



MARIANOPOLIS
COLLEGE

Institutional Policy for the Evaluation of Student Achievement

IPESA

Adopted by the Board of Governors
May 29, 2018

Table of Contents

1	PRINCIPLES AND GOALS	4
2	RIGHTS AND RESPONSIBILITIES.....	4
	2.1 STUDENT RESPONSIBILITIES	5
	2.2 STUDENTS' RIGHTS	5
	2.3 TEACHERS' RESPONSIBILITIES.....	5
	2.4 TEACHERS' RIGHTS	6
3	EVALUATION OF STUDENT ACHIEVEMENT	6
	3.1 GENERAL PROVISIONS	6
	3.2 FORMATIVE AND SUMMATIVE EVALUATION	7
	3.3 COURSE-LEVEL EVALUATION	8
	3.4 COURSE OUTLINES	10
	3.5 ATTENDANCE	11
	3.6 MISSED EVALUATIONS	12
	3.7 COLLEGE STANDING	13
4	ACADEMIC INTEGRITY	14
	4.1 DEFINITION	14
	4.2 GENERAL GUIDELINES	14
	4.3 RESPONSIBILITIES	14
	4.4 CHEATING	15
	4.5 PLAGIARISM.....	15
	4.6 PENALTIES.....	16
5	CERTIFICATION OF STUDIES.....	16
	5.1 <i>BULLETIN D'ÉTUDES COLLÉGIALES (BEC)</i>	16
	5.2 <i>DIPLÔME D'ÉTUDES COLLÉGIALES (DEC)</i>	17
	5.3 COMPREHENSIVE ASSESSMENT (<i>ÉPREUVE SYNTHÈSE</i>)	17
	5.4 MINISTERIAL EXAMINATION OF COLLEGE ENGLISH (ENGLISH EXIT EXAM)	17

6	INDIVIDUAL CIRCUMSTANCES	18
6.1	COURSE NOTATIONS	18
6.2	INCOMPLETES	19
6.3	STUDENTS WITH DISABILITIES	20
7	APPEALS AND ACADEMIC COMPLAINTS	21
7.1	GRADE APPEALS	21
7.2	OTHER ACADEMIC COMPLAINTS OR APPEALS	24
8	ROLES	24
8.1	BOARD OF GOVERNORS	24
8.2	ACADEMIC COUNCIL	24
8.3	ACADEMIC DEAN	25
8.4	ASSOCIATE DEAN, STUDENT SUCCESS	25
8.5	REGISTRAR	25
8.6	DEPARTMENT CHAIR AND CURRICULUM COMMITTEES	26
8.7	ACADEMIC ADVISORS	26
8.8	ADAPTED SERVICES COUNSELOR	26
9	REVIEW OF THE IPESA	27
9.1	EVALUATION OF THE POLICY	27
9.2	REVISION OF THE POLICY	27
10	APPENDICES	28
10.1	PERMANENT INCOMPLETES: SUPPORTING DOCUMENTATION REQUIREMENTS	28
10.2	PERMANENT INCOMPLETES: LIST OF QUALIFIED PROFESSIONALS	29

1 PRINCIPLES AND GOALS

The Institutional Policy on the Evaluation of Student Achievement (IPESA) provides the principles and methods concerning the evaluation of student achievement, which reflect the Vision and Mission of Marianopolis College and are in conformity with regulatory requirements.

This Policy sets forth the regulations and practices that enable the assessment of learning outcomes through progressive and systematic evaluation. It is guided by the principles of fairness, equity, coherence, transparency and consistency, within and among the disciplines and academic programs of the College.

The goal of the Policy is to ensure that:

- students' and teachers' rights and responsibilities are clearly stated
- evaluation measures students' achievement of program competencies
- guidelines are provided with respect to academic integrity
- the process for certification of studies is clear
- mechanisms for individual circumstances related to evaluation are described
- roles of relevant academic and administrative bodies or individuals are identified
- mechanisms for appeals and academic complaints are provided
- a process exists for the formulation, implementation and review of the IPESA.

All students, teachers and members of management and staff are responsible for knowing the provisions of the IPESA.

The official language of education at the College is English. As reflected in the Language Policy, the College places great importance on literacy and English proficiency and seeks to foster students' intellectual and personal development through mastery of language. Where applicable or appropriate, assessment of all learning activities shall be attentive to the three criteria set by the Ministry of Education for the English Exit Exam: comprehension and insight; organization of response; and expression.

2 RIGHTS AND RESPONSIBILITIES

The following are the key responsibilities and rights of students and teachers with respect to the evaluation of student achievement.

2.1 Student responsibilities

Students are responsible for:

- 2.1.1 knowing the provisions of the IPESA
- 2.1.2 knowing the requirements of their particular programs
- 2.1.3 knowing the objectives, requirements and evaluation procedures in all their courses, as documented in course outlines
- 2.1.4 knowing key academic processes and their related timelines and deadlines, e.g., confirmation of attendance, course drop date, final exam schedule, etc.
- 2.1.5 confirming and verifying their registration in each course each semester
- 2.1.6 keeping a copy of all course work until the final grade for the course has been given.

2.2 Students' rights

Students have the right to:

- 2.2.1 access the IPESA
- 2.2.2 be evaluated based on the competencies of the program and the objectives of each particular course
- 2.2.3 receive timely feedback and grades on assignments
- 2.2.4 receive an indication of their performance to date in their courses in the early weeks of the semester
- 2.2.5 consult their examinations and final end-of-term work until the end of the following semester
- 2.2.6 appeal grades or lodge an academic complaint or appeal related to the application of the IPESA, within the prescribed timeline.

2.3 Teachers' responsibilities

Teachers have a central role in assessing student achievement and in determining the methods of evaluation appropriate to a particular course.

The Office of the Dean shall oversee the teachers' fulfillment of their professional responsibilities.

Teachers are responsible for:

- 2.3.1 conforming to the Ministry of Education requirements, the IPESA and related college policies and processes and any departmental rules or guidelines
- 2.3.2 designing their courses to ensure the best conditions for students to achieve the competencies of the program and the objectives of the course

- 2.3.3 conducting formative and summative evaluation in order to provide both informal and structured feedback
- 2.3.4 posting their teaching schedules and office hours at the beginning of each term and being available to discuss difficulties encountered in the course, performance on assignments, tests and other course-related matters with students
- 2.3.5 evaluating students on the fulfillment of the objectives and requirements of their courses, as stated in the course outline
- 2.3.6 grading and returning assignments in a timely manner
- 2.3.7 submitting grades during and at the end of the semester according to given procedures and deadlines
- 2.3.8 protecting the confidentiality of students' grades according to established procedures.

2.4 Teachers' rights

Teachers have the right to:

- 2.4.1 determine all aspects of methodology, content and procedures of evaluation within the constraints of the Ministerial regulations, the IPESA and other college policies and departmental rules and guidelines
- 2.4.2 plan their courses in accordance with the content and methodology as specified above
- 2.4.3 access pertinent Ministry regulations, the IPESA and any related policies and guidelines
- 2.4.4 formally participate in the formulation, implementation and review of the IPESA and other related college policies and guidelines, as applicable.

3 EVALUATION OF STUDENT ACHIEVEMENT

3.1 General provisions

- 3.1.1 At the course level, evaluation measures the level of attainment of the program competencies which the course is designed to address, as well as other learning objectives and relevant material stated on the course outline.

- 3.1.2 Evaluation criteria must be consistent with course and program objectives, standards and competencies as set out by the College and the Ministry of Education. Required work must also respect the Ministry weighting (*pondération*), which is the total amount of time to be spent by the student each week for each course in class, laboratory and outside class work. For example, the weighting of (3-2-3) means three hours of class, two hours of lab and three hours of outside class work.
- 3.1.3 Student achievement in a course must be evaluated by a minimum of three pieces of graded work distributed throughout the semester, including one that is graded by the end of the fifth week of the semester.
- 3.1.4 The percentage value of any single piece of work must reflect its relative importance in the attainment of the objectives of the course.
- 3.1.5 Once an evaluation has been graded, it cannot be redone to increase grades in a course. Similarly, additional assignments to increase grades and bonus grades are not allowed.
- 3.1.6 Given the impact of the first semester on subsequent academic success, evaluations in that semester should be adapted to encompass specific measures that foster greater academic success in a context of transitioning to post-secondary education, e.g., variable marking schemes and one or more pieces of evaluation in the early weeks of the term.

3.2 Formative and summative evaluation

Evaluation in all courses should encompass both formative and summative evaluation.

3.2.1 Formative evaluation

- i. Formative evaluation supports student learning by providing feedback to both students and teachers on the strengths and weaknesses of a student's performance, common misconceptions, frequent errors and areas for potential improvement.
- ii. The effectiveness of the formative evaluation lies in the frequency and the quality of the feedback that is provided, orally or in writing.
- iii. Formative evaluation tasks can be graded or not and can be used at all stages of the course.

3.2.2 Summative evaluation

- i. Summative evaluation provides a graded assessment of student learning at regular intervals of the course; the grade counts toward the final grade.
- ii. Summative evaluation tasks are graded and weighted based on the course's grading scheme as stated on the course outline; such tasks may incorporate a formative component to provide additional feedback to the students on their learning.

3.3 Course-level evaluation

3.3.1 Methods of evaluation

- i. Within the limits of any departmental rules, methods of evaluation in a course and the percentage range appropriate for each type of work are the responsibility of the teacher.
- ii. Methods of evaluation should be consistent with the nature, content and required competencies of the course and must be equitable, clear and stated on the course outline.

3.3.2 Participation grades

- i. Given the nature of the specific objectives of certain courses, the achievement of a standard related to participation may be accorded a certain percentage of the final grade. Attendance cannot be used as the only criterion to measure participation.
- ii. The mark value for participation and the criteria on which participation will be based must be specified on the course outline and must not exceed 10% of the final grade.

3.3.3 Submission deadlines

- i. Assignments are due on the date specified by the teacher. Teachers are not obliged to accept late assignments. Late assignments will be subject to the penalties specified on the course outline.
- ii. Students who have a serious problem or illness that affects their ability to hand in work on time should contact the teacher as soon as possible. Students may be required to provide documentation concerning the reason why the work could not be handed in on time. If the situation is expected to be ongoing or it affects work in more than one course the student should contact the Office of the Associate Dean, Student Success.

3.3.4 Final evaluations

- i. The final evaluation in a course must attest to the student's overall attainment of the program competencies which the course is designed to address. The format of the final evaluation will be specified in the course outline; it may include a combination of related evaluation components.
- ii. Given that all courses must have a final evaluation of sufficient weight to impact the successful completion of the course, the final evaluation must have a minimum weight of 30%.
- iii. All final evaluations, including examinations held in-class and those held in the formal examination period, must follow the College's Examination Rules.
- iv. Some final evaluations will be given during the last weeks of classes.
- v. Final evaluation materials will be retained by the teacher at least until the end of the following semester.
- vi. The formal final examination schedule will be made available to students six weeks prior to the last day of class.

3.3.5 Final grades

- i. Final grades are reported to students in percentage value. The passing grade in any course is sixty percent (60%). The notation "EC" accompanies any grade below 60% and denotes a failure.
- ii. As a reference, the following grading scale is indicated:

A	90 - 100	Excellent
B	80 - 89	Very Good
C	70 - 79	Good
D	60 - 69	Pass
E	below 60	Unsatisfactory (failure)

- iii. Final grades are submitted in the manner and by the date specified by the Office of the Academic Dean.
- iv. When a temporary or permanent incomplete has been authorized or when a student has stopped attending a course but has not formally withdrawn from the course, the teacher shall submit the actual numerical grade earned.

3.3.6 R-Score

- i. The R-Score is a measure used primarily in Quebec to gauge students' academic performance in college. It is calculated by the Bureau de coopération interuniversitaire (BCI) and is used to determine, in whole or in part, admission to most university programs.
- ii. The R-Score is a comparative measure based on the student's grade, the group average and the group strength.
- iii. Every semester, the College determines the evaluation groups for the calculation of the R-Score with the objective of ensuring fairness for the overall student population at the College.
- iv. For multi-section courses, all sections of the same course are usually grouped together to reduce statistical distortions.
- v. The College monitors grade equity on a regular basis to ensure fairness in R-Score calculations and provides academic departments and services with this information.
- vi. Students normally receive an R-Score for each course, as well as an overall R-Score, which is a weighted average of the individual R-Scores obtained in each course.
- vii. The R-Score is cumulative and is updated and made available to students throughout the year.

3.3.7 Confidentiality of grades

- i. Grades are confidential and cannot be posted publicly.
- ii. Only college employees may have access to grades and only those who require it to fulfill their employment duties.

3.4 Course outlines

In conformity with the Ministry of Education's regulations, every student will be provided with an outline for each course at the beginning of the term. A course outline provides essential information related to content, objectives, evaluation, deadlines and expectations, by which teacher and students are expected to abide throughout the course.

3.4.1 Required content

The following information must appear on every course outline, with respect to the particular course and with respect to the Comprehensive Assessment (*Épreuve Synthèse*) if it is a component of the course:

- i. the course number, title, content, methodology, objectives, weighting, number of credits, prerequisites and recommended and/or required texts and materials
- ii. the objectives and the evaluation scheme for each course code, when the course is offered under more than one course code
- iii. the evaluation scheme, evaluation dates, assignment deadlines, acceptable methods for submission of work, late penalties and any other element affecting evaluation in the course or in the Comprehensive Assessment
- iv. explicit reference to the IPESA, the Language Policy and the Student Code of Conduct
- v. explicit reference to cheating and plagiarism and related penalties
- vi. relevant elements of departmental rules, if applicable.

3.4.2 Dissemination

- i. Students must be provided with a course outline in either paper or electronic format.
- ii. The teacher must review the outline with each class during the first week of class.
- iii. A copy of the course outline is to be made available to the Office of the Academic Dean.

3.5 Attendance

3.5.1 Attendance is a key component of academic success. As such, teachers are encouraged to keep records of attendance.

3.5.2 Students are expected to ensure that they are available during the entire term, including the final examination period, as shown in the Academic Calendar.

3.5.3 In specific courses, as stated in the course outline, attendance may be essential to the achievement of one or more competencies of the course.

3.5.4 Students who must be absent for the reasons listed below will generally be excused provided they follow the required procedure:

- Religious holiday or obligation - the student must inform the teacher well in advance of the holiday and the date.
- Illness or other medical situation - the student must provide medical documentation.

- Death in the immediate family - the College may request appropriate documentation.
 - College-sanctioned event or activity, as determined by the Associate Dean, Student Success.
- 3.5.5 Students who are absent for any reason, even where the absence is excused, must nevertheless meet all of the requirements of the course.
- 3.5.6 A student must advise the Office of the Associate Dean, Student Success of any prolonged absence from the College (more than three consecutive days) and of absences due to serious illness or a death in the immediate family. Upon receipt of a medical certificate or other appropriate documentation, the Office of the Associate Dean, Student Success may notify all of the student's teachers about the absence.
- 3.5.7 Teachers should inform the Office of the Associate Dean, Student Success of any students who, with or without notification, have missed or plan to miss more than three consecutive classes.

3.6 Missed Evaluations

- 3.6.1 The right to a make-up for a missed evaluation is not automatic.
- 3.6.2 Students who miss a deadline or date for an evaluation must inform the teacher of the reason immediately and provide any supporting documentation that is requested.
- 3.6.3 Teachers may provide make-up evaluations for students in satisfactory College standing who miss in-term evaluations due to serious and documented reasons. Such reasons include illness, very serious family situations, such as a death in the immediate family and religious holidays of which the student has informed the teacher well in advance. The teacher may consult with the Associate Dean, Student Success to determine if a make-up evaluation should be granted. In some cases, the Associate Dean, Student Success may mandate a make-up evaluation.
- 3.6.4 Students may be permitted to make up the missed grades in a manner determined by the teacher; the format of the make-up evaluation may differ from that of the missed evaluation. Make-up evaluations for in-term evaluations will be scheduled by the teacher in consultation with the student and must not interfere with the student's attendance in other courses.

3.6.5 Students in satisfactory College standing who fail to write a final evaluation for reasons deemed valid by the Associate Dean, Student Success may be permitted to write a make-up examination. Such reasons include illness and very serious family situations, such as a death in the immediate family. The Associate Dean, Student Success may consult the teacher. Final examination make-ups are always scheduled after the missed evaluation, on a date determined by the Associate Dean, Student Success.

3.7 College standing

A student's overall standing at the college is based on a range of criteria, including academic standing (see below), participation, effort, attendance and comporment.

College standing is taken into account in a variety of situations, including, but not limited to, college trips and requests for special consideration.

3.7.1 Academic standing

- i. To maintain satisfactory academic standing at the College, a student must attain an overall average of at least sixty-five percent (65%) each term.
- ii. A student who is not in satisfactory academic standing (average under 65%) is deemed to be in poor academic standing (PAS).

3.7.2 Academic probation

- i. Students who are deemed to be in poor academic standing at the end of a term may be placed on academic probation if they are returning in any subsequent term. Students on academic probation must sign a contract acknowledging that they must meet the minimum requirement of 65% average in subsequent terms. They may be required to adhere to certain conditions and they may be encouraged to make use of particular support services.
- ii. Students who have been on academic probation for two (2) terms, not necessarily consecutive, do not qualify to return to the College without authorization of the Associate Dean, Student Success. Students who are allowed to return in a subsequent semester will remain on academic probation and will be required to adhere to certain conditions, e.g., a reduced course load, use of support services and a mandatory change of profile or program.

- iii. Students who are not authorized to return for a certain period of time may re-apply to the College once the stated time period has elapsed. In addition to completing a new application to the College, such students must also submit a statement of intent and receive authorization for readmission from the Associate Dean, Student Success.

4 ACADEMIC INTEGRITY

In keeping with the principles of fairness and honesty and consistent with the standards upheld by institutions of higher learning, the College is committed to promoting and protecting academic integrity.

4.1 Definition

- 4.1.1 Academic integrity refers to the idea that students are expected to submit work that is entirely their own. Where it is permissible to include another person's contribution in a piece of work, any such contribution must be properly acknowledged in conformity with the guidelines provided by the teacher. A contribution can include answers, ideas, the way ideas are expressed, as well as factual statements.
- 4.1.2 Academic integrity also refers to the notion that students must not deliberately or inadvertently assist other students in a manner that would constitute dishonesty on their part or on the part of another student.

4.2 General guidelines

- 4.2.1 Students must follow all directions from the teacher with respect to the way all forms of evaluation are to be completed. Students are expected to comply with the College's Examination Rules, which are applicable to all evaluations, including in-class tests and in-class final evaluations.
- 4.2.2 Where outside sources are permitted, all sources must be identified by the appropriate means of citation as determined by the teacher (MLA, APA, etc.)

4.3 Responsibilities

- 4.3.1 All members of the College community play a role in upholding academic integrity. In particular, teachers and Library staff are responsible for ensuring that students are introduced to the meaning of academic integrity in their first term.

- 4.3.2 Education about academic integrity should continue as students advance in their programs; a statement about academic integrity must appear on all course outlines and teachers are responsible for informing students of appropriate academic practices in the context of a particular course.
- 4.3.3 Students are responsible for understanding and respecting the College's commitment to academic integrity and for consulting with their teacher should clarification be required.

4.4 Cheating

- 4.4.1 Cheating is defined as any dishonest or deceptive practice; it constitutes a serious academic offence and is treated as such. It includes, but is not restricted to, being in possession of or making use of material that has not been authorized by the teacher or is not permitted under the College's Examination Rules; obtaining or providing unauthorized assistance for any submitted work; false claims about submission of work; plagiarism; or attempting to do any of the above.
- 4.4.2 Unless the teacher has authorized group work, sharing work with or providing work to another student is a form of cheating.
- 4.4.3 Teachers will advise the Associate Dean, Student Success and Department Chair of any incidence of cheating in their courses.

4.5 Plagiarism

- 4.5.1 Plagiarism is a form of cheating that occurs when a student presents or submits the work of another, in whole or in part, as his or her own. It includes but is not limited to using material from any source that is not cited, submitting someone else's paper as one's own and receiving assistance from tutors, family or friends that calls the originality of the work into question. Plagiarism also includes presenting or submitting one's own work when such work has already been submitted for evaluation in another course.
- 4.5.2 If plagiarism is suspected, the teacher will discuss the case with the student in person. The teacher will take steps to verify the originality of the student's work. This may include a request to see the student's sources, notes and other preparatory work. The verification may also include an oral or written examination to ascertain the student's understanding of the material submitted.

4.5.3 The teacher should discuss the matter with the Department Chair prior to the final determination. A student who is found to have plagiarized will be reported to the Associate Dean, Student Success.

4.6 Penalties

4.6.1 When it is determined that a student has cheated, which includes having plagiarized, the student will receive such penalty as the Associate Dean, Student Success, after consultation with the teacher, may decide. It may include, but is not limited to, a grade of zero on the paper, project, examination or test, a grade of zero in the course, and/or expulsion from the College.

4.6.2 Should the student contest the accusation of cheating, the Associate Dean, Student Success will conduct a hearing, at which the student has the right to be present. The form and composition of the hearing will be at the discretion of the Associate Dean, Student Success, who will determine if the accusation stands.

4.6.3 The exact penalty will be based on criteria including, but not limited to, the severity and nature of the infraction.

4.6.4 For work in which cheating, including plagiarism, has been found, teachers must not permit a student to rewrite or re-submit the work, nor may teachers accept any replacement for the work or adjust the grading scheme of the course and the work is excluded from the right to a grade appeal.

4.6.5 Students guilty of repeated acts of cheating, including plagiarism, may be suspended or expelled from the College. In such cases, a record will be placed in the student's file for a period of time to be determined by the Associate Dean, Student Success.

5 CERTIFICATION OF STUDIES

5.1 *Bulletin d'études collégiales* (BEC)

The BEC is the official cumulative record of grades, which is issued to students at the end of each semester. Students are responsible for verifying the accuracy of their BEC. Errors or omissions must be reported in writing to the Registrar within 30 days following the issuing of reports.

5.2 *Diplôme d'études collégiales (DEC)*

The DEC is the official diploma issued by the Ministry of Education, upon the recommendation of the College, issued to students who have successfully completed all courses in the program of study, the English Exit Exam and the Comprehensive Assessment. Such students will be awarded a DEC in their program.

In exceptional circumstances, where a student is deemed unable to complete all courses in the program of study, the student may request a DEC *sans mention*. In order to qualify for a DEC *sans mention*, the following criteria must be met:

- successful completion of the objectives and standards for the 4 English courses, 3 Physical Education courses, 3 Humanities courses, 2 French courses, and 2 Complementary courses that form the General Education requirements;
- successful completion of at least 28 Specific Education credits; and
- successful completion of the English Exit Exam.

In addition, the student must not have previously completed a DEC in a program, must not be enrolled in a program of collegial study at the time of the request, and must not request a DEC (*sans mention* or otherwise) from another college.

While every effort should be made to complete a DEC in a program, a student who is unable to do so may speak to an Academic Advisor about the possibility of requesting a DEC *sans mention*.

5.3 *Comprehensive Assessment (Épreuve Synthèse)*

Students must pass a comprehensive assessment attesting to their having met the objectives and standards of their program in order to be awarded the DEC. The form of the comprehensive assessment may include examination, essay, performance, portfolio or some other appropriate academic activity. Successful completion of the assessment will be indicated by the notation RE (*réussite*) on the BEC.

5.4 *Ministerial Examination of College English (English Exit Exam)*

Students must successfully complete the Ministerial Examination of College English (English Exit Exam) set by the Ministry in order to be awarded the DEC.

6 INDIVIDUAL CIRCUMSTANCES

6.1 Course notations

Under the authority of the Registrar, recognition of the individual circumstances that follow may be granted. Relevant documentation becomes part of the student's permanent file.

6.1.1 Course Substitution (SU)

- i. A course substitution (SU) indicates an authorization for the substitution of one course for another course that is set out in a student's program of studies.
- ii. In some cases, a substitution is granted automatically when a student's file is reviewed, especially when the student changes programs; in other cases, the student applies in writing to an Academic Advisor to request a substitution.

6.1.2 Course Equivalence (EQ)

- i. A course equivalence (EQ) denotes that a student has attained, either through previous academic studies or through out-of-school training, learning or experience, the objectives of a course required in a program of studies.
- ii. The student is entitled to the credits attached to the course, which does not have to be replaced by another course. A numerical grade does not accompany an EQ.
- iii. A course equivalence for previous academic studies is granted on the basis of official transcripts and course descriptions supplied by the previous institution(s) at the request of the student.
- iv. A student who seeks a course equivalence for out-of-school training, learning or experience must submit a request in writing to an Academic Advisor prior to the semester where the course for which the equivalence is sought would normally be taken. The student may be required to demonstrate the achievement of the objectives of the course through successful completion of an examination, oral presentation, performance, portfolio or other appropriate academic activity. The Academic Advisor may consult with Department Chairs on these matters.

6.1.3 Course Dispensation (DI)

- i. A course dispensation (DI) is granted primarily in cases where a serious medical condition prevents the student from meeting the objectives of a course. A course dispensation carries no credit value

but denotes that the student has been granted an official dispensation from a course.

- ii. A student who wishes to obtain a course dispensation must submit a request in writing to an Academic Advisor, normally prior to the semester where the course for which the dispensation is sought would normally be taken.

6.2 Incompletes

6.2.1 Temporary Incompletes (IT)

- i. A temporary incomplete may (IT) be approved by the Associate Dean, Student Success when, due to exceptional circumstances such as a documented illness, an exam conflict or a college-sanctioned activity, a student is unable to fully complete course work prior to the prescribed deadline for submission of final grades.
- ii. When an IT is approved, the student is responsible for contacting the teacher to find out what is required to complete the course within the new prescribed timeframe. A new due date for the submission of the required work will be determined by the teacher in consultation with the student and the Associate Dean, Student Success. If the new due date for submission of the work is not met, the original grade submitted by the teacher will stand as the official grade.

6.2.2 Permanent incompletes (IN)

- i. In very rare cases, where a serious circumstance beyond the student's control, such as severe and prolonged illness, renders the student incapable of completing one or more courses, and the course drop date has passed, the Associate Dean, Student Success may assign a permanent incomplete (IN), which carries no credit value, for one or more courses.
- ii. In order to qualify for a permanent incomplete, the following criteria must be met:
 - The circumstance must have rendered the student unable to pursue their studies in the course(s) in question for a total of at least three weeks (for regular courses) or 20% of the course hours (for intensive or summer courses).
 - In order to support the request for a permanent incomplete, appropriate and sufficient documentation (see Appendix 10.1 for requirements) from a qualified professional (see list of acceptable license holders in Appendix 10.2) must

accompany the request. The College reserves the right to request documentation from a second qualified professional.

- The student must submit the request for the permanent incomplete, including all required documentation, before the end of the semester during which they are enrolled in the course(s) in question. If, due to exceptional circumstances, the student cannot respect this deadline, documentation that respects the guidelines above must be provided to support this claim. In no circumstances can an incomplete be granted later than one year following the end of the semester.
- iii. A student requesting a permanent incomplete must contact the Office of the Associate Dean, Student Success, to initiate the request.
 - iv. Once a request for a permanent incomplete has been approved by the Associate Dean, Student Success, a notation of “IN” will appear next to the relevant course(s) on the student’s transcript.

6.3 Students with disabilities

All students, including those with disabilities, are subject to the same course objectives and program requirements. Disabilities must be documented and include physical disorders and illnesses, mental illnesses and learning disabilities.

Students with previously diagnosed disabilities and illnesses should contact the AccessAbility Office as soon as possible after being admitted to the College, so that needs can be assessed and accommodations can be determined based on appropriate documentation prior to the start of the term. The College has a legal obligation to provide accommodations that are within its capacity.

6.3.1 Documentation

Appropriate documentation includes a psychological or psycho-educational assessment signed by a licensed professional, in accordance with Ministerial requirements. The assessment must include a clear diagnosis. The exact nature of the disability or illness will be kept confidential unless the student agrees in writing that it can be disclosed to a teacher or other individual.

6.3.2 Individual Intervention Plan (IIP)

An Individual Intervention Plan (IIP) will be prepared for each student. This document must be updated each term and signed each term by the student. It describes the specific accommodations that the College will be able to provide. Teachers will be made aware of the accommodations that are prescribed.

6.3.3 Testing and learning accommodations

- i. Specific accommodations, other than a reduced course load, depend on the student's needs and documentation and may include a quiet room for tests, extra time for tests, use of a laptop for tests, enlarged print, electronic reader and other adaptations.
- ii. In order to benefit from specific accommodations offered by the AccessAbility Centre, students must take responsibility for abiding by established protocols.
- iii. Teachers are encouraged to consult the Adapted Services Counselor to discuss accommodations and teaching and learning strategies with respect to particular students with disabilities in the context of particular courses.

7 APPEALS AND ACADEMIC COMPLAINTS

This section describes mechanisms for grade appeals and academic complaints.

7.1 Grade appeals

Students have the right to appeal a grade if they have reasonable grounds to believe they have been unfairly evaluated. A student may not appeal the grade on a piece of work for which plagiarism or cheating has been confirmed by the Associate Dean, Student Success. All parties involved in a grade appeal are expected to act in good faith. A student may appeal a grade on an individual piece of work during the term and/or after the final grade has been submitted.

7.1.1 Grade appeal procedure for individual pieces of work

A student who wishes to appeal a grade on an individual piece of work shall respect the following procedure:

- i. The student shall discuss the grade as soon as possible with the teacher and attempt to resolve the situation.

- ii. Failing a resolution with the teacher, the student shall submit the work in question and a written statement outlining the reasons for considering the appeal to the appropriate Department Chair within 15 calendar days of receiving the grade. If the Department Chair is the teacher who assigned the grade, the student shall submit the work and the statement to the Associate Dean, Student Success, who will appoint a teacher in the department concerned to act in the place of the Department Chair.
- iii. A Department Chair or the appointed replacement who receives a grade appeal request from a student shall:
 - assess the situation from the viewpoint of the student and the teacher;
 - discuss the case with the teacher, the student and another teacher or other teachers familiar with the subject matter of the assignment;
 - within 15 calendar days of receiving the appeal, recommend to the teacher concerned that the assigned grade remain the same, be raised or be lowered; the recommendation may include suggestions to the teacher, the student and the department.
- iv. Regardless of the outcome of the grade appeal for an individual piece of work, the student retains the right to appeal the final grade at the end of the term.

7.1.2 Final grade appeal procedure

- i. A student who wishes to appeal the final grade obtained in a course must first discuss the issue with the teacher and, failing a resolution, must discuss the issue with the Department Chair.
- ii. If, after meeting with the Department Chair, a student still wishes to appeal the final grade, the student shall submit a written statement outlining the reasons for the appeal and all graded work that has been returned to the student for the course in question to the Office of the Registrar. The documents must be submitted in a sealed envelope clearly marked with the student's name, the teacher's name and the course number. This submission must be made within 10 calendar days of the grades being made available; the 10 days excludes days on which the College is closed.

- iii. The Registrar determines whether the grounds of an appeal are reasonable. If deemed reasonable, the Registrar shall convene a Final Grade Review Board (see membership below).
- iv. The Final Grade Review Board shall ask the student and the teacher involved to state their cases separately and in private. A joint meeting with the student and the teacher may be held if the Final Grade Review Board, the teacher or the student requests it.
- v. The Final Grade Review Board shall then consider the details of the case and, within 14 days of its last meeting, render a decision that the final grade be raised, lowered or remain unchanged.
- vi. The decision will be submitted in writing to the Academic Dean and Department Chair, with copies to the student and teacher. The decision may be accompanied by recommendations to the teacher, the student and to the Department Chair concerned.
- vii. Final Grade Review Board

The Final Grade Review Board shall be comprised of the following members:

- one teacher of the College nominated by the student
- one teacher of the College nominated by the teacher
- the Chair of the department concerned or, if the Department Chair is the teacher involved in the appeal, one faculty member appointed by the Associate Dean, Student Success from the department concerned
- the Registrar

The Registrar is a non-voting member and is responsible for safeguarding the integrity of the process.

The Registrar is also responsible for ensuring that the proceedings unfold in a timely manner. If, despite reasonable efforts to establish a suitable common meeting time, a participant is unavailable, the process will nevertheless proceed.

All members of the Final Grade Review Board are expected to review the case at hand impartially.

7.2 Other academic complaints or appeals

- 7.2.1 In circumstances other than Grade Appeals, a student wishing to appeal a decision or lodge a complaint regarding a matter covered by the IPESA or its application must first approach the teacher or individual involved in order to try to resolve the issue at an informal level.
- 7.2.2 If a student finds it impossible to approach the teacher directly, the student should then contact the Department Chair to discuss the issue. Similarly, in the case of a member of staff or administration, the student should contact the immediate supervisor of the individual to discuss the issue, through the Office of the Academic Dean.
- 7.2.3 After following the above steps, a student may choose to proceed with a formal academic complaint or appeal in writing to the Academic Dean. The complaint or appeal should be signed by the student and must be accompanied by relevant documentation.
- 7.2.4 The Academic Dean may choose to meet with the student or with the teacher or member of staff or administration involved in the case at hand. Within 15 working days of the receipt of the complaint or appeal, the Academic Dean will render a decision in writing and inform all relevant parties. The decision is final.

8 ROLES

The following are the roles of academic and administrative bodies with respect to the evaluation of student achievement.

8.1 Board of Governors

The Board of Governors is responsible for:

- recommending to the Ministry of Education of the awarding of a DEC for a student who has met all requirements
- formally approving any revision to the IPESA, upon a review by Academic Council.

8.2 Academic Council

Academic Council is responsible for issuing a recommendation regarding any proposed revision of the IPESA to the Board of Governors and may issue a recommendation to the Academic Dean or the Board of Governors regarding the need to initiate a review of the IPESA.

8.3 Academic Dean

The Academic Dean is responsible for all academic matters at the college, under the direct authority of the Director General. In particular, the Academic Dean is responsible for:

- ensuring that teachers achieve equity and fairness in evaluation within and across the various academic disciplines at the College
- overseeing the IPESA, its application and its revision
- ensuring that the IPESA made available to students, teachers and other stakeholders
- transmitting the IPESA and any subsequent revision to the Commission d'évaluation de l'enseignement collégial
- issuing any final decisions on any final appeal related to an academic complaint or to the application of the IPESA.

8.4 Associate Dean, Student Success

The Associate Dean, Student Success is responsible for:

- notifying teachers of any circumstances that may affect the evaluation of student achievement of an individual student; these circumstances include, but are not limited to, medical reasons, prolonged absenteeism and withdrawal from courses or the College
- administering penalties in cases of breaches of academic integrity
- authorizing temporary (IT) and permanent (IN) incompletes
- determining eligibility for a make-up evaluation when a final examination has been missed.

8.5 Registrar

The Registrar is responsible for:

- keeping records of students' grades and students' individual files
- preparing, posting and establishing the final examination schedule
- specifying dates for the submission of final grades
- collecting final grades for all courses
- determining the method of internal publication of the final grades
- receiving appeals regarding final grades
- preparing the BECs and transmitting them to the Ministry of Education
- authorizing course dispensations (DI), substitutions (SU) and equivalencies (EQ)

- ensuring eligibility for graduation for the *Diplôme d'études collégiales* (DEC) and submitting it first to the Board of Governors for approval and then to the Ministry of Education to request the granting of diplomas.

8.6 Department Chair and Curriculum Committees

The Department Chair is responsible for ensuring that, with regard to the evaluation of student achievement, students' rights are safeguarded and teachers' responsibilities are fulfilled. In particular, the Department Chair, in consultation with the Curriculum Committee, is responsible for:

- examining course outlines to ensure that evaluation procedures conform to the IPESA
- developing tools, which could include departmental rules, to ensure that teachers achieve equity and fairness in evaluation within and across the various academic disciplines of the Department
- ensuring consistency, equity and fairness in multi-section courses with regard to objectives, methodology and evaluation procedures
- monitoring grades and R-scores for equity and fairness.

8.7 Academic Advisors

Academic Advisors are responsible for:

- meeting with students to discuss equivalences, substitutions and withdrawal from courses
- monitoring and evaluating students' course proposals in the context of the particular program of study
- assessing academic records to monitor eligibility for a DEC.

8.8 Adapted Services Counselor

With respect to students with disabilities, the Adapted Services Counselor is responsible for:

- assessing documentation submitted by students with disabilities
- determining appropriate accommodations
- communicating with teachers about accommodations.

9 REVIEW OF THE IPESA

9.1 Evaluation of the policy

- 9.1.1 A formal evaluation of the policy, addressing both the content and effectiveness of the policy, will be initiated at least once every five years.
- 9.1.2 The evaluation will be based on criteria proposed by the Commission d'évaluation de l'enseignement collégial (coherence, comprehensiveness, clarity and relevance).

9.2 Revision of the policy

- 9.2.1 The Board of Governors will formally approve any revision to the policy, upon a review by Academic Council.
- 9.2.2 The policy will be reviewed at least every five years following its last revision or the review will be initiated at the request of the Commission d'évaluation de l'enseignement collégial, the Board of Governors, Academic Council or the Academic Dean.

10 APPENDICES

10.1 Permanent incompletes: supporting documentation requirements

If the reason for requesting the permanent incomplete is related to the student's health, a qualified healthcare provider, as defined in Appendix 10.2, must provide documentation to the College containing the following information:

- the date on which the student became unable to pursue their studies
- the date on which the student will/is expected to be able to continue their studies, or, if it is not possible to determine this, confirmation that this date will be at least three weeks after the onset of the inability
- the date of the diagnosis or the evaluation
- the course(s) concerned (all or only some, i.e. a reduction in workload)
- the healthcare provider's coordinates (name and license number)
- the healthcare provider's signature

The precise nature of the diagnosis or evaluation is not required.

10.2 Permanent incompletes: list of professionals qualified to provide supporting documentation

If the permanent incomplete is being requested due to circumstances related to the student's mental health, the documentation must be provided by a member of one of the following professional orders:

- Collège des médecins du Québec (Loi médicale, chap. M-9, art. 31, 2^e al., para. 1^o)
- Ordre des psychologues du Québec (Code des professions, chap. 26, art. 37.1, paragr. 1.2^o, b)
- Ordre des conseillers et conseillères d'orientation du Québec; this person must also hold the appropriate training certification (Code des professions, chap. 26, art. 37.1, para. 1.3.1^o, b)
- Ordre des infirmières et infirmiers du Québec; this person must also be authorized to rule on the issue (Loi sur les infirmières et infirmiers, chap. I-8, art. 35, 2^e al., para. 16^o)

If a College employee has been previously implicated in the student's file as it concerns their mental health (e.g. IIP, a recommendation to consult a healthcare professional), the employee may be consulted and their recommendation taken into consideration when assessing the request.

If the permanent incomplete is being requested due to circumstances related to the student's physical health, the documentation must be provided by a member of one of the following professional orders:

- Collège des médecins du Québec (Loi médicale, chap. M-9, art. 31, 2^e al., para. 1^o)
- Ordre professionnel de la physiothérapie du Québec (Code des professions, chap. 26, art. 37, para. n) if the main activities required for the course involve musculoskeletal functioning, such as Physical Education courses, Music courses, etc.