



Vancouver Campus

While it is recognized that faculty hold the right and responsibility to grant a grade, a student who receives a grade that he or she believes to be unwarranted may appeal that grade.

See the student handbook for a complete description of the policy and procedure with respect to the appeal of grades and the reverse of this page for advice to students on submitting a grade appeal.

Last Name: _____ First Name: _____ Student ID: _____

E-mail: _____ Home Phone: (____) _____ Cell Phone: (____) _____

Present Program Major: _____ Present Concentration/Specialization: _____

Advisor: _____

Describe what grade you are appealing:

Course #: _____ **Course Name:** _____ **Section:** ____ **Academic Year:** _____

Instructor Name: _____ **Term:** _____

- Attach a page providing your description of why you believe your grade to be unwarranted.
- Attach any copies of relevant correspondence.
- Please note the advice to students on the reverse.

Student Signature: _____ **Date:** _____

TO BE COMPLETED BY RECORD OFFICE

Date Received: _____ Clerk Initials: _____ Reviewed By: _____ Decision: Accepted Not Accepted

Comments: _____

Records Updated by: _____ Date: _____

(ISP/ Scan/ File)

Advice to students:

An academic grade appeal form must be submitted to the Enrollment Services office (203) **within the first three weeks of the start of the following full term** (Spring of Fall).

A grade can be appealed if a student feels the grade is unwarranted, that is, that a higher grade was deserved than was given. **Grounds** for appealing a grade include the following:

- An **arithmetic error** in combining grades assigned to components of an examination, assignment, or other form of evaluation.
 - o In such an instance students should, when writing their appeal, provide detail on the nature of the arithmetic error and reference the course syllabus if appropriate.
- **An error in assigning the proper credit** to work submitted by a student.
 - o In such an instance students should, when writing their appeal, provide detail and supporting evidence as to the reasons why a higher grade is warranted and why a re-examination of the graded work should be performed.
 - o One way of providing supporting evidence is the following:
 1. A description of what was being graded, such as the examination question or the assignment to be completed. For example, “The examination question asked me to give five consequences of low job satisfaction.”
 2. A summary of the grade or marks you received and what you received them for. For example “In my answer I said that low job satisfaction can lead to higher employee turnover, lower work productivity, higher absenteeism, and lower employee sick time and higher profits and provided an explanation for each. I received 6 out of 10 for this. The feedback I received was that my explanations were incomplete and that lower sick time and higher profits were the same thing.”
 3. A rationale for why the answer provided or the material submitted is deserving of more marks or a higher grade than the one received. For example, “On page twenty of the text book eight effects of low job satisfaction are given. This list includes ____ and ____, which are the answers I provided. I explained these by saying that _____, which is what was said in class.”
 4. Completeness and specificity in providing the rationale is advised.

The following **are not**, in the absence of the preceding, justifications for a change of grade:

- The need for a higher grade to maintain academic standing or avoid a failing grade.
- Promises to achieve higher performance on subsequent evaluations.
- Financial reasons or consequences of a particular grade.
- The structure of the course or style of the instructor.
- Other non-academic reasons.