are often accorded in this way. Getting higher grades means eliminating empirical mistakes: the more "right" one is, the higher the grade. Students are often confused by the fact that getting "things right" is only one aspect of effective post-secondary work. Empirical mistakes are a problem because they indicate that one "has their facts wrong." It is important for students to understand that effective interdisciplinary work is usually analytic (as opposed to purely descriptive) and that interpretations need to be sustained with reason and/or evidence.

### Grade level: A +

A+ grades are rare because they are reserved for truly excellent work. An A+ grade illustrates a mastery of empirical considerations (there are no empirical mistakes), clear and effective writing (which includes such things as a clearly stated thesis and a logically organized essay), thorough and complete documentation (in essays), a nuanced analysis, a clean presentation (virtually no typos, spelling mistakes, or problems with verb tense, etc.), and an understanding of different schools of thought or interpretation on a particular subject. An A+ paper is well researched; it is not, for example, missing key (or, important) sources related to its subject. An A+ essay can situate itself in scholarship (that is, it illustrates an understanding of how the arguments it makes relate to different schools of thought or interpretation on a given subject) and, needless to say, exceeds all minimum basic requirements of an assignment. A+ essays are analytic -- as opposed to descriptive -- and use academically accepted modes of presentation and documentation. All key terms have been clearly and effectively defined. The work has no logical contradictions (a logical contradiction occurs where a paper refutes its own argument or the evidence presented strongly indicates that the conclusion is incorrect). Arguments are fully supported by evidence and reason while consideration is given to alternative interpretive perspectives and their weaknesses assessed.

A+ grades are rare but not impossible to attain. There is a lot to writing an A+ paper, essay, exam, or assignment even if students do it every year.

#### Grade level: A

A level grades also reflect excellent work. Like an A+ grade, an A level grade illustrates a mastery of empirical matters ("the facts"), provides complete and thorough documentation, uses academically accepted modes of presentation and documentation, defends a clearly stated thesis, contains no logical contradictions, and maintains a clean presentation. As with A+ work, it exceeds minimum basic requirements in all areas and is analytic in approach (as opposed to descriptive). A level grades, like A+ grades, also require an understanding of the scholarship on a particular subject and how the student's work (an essay, say) fits into that scholarship. What differentiates an A level grade from an A+ level grade is often explanation. In instances where an A+ level grade has been accorded, the difference is usually that the A+ assignment is better explained, more tightly reasoned or argued. An A level paper, for example, may have occasional lapses in wording or some technical problems (verb tense, a weak definition or two). There might, as well, be a minor empirical mistake. Normally, however, A level papers or essays will not contain any logical contradictions and, like A+ papers, is thoroughly researched and is not missing key sources (say, a leading authority on your subject).

#### Grade level: A -

A- grades are also of very high quality. As with other A range grades, they are near perfect in their technical make up (documentation, exceeding minimum requirements, grammar, spelling, use of sources, etc.). They are analytic, effectively organized, do not have logical contradictions, etc. Where they differ from A level grades is that they do have minor problems that are evident (missing key sources, imprecisions in definition or explanation), but these do not distract from the overall argument. There will be more typos or minor empirical errors. A- grades can be accorded to work that is very well done but has, for instance, neglected a key source (or, perhaps two) or missed a consideration of merit in their discussion.

#### Grade level: B range

B range grades (B+, B, B-) are very good. They have weaknesses that make it impossible for an A range grade to be accorded. At the lower B range (B-) there may be a significant factual mistake. There are often writing errors that can be addressed; there is a thesis but it lacks nuance or is weak. Lower B level papers (B-) might be almost completely descriptive. In other words, they provide a good description of the subject but little to no analysis. B range grades can lack key sources but more often than not usually fail to locate themselves within the scholarship on their subject. In other words, they demonstrate little understanding of competing interpretations of a particular subject. For example, suppose someone were writing a paper on the causes of Confederation. A B range paper would not indicate an understanding that there are different interpretations of the origins of Confederation. It would simply proceed write as if all sources were saying the same thing or providing the same interpretation. Periodically, B range grades are also weak in terms of source citation and documentation. They fail to use accepted methods of source citation and lack citations where they are needed. There may be writing problems, such as vagueness or a lack of clarity.

What differentiates an upper level B grade from a middle or lower level (a B+ from a B or a B-) is often the cumulative effect of these problems. For example, a well researched and written paper that

has a thesis but problems with documentation and citation will be accorded a higher grade than a paper that is poorly researched but otherwise the same. The point is simple: the more problems one has, the lower the grade.

#### Grade level: C range

C range grades have significant and notable problems. A C range grade is accorded where work is good enough for the student to proceed to the next level of class (say, from an intro class in Canadian Studies to a 3000 level course) but it indicates that there are serious problems that need to be addressed.

Among the problems that need to be addressed are often the following: poor writing (there are significant spelling, typographical, tense, etc. mistakes), weak research (the paper has missed important sources and key authorities, has met only the minimum basic requirements for sources, and has used poor or generalized sources such as encyclopedias), the thesis is not clear, the work lacks an argument and may be purely descriptive, documentation is poor (for example, needed source citations might be missing), incomplete or exaggerated bibliographies. C range papers often work on a very general level that does not explore its subject in detail or depth.

Nevertheless, a C range grade is not without its merits. It demonstrates some understanding of the subject matter, has met minimum requirements, made use of sources (even if these are weak sources), and an effort has been made to provide documentation. Said differently: a C range paper is "doing some things right" but there are substantive problems that need to be addressed for the grade to improve. As with B range grades, differentiation within the C range is often the result of accumulated problems. For example, a lower C range grade (a C-) will have significant writing, research, and documentation problems, as well as factual errors and is purely descriptive. An upper level C grade (a C+) might not contain any factual errors (even while it may not address important empirical considerations) but the other problems persist (writing, research, documentation, thesis).

#### Grade level: D range

D range grades are just meeting minimum basic requirements. They are often vague, poorly or weakly worded assignments, contain a fair number of typos, spelling or grammatical errors (that is, there are multiple errors on every page). The argument that is presented may have a logical contradiction that nullifies itself, but usually D range grades lack an analysis and rely on pure description. More often than not, D range grades do not provide supporting evidence or a very weak rationale for the conclusions they draw (or, the work may not draw any conclusions whatsoever in that it may completely lack a thesis). D range grades often pay little to no attention to source citations or documentation format, make unsubstantiated assertions, and are vague or overly generalized. D range assignments (papers, etc.) fail to demonstrate anything except a rudimentary understanding or treatment of the subject at hand. More often than not they have not met all the minimum basic requirements and appear more as opinion pieces or editorials than, say, essays. Differentiation within the D range can be based upon such matters as accumulated errors, effort, number of minimum basic requirements that have been neglected.

Students who receive an overall grade in the D range for a particular course, receive credit for the course toward their degree but cannot count the course toward prerequisites for higher level courses. The practical implications of this for Canadian Studies is this: a D range grade in Cana 2001 or 2011 means that a student can take no further Cana courses until they have repeated the course for which they received a D and attained at least a C-.

Grade level: F

This is a failing grade. F grades fail to meet minimum basic requirements. This includes multiple problems in areas of writing, research, documentation, argument, source citation, factual correctness, understanding of scholarship. An F level grades indicates grave multiple problems that make it impossible for a faculty member to indicate on a student's transcript that they have met the minimum basic requirements of the course.

Final Comments:

It is important to recognize that grades are a comment on work; not the person completing the work. Grades say nothing about a student's intelligence or the general level of their abilities. They are a commentary on a particular piece of work (a cumulative grade is a commentary on the work a student has done in a particular course). Combined with other commentary -- comments left on work (papers, for example), answer sets, discussion with faculty or interns -- they can indicate what needs to be done to improve one's standing in a course. Grades are accorded to academic work for specific reasons. By understanding those reasons, students can address their problems and improve the overall quality of their work.

## Appendix D

### Student Evaluation of Teaching at Mount Allison University Policy on Student Evaluations (taken from Provost's website)

Policy #: 5310  
Subject: The Evaluation of Teaching  
Group: Institutional  
Approved by: Senate  
Approval date: 22 September 2009  
Effective date: 22 September 2009  
Revised:  
Administered by: Provost and Vice-President, Academic & Research

#### 1 - INTRODUCTION

Just as scholarship in one's discipline requires reading, research, experimentation, presentation of persuasive evidence, and response to critique, so does scholarly teaching require reflection, research, innovation, on-going assessment, and evidence of accomplishment. Mount Allison University is committed to excellence in undergraduate teaching and learning and recognizes that a fair and robust system of evaluation is essential to maintain the high quality of teaching and curricula at the university.

In September 2006, the University Senate passed a resolution on teaching evaluation. Though it has been widely implemented across the university, that resolution has been hampered by a lack of clarity. It did not, for example, specify that a particular evaluation form be used; therefore, various forms and several approaches are currently used at Mount Allison, both paper and online. Lack of consistency and standardization has led to some confusion for both faculty and students.

The university remains committed to developing and implementing a system of teaching evaluation that

- a) reflects and supports both individual styles and disciplinary norms or standards; and
- b) combines complementary evidence from a variety of sources: student ratings of courses and instruction, peer review, and continuous self-assessment.

While making reference to other sources of feedback, this policy will focus on Student Evaluation of Teaching (SET).

#### 2. GOALS

Evaluation has several goals relating to the achievement, maintenance, and demonstration of the highest quality of teaching at the university. Specifically, the goals of this policy are the following:

- a) To articulate the underlying principles of course and teaching evaluation as a means of
  - i. encouraging reflective teaching and continual improvement at Mount Allison,
  - ii. demonstrating that good teaching is valued and supported at the university, and
  - iii. encouraging a culture of transparency and accountability with respect to the evaluation of teaching quality at the university;
- b) To recommend a teaching evaluation form for Mount Allison University that includes both standardized questions and optional additions (See Appendix A);
- c) To recommend procedures to be used in administering that form to acquire student evaluation

of courses and teaching (See Appendix B); and

d) To outline and describe the accountabilities of the various stakeholders responsible for the conduct and administration of this policy. These include the following internal stakeholders: current and prospective students, professors, university administration. External stakeholders include alumni, donors, funding agencies, MPHEC, and government.

### 3. DEFINITION OF TERMS

**Kinds of Evaluation:** The terms course evaluation and teaching evaluation, often used interchangeably, are in fact different. Teaching evaluation includes such items as the professor's disciplinary knowledge, rapport, enthusiasm, accessibility, fairness in assessment; course evaluation includes items that may be beyond the teacher's influence or responsibility: content, textbook, classroom, schedule, etc.

**Purpose of Evaluation:** Evaluation may take place for two broad, and sometimes overlapping, purposes:

**Summative evaluation:** to make personnel decisions such as, hiring, tenure and promotion, or teaching award decisions

**Formative evaluation:** to gather information designed to inform practice or enhance quality.

**Sources of Evaluation:** Evaluation data may come from a variety of sources, including students, peers, and professors themselves.

### 4. GUIDING PRINCIPLES FOR STUDENT EVALUATION OF TEACHING

Implicit in the September 2006 Senate resolution that all courses at Mount Allison be evaluated is the expectation that every course at Mount Allison (including continuous learning and spring session courses) will be evaluated each time it is taught. The following principles inform the implementation of that resolution:

a) Teaching evaluation at Mount Allison University will be based on evidence collected over time from a variety of sources.

b) Teaching evaluation at Mount Allison is primarily formative; i.e., it is conducted to provide individual faculty members with the information they require to monitor, maintain, and develop the quality and effectiveness of their teaching and their courses.

c) Teaching evaluation at Mount Allison has summative applications; i.e., information gathered from evaluation provides valuable evidence of accomplishment in hiring, promoting, granting tenure, and adjudicating teaching awards.

d) Evaluation of teaching is multi-faceted, and student ratings are but one part; they should be complemented by peer review, ongoing self-assessment, and reflection.

e) Teaching evaluation procedures at Mount Allison will be conducted in accordance with the collective agreement between the University and the Mount Allison Faculty Association (MAFA).

f) Teaching evaluation procedures at Mount Allison will protect student anonymity and confidentiality: students will not be required to provide their signature, name, or student number.

g) The integrity of the teaching evaluation process must be ensured and the needs of the various stakeholders supported; therefore, a handbook will be created to emphasize the importance of teaching evaluation and to

- i) Provide information for professors on how to reflect on and respond to evaluations to enhance their teaching and how to record their accomplishments in a teaching portfolio;
  - ii) Educate students on the uses of teaching evaluations and help them become better evaluators; and
  - iii) Help administrators interpret evaluations fairly and consistently.
- h) To ensure a productive learning environment, individual faculty members are strongly encouraged to gather formative feedback during their courses, using methods and sources of their own choice.
- i) Best practice in teaching evaluation involves using information and evidence collected over several years and courses and from various sources—students, peers, and self—and presented within context; therefore, faculty members are strongly encouraged to compile a teaching portfolio that records their development as teachers.

## 5. IMPLEMENTATION

### The Evaluation Form

Every course at Mount Allison University will be evaluated each time it is taught using the standard Mount Allison Teaching Evaluation Form (See Appendix A), which will contain

- a) A statement of the purpose of teaching evaluation at Mount Allison;
- b) Core questions that will appear on every form; and
- c) Optional customized questions, chosen or created by the individual professor to reflect the specific teaching and learning goals or context of the course.

### Evaluation Procedure

Teaching Evaluation will normally take place within the last two weeks of class, at a time and date deemed appropriate by the individual professor (See Appendix B).

### Special Circumstances

While every course at Mount Allison must be evaluated, the standard university evaluation form may not be appropriate for courses which involve individual or independent study (e.g., research projects, studio or music courses). In these special circumstances, other means may be used to obtain student feedback, according to departmental or disciplinary custom.

### Team-Taught Courses

An evaluation will be conducted for each Mount Allison faculty member on the teaching team.

### Dissemination of Data

Once compiled, and after final grades have been submitted, a report of the numerically-scored questions will be returned to the individual faculty member.

The written responses to the two open-ended questions (numbers 17 and 18 in the Recommended Teaching Evaluation Form in Appendix A) will be returned to the individual faculty member with the numerical report.

A procedure will be developed whereby faculty members can opt to grant others access to their evaluation data.

## 6. RESPONSIBILITIES

- a) The Office of the Provost and Vice-President, Academic and Research, is responsible for the overall implementation of this policy.
- b) The Senate Teaching and Learning Committee will
  - i) assume the responsibility for administering the course evaluation policy;
  - ii) provide resources on teaching evaluation;
  - iii) create an information handbook for students, professors, and administrators;
  - iv) recommend and post guidelines on evaluation of teaching to include such things as dissemination of results;
  - v) develop a process for distributing and collecting forms that adheres to best practices; and
  - vi) in consultation with the Educational Technology Consultant and other stakeholders, develop guidelines for the processing of teaching evaluation forms using a Scantron machine.
- c) The Purdy Crawford Teaching Centre will
  - i) continue to provide information about teaching evaluation, teaching portfolios, and teaching enhancement;
  - ii) provide confidential services to support individual professors in their on-going work to maintain the quality of teaching and learning at the university; and
  - iii) through the Educational Technology Consultant, provide training for the operation of the Scantron machine.

## Appendix E

### Mount Allison University and Canadian Studies Research Ethics Procedures

The Research Ethics Board (REB) is the body on campus that reviews (and must improve) research that involves "human subjects". It operates in accordance with the Tri-Council Policy Statement (TCPS) on research ethics. Further information on REB, along with policies, procedures, and applications forms can be found at this URL:

<http://www.mta.ca/reb/>

The TCPS on research ethics can be found at this URL:

<http://www.pre.ethics.gc.ca/english/policystatement/policystatement.cfm>

For students and faculty in Canadian Studies there are several points that require attention: These include:

1. The Academic Programme in Canadian Studies supports the REB. Faculty and student research are to be conducted in accordance with its guidelines/policies.
2. Where applicable, the Academic Programme in Canadian Studies urges faculty and student to meet other ethical considerations and guidelines pertinent to their research. This includes, for example, guidelines applicable to research conducted among/with First Nations. Assistance in obtaining further information with regard to these guidelines can be obtained for the Programme Coordinator.
3. It is the responsibility of individual faculty members to ensure that their work is in accordance with TCPS and REB guidelines and that it has meet standards and been approved. In order to seek approval for research involving "human subjects," faculty need to complete and submit an application for ethics review. Research that falls under this category includes (but is not limited to) interviews, focus groups, and surveys. Applications will need to satisfy the REB that the project is "minimal risk." Minimal risk is has been defined by the REB as follows: "if potential subjects can reasonably be expected to regard the probability and magnitude of possible harms implied by participation in the research to be no greater than those encountered by the subject in those aspects of his or her everyday life that relate to the research then the risk can be regarded as within the range of minimal risk." (REB old website) Sample consent forms are also available on the REB web site and should be submitted as well along with survey, interview, or focus groups questions. Ethics applications are due 10 days before the next REB meeting. REB posts their meeting schedule on their web site but they normally meet in the third week of each month.
4. For teaching: faculty should make their students aware of REB guidelines. Honours students and advanced majors students should be encouraged to become familiar with the TCPS and to submit REB approval forms for their research. This is a learning experience for students and one that they will almost certainly encounter again at graduate school. Honours projects and advanced independent topic projects involving human subjects require REB approval.
5. Other undergraduate class projects involving human subjects can be addressed through Programme Level Ethics Review. The REB web sites notes: "Ethics review of research that is carried out by

undergraduate students as part of their course work is delegated to the department concerned provided the research does not pose more than minimal risk to participants." (REB Website) Course work that is above this standard will be referred to the full REB for approval. In Canadian Studies Programme Level Ethics reviews are conducted by faculty for courses they do not teach (so as to avoid conflict of interest), with the Programme Coordinator serving as Programme designate for ethics review (reporting to the REB). Programme level ethics review forms are available from the REB website and can be completed by the course instructor.

## Appendix F

### Classroom Etiquette

Mount Allison University and the Canadian Studies Academic Programme expect all faculty to behave in a professional and conscientious manner. All faculty are expected to maintain consultation hours for students, ensure proper classroom preparation, evaluate submitted work in a reasonable length of time, and maintain proper etiquette in the classroom. Canadian Studies consuls against discussing personal matters in class and recommends that faculty "lead by example" in terms of comportment and their commitment to the seriousness of the academic enterprise. All this is, of course, recommended within the framework of academic freedom and a recognition that different faculty will organize their classroom experiences in different ways to accomplish educational objectives. Canadian Studies does recommend that new faculty recognize that a certain distance between faculty and students may be useful in maintaining direction of the educational enterprise.

## Appendix G

### A Policy on Independent Topics

Like most academic units Canadian Studies offers independent topic courses. These can now also be completed under the rubric of experimental courses/special topics created by the Mount Allison Senate during the 2008-9 academic year. In effect, what this change means is that independent topics are offered under a reserved university wide number system, even while they remain Cana designated courses and thus count toward Canadian Studies minor, major, and Honours degrees. In general, Canadian Studies reserves independent topics for majors or honours students. Minor students should, generally, be directed to their major department if they wish to complete an independent topic. There is periodic misunderstanding among students about the place of independent topics in the development of their degrees. The objective of this discussion is clarify the Canadian Studies Academic Programme's approach to these courses.

An independent topic course can be defined as an extended independent research-oriented course that is designed to deepen and enhance a student's appreciation of a particular issue. In determining whether or not to offer an independent topic course, the Academic Programme in Canadian Studies will be guided by the following criteria:

- 1) Students must apply to take an independent topic course. Ideally, this application should be made the semester before the student will enroll in this course.
- 2) The application is informal but must include:
  - a) A proposal and rationale for the specific topic to be studied.
  - b) A preliminary research bibliography.
  - c) An explanation of why this topic cannot be addressed through the regular curriculum.
  - d) Agreement from a faculty member to supervise this topic.

The entire application, exclusive of preliminary research bibliography, should not be longer than two single-spaced word processed pages. Students should be advised to take time in presenting the application to ensure that their copy is clean, rationale sound, and that they have prior agreement from a faculty supervisor.

The intent of this rule is to avoid "spur of the moment" course creation. Canadian Studies has carefully designed its regular curriculum in order to meet current standards of teaching and interdisciplinary scholarship on Canada. The intermediate level (3000 level) courses offered are inclusive of areas that faculty feel are important for students interested in Canada to engage. A clear rationale will need to be provided that is of high order for the Programme to agree to modify its curricular objectives in the case of individual students.

- 3) The topic proposed cannot be addressed through the regular curriculum at Mount Allison.
- 4) There are defined objectives to the proposed topic. In other words, Canadian Studies will require something more than an interest in a particular area to accept an application for an independent topic. The course should accomplish specific research objectives that are clearly defined.
- 5) The Canadian Studies Academic Programme reserves to itself the right to determine whether or not to run an independent topic course. Decisions about offering an independent topic course are made at the Programme level and not by individual faculty.

Students interested in completing independent topic courses should be reminded of the following:

- 1) The normal range of grades applies to independent topic courses. In other words, all grades from F to A+ can be accorded an independent topic course.
- 2) The work for an independent topic course is expected to be higher, more detailed, and more scholarly than a normal course. In other words, students enrolled in independent topic courses are expected to "hit" a high mark in terms of learning outcomes.
- 3) Normally, students enrolled in independent topic courses will be expected to meet regularly with their faculty supervisor to assess progress and review material.
- 4) Academic freedom permits grades to be accorded in any manner consistent with faculty pedagogy. Students should be reminded, however, that grades are awarded for work done and grade submissions must meet regular due dates.
- 5) Normally, an extended piece of independent research (say, an extended research paper) is required of students enrolled in independent topic courses. This point is important. Independent topic courses are different from regular courses. If students are looking for a regular course experience, they should enroll in regularly-offered courses. A substantial research paper (20 pages as a general minimum and exclusive of academic apparatus) is not an unreasonable requirement for an independent topic course.
- 6) All grades accorded for independent topic courses still require the approval of the Programme Coordinator for Canadian Studies.

## Appendix H

### University Policy on Late Grade Changes

(taken from: Registrar's memo to faculty)

If you have submitted grades on Web Grades and you wish to make any changes to grades please email [grades@mta.ca](mailto:grades@mta.ca).

Grade changes require approval of the Academic Dean. Please provide an explanation of why the grade is being changed. Grade changes should only be the result of re-evaluation of a grade in accordance with current academic regulation 6.11.9 and based on course work submitted prior to the deadline for submission of final grades (6.11.2) or as a result of an approved extended deadline for completion of course work (6.15.4).

The following regulation approved at the May 12 meeting of Senate will be added as a revision to the html version of the 2009-2010 academic calendar:

#### 6.11.9 Grade Changes

The maximum time limit permitted for a change of final grade is two months from the last day of classes in the term. A grade change must be approved by the Dean of the Faculty in which the course is offered. Once a final grade has been submitted to the Registrar, unsanctioned supplementary examinations or any additional assignments for the purpose of changing that grade are not permitted.

## Appendix I

### University Policy on Grades and Student Work

Please note that Academic Calendar regulation 6.11.2 specifically requires that all student work must be completed prior to the submission of a grade. What this means is not that teaching faculty refuse to submit grades for students who have, say, failed to complete an essay. In this case, grades are calculated and the student (in this example) suffers the penalty of "lost" points. Instead, what it means is that faculty cannot accord grades for work students propose to complete in the future. In other words, preemptive grades are prohibited by Senate regulation.

## Appendix J

### Aegrotat Standing

University regulations for aegrotat standing are addressed under calendar regulation 6.11.12.

#### 10.11.12 Aegrotat Standing

Aegrotat Standing (pass standing granted for medical reasons, although all course requirements have not been completed) may be granted in certain exceptional cases by Senate.

## Appendix K

### Programme Coordinator Job Description

The Academic Programme in Canadian Studies at Mount Allison University is administered by a programme coordinator, who holds the title of "Director of the Academic Programme." The tenure of this position is (under normal circumstances) three years. The person who holds this position should be a Canadianist connected to the teaching of Canadian Studies at Mount Allison University. This position carries with it an RTE of \$1200.00. It does not carry with it course release.

#### Duties

The Director of the Canadian Studies Academic Programme is responsible for:

- The overall organization of Canadian Studies interdisciplinary teaching at Mount Allison University, including:
  - assessment and approval of Canadian Studies course grades
  - programme advising for Canadian Studies students
  - attending Arts Heads meetings
  - formulating the Canadian Studies course time table
  - assessment and approval of student special permission requests relating to course enrolment (for example, with regard to a student request to take a Canadian Studies course with first completing a pre-requisite)
  - ensuring faculty are familiar with the rules, regulations and practises that govern instruction at Mount Allison University
  - maintaining a record of disciplinary action taken in Canadian Studies for violation of regulation pertaining to academic comportment (for example, with regard to plagiarism)
  - convening a meeting to assess honours applications for Canadian Studies
- Communication with Canadian Studies faculty (that is, faculty teaching interdisciplinary courses in Canadian Studies) and distributing of information to Canadian Studies teaching faculty as needed, including:
  - memos from the Dean of Arts related to general rules for teaching, awards, professional conduct, or other pertinent matters
  - information related to university events (say, organized via the PCTC) with regard to teaching
  - new rules or clarifications related to teaching
  - reminding faculty to ensure students have access to course evaluation materials
  - anything else of potential use to Canadian Studies teaching faculty (including information on Canadian Studies on-campus events).
- Communication with the administrative branch of the University regarding student awards
- Promotion of Canadian Studies on campus and co-ordination of Canadian Studies events with the Director of the Centre for Canadian Studies
- Revisions, as needed, to the Academic Programme in Canadian Studies, including

- consultation with interested parties in line departments.
- Submitting end of year reports on all Cana teaching faculty covered in the Unit 1 Collective Agreement. Unit 2 Faculty reviews are completed only upon request of the individual faculty member involved.
- Upkeep of the Canadian Studies Academic Programme web site.

Notes:

1. Authorization of special requests for course enrolments (for example, in the case of a student asking to take a course without permission) is done through the Mount Allison on-line system via websis at: [https://websis.mta.ca/fac\\_permission/reghelpfac.html](https://websis.mta.ca/fac_permission/reghelpfac.html)  
The form is self-explanatory.
2. Assessment and approval of grades is done through the Mount Allison Websis system at: [https://websis.mta.ca/webgrades/heads/dept\\_heads.php](https://websis.mta.ca/webgrades/heads/dept_heads.php) The process is self-explanatory.
3. The Director of the Academic Programme is required to sign all degree audit forms for graduating Canadian Studies majors. Students should have this form completed before coming to see Director.
4. Assessment of honours applications is undertaken by Canadian Studies teaching faculty (that is, faculty teaching interdisciplinary Canadian Studies courses) in Winter Term prior to the student's honours year.
5. Time tabling involves consideration of courses that will be offered as well as indicating other information pertinent to the courses in question via Mount Allison's on-line Connect system. Needed information includes:
  - 5.1. cap numbers
  - 5.2. needed a/v or computing equipment
  - 5.3. specific room request
  - 5.4. time of course
  - 5.5. instructor
6. Canadian Studies does not hold regular meetings of teaching faculty. Normally, a meeting is held in the early fall and early winter to ensure clarity with regard to regulations. A further meeting will be held late in the winter semester to assess honours applicants and/or name prize winners. Canadian Studies student prizes include:
  - 6.1. David Blackwood award (top honours student)
  - 6.2. Donald Goodwin (academic standing and commitment to social issues)
  - 6.3. The SAC Departmental prize
  - 6.4. Note: the first two are convocation prizes. The last one is not.
7. Records of disciplinary action are maintained on file in the main office on the Second Floor of Hart Hall. These are filed by the Secretary.
8. Communications normally involves relaying memos sent by the Dean's office or some other office on campus (such as the Purdy Crawford Teaching Centre).
9. Annual reviews of Unit 1 Cana teaching faculty involve an assessment of three criteria specified in the Collective Agreement. This includes: teaching, community service, and research/publication/creative activity. These reports are brief (usually two pages), take prose form, and indicate only whether the faculty member in question's performance has been "satisfactory" or "unsatisfactory". The prose description (often one paragraph) provides a brief rationale for this assessment.

## Appendix L

### A Policy on Honours Applications

Pertinent Calendar regulations regarding honours degrees can be found at 10.8 to 10.8.4 and 12.1.2.

Honours applications are normally made in December of a student's third year of student. Students require a 3.0 GPA on ALL courses (including repeated courses that would otherwise be eliminated from the CPGA calculations) completed at Mount Allison University. Students also maintain a 3.0 CGPA on prescribed honours work. This includes all courses taken as part of a Cana honours degree requirements.

Applicants in Canadian Studies should meet with the Programme Coordinator or Programme Advisor to discuss their application. Normally, students will be expected to submit a thesis proposal and an unofficial copy of their grades for programme consideration. As with independent topics, honours applications are accepted by Canadian Studies and not individual faculty members. The Programme Coordinator serves as the point of interaction between applicants and the programmes.

Honours work can be undertaken for a variety of reason, although it is usually undertaken as preparation for graduate studies. Honours students are expected to be able to complete a significant independent research project (a thesis) over the span of an academic year. Students are required to adhere to all university regulations with regard to honours theses and their submission. A failure to do so could result in removal from the honours programme or a failure to attain this degree.

All honours students will be assigned (in consultation with the student) an honours advisor who will supervise the production of their thesis. Supervisors are not responsible for copy editing or research but rather supervision of work in terms of argumentation, organization, and thesis development.

All Cana honours students must also complete Cana 4901, Directed Readings in Canadian Studies, under the supervision of a Mount Allison University faculty member.

Honours theses grades will be determined by a committee of two: the supervisor and a reader. At least one of these individuals must be a full-time member of the Canadian Studies Academic Programme.

## Appendix M

### Information on Academic Integrity

“... a liberal education today is a philosophy of education that empowers individuals, liberates mind from ignorance, and cultivates social responsibility. We also agreed that a liberal education today offers students challenging intellectual encounters that have relevance today and throughout history prepare them for socially-valued work and civic leadership”.

-Kenneth Ozmon

There is nothing easy about being a student. Busy class schedules, overwhelming work loads, balancing academics with extra-curricular activities, exams, and getting good grades are just a few of the daily stresses that university students have to deal with. Not too mention the added pressure made by universities, scholarship funds and employers who recognize and reward students who manage these stresses and excel academically. All of this makes for a university atmosphere that can be very competitive and ultra-demanding on students. Put in a position where personal achievement is determined by how good your GPA is, many students resort to cutting corners, or cheating, just to keep up. This is an unfortunate part of university life that has grown from being a rare act of deviant behavior to a familiar and necessary habit for many university students. Universities across North America have recognized this trend, and are increasingly trying to promote, and help students in making more honest academic choices.

Academic integrity is best understood as a system of values and as a personal and community commitment. By definition, universities are communities of scholars. In one way or another we have chosen to be part of this community. Academic integrity could be considered the principles by which our community operates and the values that sustain it. To act with integrity is to support these values and to maintain these principles. The ideal of integrity is the very core of how we approach our work at Mount A and ourselves as members of this community.

One might think that “academic integrity” is a fancy way of saying “don't cheat”; in reality it means much more than that. At its most encompassing, academic integrity refers to respect for the scholarly enterprise in which we are all engaged. Certainly, respect of the scholarly enterprise entails a commitment to honesty in and out of the classroom and encouraging honesty among others. But it means other things as well. Respect of the scholarly enterprise means:

- Respect of one's self and one's work. It means committing one's self to a sustained engagement with the material we study and discuss. This commitment can become manifest in different ways: through research or lab work, creativity, or asking questions to address problems.
- Academic integrity also implies a system of human relations. Respect of the scholarly enterprise means, perhaps first and foremost, respecting others and ourselves. We show such respect by listening to others questions, contributing to the development of courses, lab projects or our art; engaging material presented in

- class, and approaching it in a critical but considered fashion.
- Integrity also extends beyond the classroom. At Mount A we are devoted to a liberal education in its fullest sense. The University environment provides a wide range of opportunities in the arts, sciences, athletics, and community involvement. The University hosts exhibitions and concerts, public lectures and seminars, it maintains students clubs, journalism, and athletics. As members of a scholarly community such opportunities are not incidental or extra to what we do at Mount A. They are part of it. And, a part we need to engage to realize the fullest potential of a liberal education.
  - Finally, integrity implies a commitment to improvement. As a community we commit ourselves to improving our scholarship or performance, our lab work or our engagement with the wider world. We illustrate our commitment to our ideals and to our integrity by working to be better at what we do.

What does academic integrity mean in practical terms?

Academic integrity is not just a commitment but a practice. It entails our values and our commitments. The practice of integrity is the realization of these commitments. In practical terms, academic integrity is founded on the ideals of honesty and respect. Academic dishonesty -- cheating, in one way or another -- or some act of deception implies a rejection of the principle of integrity. Any form of cheating, then, or deceiving other members of this community is a breach of integrity.

In practical terms, for students, integrity entails attending and participating in class. It means coming to class prepared to engage course material, asking questions if you have problem and seeking extra help as a way to address problems. It involves a mutual and respectful relationship with faculty and other students. It is also about having an interest in Mount A as a scholarly community and the courses you are enrolled in. It means providing constructive criticism and contributing to the development of courses. It involves a sincere effort on papers and labs and in the studio. And, it means taking advantage of the opportunities (lectures, clubs, performances, etc.) that this community provides.

Academic integrity is also vital for faculty. In practical terms academic integrity involves the commitment of faculty to the same values that animate student life in this community of scholars. It involves a commitment to our scholarship and our community, openness and honesty with students and colleagues. It involves a commitment to ethical research and teaching, encouraging students to adopt the same approach, and respectful engagement with students and colleagues and aiding students and colleagues in the development of their scholarship or art. For faculty, academic integrity is an active commitment to research or performance, to providing a constructive educational experience and contributing to the development of this community.

## Appendix N

### Information on Information Literacy

The term information literacy can seem both hazy and complicated. Yet, "information literacy" is very important to the scholarly enterprise: to research, writing, and learning. What is information literacy and what does it entail?

Information literacy is an umbrella term used to group together a whole series of research and presentation skills. A short definition is: the effective ethical and legal use of information. Information literacy is about how one finds and uses information. You can see how this is essential to what we do in university. As an example, in an interdisciplinary programme like Canadian Studies, students are often expected to write essays as a required part of their course assignments. To effectively complete these papers, one needs to be able to find and make use of information relevant to your essay topic. Information literacy skills are also important for course readings or even lectures. When completing course readings, as another example, one needs to be able to isolate what is important in a particular text or essay. Why? As I'm sure you have noticed, most university level texts simply contain too much information for any one person to remember it all. Many texts contain a myriad of facts, theories, rules, ideas, key terms, information, etc. It is almost impossible to remember all this information. Yet, you can remember and understand (use) what is important. In these two examples, information literacy skills are, then, essential to what students do at university.

What are some specific skills related to information literacy? There can be a great number of useful information literacy skills. You can find far more detailed information at this link < [http://www.mta.ca/library/info\\_literacy.html](http://www.mta.ca/library/info_literacy.html)>. In brief, however, here are some general practical guidelines related to specific skills that I have found are a good place to start.

In terms of finding information for essays:

Start early and think about your topic. Understand that university-level essays require far more research than high school level essays.

Take the time to find sources on your topic. Good research takes time. Spending ten or fifteen minutes looking about the library stacks or on an internet search site will, almost always, not be sufficient. Make up your mind before you begin to research that you are going to be devoting time to it; taking short cuts almost always doesn't work.

Focus on "good" sources. What are these? For university-level papers, students are expected to use scholarly sources or primary documents. Scholarly sources include academic monographs, scholarly periodicals, collections of essays, etc. Unless you are writing a history paper based on primary documents, newspaper and magazine articles are not good sources.

Be careful with web sites. Some web sites are very good and contain a lot of important and useful information. Others are, frankly, useless and using them might even hurt your paper because they provide incorrect information. Statistic Canada, the Association for Canadian Studies, the Institute for Research on Public Policy, and the Centre for Research and

Information on Canada are all good web sites that contain scholarly information. "Bob's Great Web Site on all things Canadian complete with Bob's views on everything" isn't. Remember this: just because someone says something -- or writes it on a web site -- is no guarantee that it is true.

Have a research question. The easiest way to organize research is to have a particular question you seek to address: what caused Confederation? Why did the Charlottetown Accord fail? How did the federal state treat First Nations in the first half of the twentieth century? If you take your topic and turn it into a question, you will find it easier to research toward an answer than if you just have a topic (e.g., Confederation, the Charlottetown Accord, First Nations).

Evaluate what you are doing and ask questions. Don't just write to get a paper done. Think about what you are doing as you research and write. If you run into problems finding sources, talk to professors or librarians.

Finally, provide full and complete citations to all sources used.

In terms of class readings or lectures

A lot students instantly understand why information literacy skills are important to essay writing. Why they are important to reading a text book or understanding a lecture might be less self-evident. Yet, information literacy skills can be particular important to understanding readings and lectures. One way to help you understand a reading or a lecture is to ask key questions of the material you have just read or which has been presented to you:

- What were the key terms in the reading or lecture?
- What was the key point the author (or, lecturer) was trying to make?
- What evidence did they use to support their conclusions?

While this is not always the case, lecturers and authors will usually tell you directly what they feel is important. A given professor, for example, will often say things like "In this lecture I'm going to talk about" or "the important thing to remember is" or something of that sort. Authors will usually write very similar things. Pay attention to these statements because they are cues authors and lecturers give to orient you toward the material they will present. In addition, lecturers will often write key words or phrases on the the board or give you questions to help structure your readings. They are not doing this for the sheer joy of it, but to help you understand the material.

## Appendix O

### University Policy on Excuses

Mount Allison University does not require students to provide documentation when requesting an extension or some other form of accommodation for legitimate reasons, say illness. In effect, students explain they are ill and the faculty member can then make their assessment of the situation.

Some faculty and some students have come to believe that faculty are required to accept students word on illness or some other problems (grave personal problems or family emergencies) that might require extensions or deferral of exams. This is not the case. If there is a situation where a student claims illness but you have good reason to believe that this is not true, you can assert that you do not accept this excuse. In other words, the policy that students do not have to provide written documentation of, say, illness, does not mean that faculty are required to accept whatever a student may say.

Imagine this situation: a student claims to be have been ill during an exam but you happened to see the student, immediately after the exam was concluded, drinking coffee in the café. When the student meets you and claims illness you can explain that you saw the student on campus, they were not ill, that you are not accepting this excuse and assign the student a grade of zero on the exam. The student can appeal this decision but they would need to do this through proper channels, which include first contacting the Programme Coordinator and then the Dean. There is, as well, a cost to an appeal.