



---

MARIANOPOLIS  
COLLEGE

---

# Institutional Policy on the Evaluation of Student Achievement (IPESA)

---

Adopted by the Board of Governors  
May 25, 2021

## Table of Contents

1. PRINCIPLES AND GOALS.....	3
2. RIGHTS AND RESPONSIBILITIES .....	4
2.1. Students' responsibilities .....	4
2.2. Students' rights.....	4
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 .....	7
3.4. Comprehensive Assessment ( <i>Épreuve synthèse</i> ) .....	10
3.5. Ministerial Examination of College English (English Exit Exam) .....	11
3.6. Course outlines .....	12
3.7. Attendance .....	13
3.8. Missed Evaluations .....	14
3.9. College standing.....	15
4. ACADEMIC INTEGRITY .....	16
4.1. Definition .....	16
4.2. General guidelines .....	16
4.3. Responsibilities .....	17
4.4. Violations of academic integrity .....	17
4.5. Sanctions .....	18
5. ACADEMIC ACCOMMODATIONS.....	19
5.1. General provisions .....	19
5.2. Requesting accommodations .....	19
5.3. Individualized Intervention Plan (IIP) .....	20
5.4. Testing and exams .....	20
6. CERTIFICATION OF STUDIES.....	20
6.1. <i>Bulletin d'études collégiales</i> (BEC).....	20
6.2. <i>Diplôme d'études collégiales</i> (DEC) .....	21
7. COURSE NOTATIONS .....	22

7.1. Course Substitution (SU) .....	22
7.2. Course Equivalence (EQ) .....	22
7.3. Course Dispensation (DI) .....	23
7.4. Temporary Incomplete (IT) .....	23
7.5. Incomplete (IN) .....	23
8. APPEALS AND ACADEMIC COMPLAINTS.....	24
8.1. Grade appeals .....	25
8.2. Other academic complaints or appeals .....	28
9. ROLES .....	28
9.1. Board of Governors.....	29
9.2. Academic Council .....	29
9.3. Academic Dean .....	29
9.4. Associate Dean, Student Success.....	29
9.5. Registrar .....	30
9.6. Department Chair and Curriculum Committees.....	30
9.7. Academic Advisors .....	31
9.8. Adapted Services Counselor .....	31
10. EVALUATION AND REVISION OF THE IPESA .....	32
10.1. Evaluation of the IPESA.....	32
10.2. Revision of the IPESA .....	32
11. RELATED POLICIES AND DOCUMENTS .....	32
12. APPENDICES .....	33
12.1. Incomplete: supporting documentation requirements.....	33
12.2. Incomplete: list of professionals qualified to provide supporting documentation...	33

## 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 seeks to ensure fairness and equity within and among the disciplines and academic programs of the College.<sup>1</sup> The official and most up-to-date version of this document is available on [marianopolis.edu/IPESA](http://marianopolis.edu/IPESA) and supersedes any other document or practice related to student evaluation at the College. Where relevant or appropriate, this Policy may refer to other College documents.

The goals of the Policy are to ensure that:

- students' and teachers' rights and responsibilities are clearly stated
- evaluations measure students' achievement of program competencies
- guidelines are provided with respect to academic integrity
- processes related to academic accommodations are described
- the process for certification of studies is clear
- processes related to notations appearing on the student's transcript are clearly described
- mechanisms for appeals and academic complaints are provided
- roles of relevant academic and administrative bodies or individuals are identified
- a process exists for the evaluation and revision of the IPESA.

All students, teachers and members of management and staff are responsible for knowing and adhering to 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.

---

<sup>1</sup> CEEC, Evaluating Institutional Policies on the Evaluation of Student Achievement General Guidelines (January 1994), p. 13, [www.ceec.gouv.qc.ca/documents/1994/01/piea\\_cadre-reference\\_1994-01-11\\_anglais.pdf](http://www.ceec.gouv.qc.ca/documents/1994/01/piea_cadre-reference_1994-01-11_anglais.pdf).

## 2. RESPONSIBILITIES AND RIGHTS

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

### 2.1. Students' responsibilities

Students are expected to take an active role in their education, to demonstrate academic integrity in their work, and to be accountable for their academic success.

As such, students are responsible for:

- 2.1.1. adhering to the provisions of the IPESA
- 2.1.2. understanding the requirements of their particular programs
- 2.1.3. having the necessary course material and being equipped to participate actively in class
- 2.1.4. knowing the objectives, requirements, and evaluation procedures in all their courses, as documented in course outlines and staying informed of instructions and announcements regarding their courses throughout the semester
- 2.1.5. knowing key academic processes and their related timelines and deadlines, e.g., confirmation of attendance, course drop date, final exam schedule, etc.
- 2.1.6. confirming and verifying their registration in each course each semester
- 2.1.7. keeping a copy of all preparatory work, course notes, and any course work that has been returned until a year after 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 evaluations
- 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 evaluations and final end-of-term work until one year after the end of the semester

- 2.2.6. appeal grades or lodge an academic complaint or appeal related to the application of the IPESA, within the prescribed timelines.

## 2.3. Teachers' responsibilities

Teachers have a central role in determining the methods of evaluation appropriate to a particular course and in assessing student achievement. The Office of the Academic Dean shall oversee teachers' fulfillment of their professional responsibilities.

Teachers are responsible for:

- 2.3.1. conforming to the Ministry of Education requirements, the IPESA and other College policies and processes and any departmental rules or guidelines related to student evaluation
- 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. planning courses that respect the Ministry weighting (*pondération*) between class, laboratory and personal study hours; for example, the weighting of (3-2-3) means three hours of class, two hours of lab and three hours of outside class work, which includes preparation for exams
- 2.3.4. conducting formative and summative evaluations in order to provide both informal and structured feedback
- 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. providing students with access to ongoing feedback and opportunities for support by:
  - i. posting their office hours, in print and online at the beginning of each semester using the College's online course management system and being available to discuss with students difficulties encountered in the course, performance on assignments and tests, and other course-related matters
  - ii. using the College's online course management system to record students' grades in a timely manner as evaluations are graded throughout the semester
- 2.3.8. submitting final grades according to given procedures and deadlines

- 2.3.9. protecting the confidentiality of students' grades according to College policies and established procedures.

## **2.4. Teachers' rights**

Teachers have the right to:

- 2.4.1. determine all aspects of methods, content, and procedures of evaluation procedures 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. Course evaluations measure the level of attainment of the program competencies that 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.
- 3.1.3. In order to provide students with meaningful and sufficient feedback to allow them to make any necessary adjustments to study methods, students must be evaluated by a minimum of three graded evaluations distributed throughout the semester.
- 3.1.4. At least one course evaluation, either formative or summative, should be scheduled early enough in the semester to allow students sufficient time to adjust their study methods, consult with their teachers, and seek out, if necessary, support services.
- 3.1.5. The percentage value of any single evaluation must reflect its relative importance in the attainment of the objectives of the course.

- 3.1.6. Once an evaluation has been graded, it cannot be redone to increase the grade.
- 3.1.7. Giving additional assignments to increase grades, awarding bonus grades, and other practices that unfairly advantage students in a course are not permitted.
- 3.1.8. 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 weighting scenarios and one or more pieces of evaluation in the early weeks of the semester.
- 3.1.9. All evaluation material that is not returned to the student must be retained by the teacher for at least one year following the end of semester. In the case of oral presentations, detailed notes, recordings, or other means of responding to a possible grade appeal must be kept by the teacher for at least one year following the end of the semester.

## 3.2. Formative and summative evaluation

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

### 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.

### 3.2.2. Summative evaluation

- i. Summative evaluation provides a graded assessment of student learning at regular intervals of the course.
- ii. Summative evaluation tasks are graded and contribute a percentage weight to the final grade; 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

Methods of evaluation should be consistent with the nature, content, and required competencies of the course and must be equitable, clear, and in line with Ministerial regulations, College policies, and departmental rules and guidelines.

#### 3.3.2. Participation grades

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

#### 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, if accepted, will be subject to the penalties specified on the course outline or instructions of individual assignments.
- ii. Students who have a serious circumstance or illness that affects their ability to submit 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 submitted on time to the teacher and/or the Office of the Associate Dean, Student Success. If the situation is expected to be ongoing or it affects work in more than one course, the student must 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 that 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 final examination period, must follow the College's Examination Rules.
- iv. The schedule for examinations that are held during the final exam period will be made available to students six weeks prior to the last day of the semester.
- v. Some final evaluations will be scheduled during the last weeks of classes.

### 3.3.5. Final grades

- i. Final grades are reported in percentage value. The passing grade in any course is sixty percent (60%).
- ii. In certain courses, students may be required to achieve a minimum grade in each of multiple components in order to pass the course (e.g., lab component and theory component). Such a requirement must be stated in the course outline and the maximum possible grade that can be achieved in the course when this condition is not met must also be specified.
- iii. The notation "EC" (*échec*) accompanies any grade below 60% and denotes a failure. Failed courses carry no credit value.
- iv. 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/F	below 60	Unsatisfactory (failure)
- v. The notation "RE" (*réussite*) denotes successful completion of a pass/fail activity.
- vi. Final grades must be submitted in the manner and by the date specified by the Office of the Academic Dean.

### 3.3.6. R Score

- i. The R Score is a measure used 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 in Quebec.
- ii. The R Score is a comparative measure based on the student's grade, the group average, and the group strength.
- iii. 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. The College monitors grade equity on a regular basis to ensure fairness in this practice.
- v. Students receive an R Score for each course, including failed courses, unless there are fewer than six final grades of 50% or more in an evaluation group. No R Score is calculated for remedial courses.
- vi. The overall R Score is a weighted average of the individual R Scores for all courses. The program R Score is a weighted average of the individual R scores for all courses that are linked to a student's current program.
- vii. The R Score is cumulative and is updated and made available to students throughout the year. The R Score is recalculated for the previous five semesters with every update.

### 3.3.7. Confidentiality of grades

- i. Grades are confidential and cannot be posted publicly.
- ii. The only College employees who will have access to students' grades are those who require them to fulfill their duties.

## 3.4. Comprehensive Assessment (*Épreuve synthèse*)

- 3.4.1. Successful completion of the Comprehensive Assessment attests to students' mastery of the program objectives and standards and the successful integration of knowledge acquired in program specific and general education courses. It is a Ministerial requirement that all students must successfully complete in order to graduate with a diploma in their program.

- 3.4.2. The assessment may take the form of an examination, essay, performance, portfolio, or other appropriate academic activity. Students are provided with information regarding the process for completing the Comprehensive Assessment in their final semester, which may be a Summer semester. Students do not need to register for the Comprehensive Assessment. The Comprehensive Assessment is either completed through a program specific academic activity or a dedicated program course. Students can consult their Program Coordinator or an Academic Advisor with any questions regarding the Comprehensive Assessment.
- 3.4.3. The assessment is graded on a pass/fail basis. Students who fail the Comprehensive Assessment can consult their Program Coordinator or an Academic Advisor regarding the process to follow in order to re-do the assessment
- 3.4.4. Once the assessment is successfully completed, the notation RE (*réussite*) will appear on the *Bulletin d'études collégiales* (BEC). In case of failure, the notation EC (*échec*) will appear on the BEC; once it has been successfully completed, the notation RE (*réussite*) will appear on the BEC and replace any previous EC notation.
- 3.4.5. Procedures related to the approval, composition, preparation, and grading of the Comprehensive Assessment are established by individual programs in consultation with Program Committees and the Associate Dean, Programs.

### 3.5. Ministerial Examination of College English (English Exit Exam)

- 3.5.1. Successful completion of the English Exit Exam attests to students' competence in college-level English. It is a Ministerial requirement that all students must successfully complete in order to graduate.
- 3.5.2. The exam takes place several times each year. In order to qualify to register for the English Exit Exam, students must have successfully completed two of the following English courses and be in the process of completing the third: 603-101, 603-102, and 603-103. Students who meet these criteria are automatically registered to take the Examination. Students who do not write or do not pass the Examination after they have been registered for it will be automatically re-registered for it at the following sitting.
- 3.5.3. The examination is graded by the Ministry of Education. Once the exam is successfully completed, the notation RE (*réussite*) will appear on the *Bulletin d'études collégiales* (BEC). In case of failure, the notation EC (*échec*) will appear on the BEC; once it has been successfully completed, the notation RE (*réussite*) will appear on the BEC and replace any previous EC notation.

## 3.6. 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 semester. A course outline constitutes an agreement between the teacher and the students that establishes their respective expectations and responsibilities in the context of the course. The course outline provides essential information related to content, objectives, rules, materials, evaluation, and deadlines. Both the teacher and students are responsible for abiding by the course outline. In the event of extraordinary circumstances beyond the College's control, elements of the course outline, including the evaluation scheme, may be modified with approval from the Office of the Academic Dean; in such case, an updated course outline must be provided to students.

The Office of the Academic Dean establishes the procedures for the development and approval of course outlines in consultation with individual departments.

### 3.6.1. 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; if a section combines students registered in more than one course, the following information must be indicated for each corresponding course:

- i. the course number, title, ponderation, content, instructional methods (e.g., lectures, group work, discussion, etc.), objectives, number of credits, prerequisites, technological requirements, and bibliography (i.e. the recommended and/or required texts, materials and other resources for the course)
- ii. the evaluation scheme, the different components that constitute the final evaluation (e.g., lab, performance, oral presentation, essay, etc.), evaluation dates and deadlines, acceptable methods for submitting work and completing evaluations, and policy on late submissions; when only the week of an evaluation is specified, the actual date needs to be communicated to the students in writing within the first two weeks of class
- iii. course specific rules
- iv. standard statements provided by the Office of the Academic Dean such as statements regarding the IPESA, the Language Policy, the

Student Code of Conduct, academic integrity and related penalties, copyright, and privacy

- v. date and time of any required activities that take place outside of scheduled class time
- vi. information regarding office hours
- vii. any additional fees related to course activities (e.g., entrance fees, tickets, etc.) as well as materials and software
- viii. relevant elements of departmental rules, if applicable.

### 3.6.2. Dissemination

- i. Students must be provided with a course outline in electronic format on or before the first day of class.
- 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.

## 3.7. Attendance

- 3.7.1. Attendance is a key component of academic success. Students are expected to attend all classes. In specific courses, as stated in the course outline, attendance may be essential to the achievement of one or more competencies of the course.
- 3.7.2. Students are expected to ensure that they are available during the entire semester, including the final examination period, as defined in the Academic Calendar.
- 3.7.3. In the case of absence for College-sanctioned activities (e.g., athletic competitions, enrichment activities, etc.), students must inform their teachers and the Office of the Associate Dean, Student Success as soon as the dates of their absence are known.
- 3.7.4. In the case of absence for religious holidays, students must inform their teachers and the Office of the Associate Dean, Student Success within 10 school days of the start of the semester.
- 3.7.5. When a student is absent from a class, they remain responsible for all material, instructions, and any other information delivered in the class.

- 3.7.6. Students must advise the Office of the Associate Dean, Student Success of any absence from the College of more than three consecutive school days and of absences due to serious illness or a death in the immediate family. Upon receipt of a medical note or other appropriate documentation, the Office of the Associate Dean, Student Success will notify all of the students' teachers of the absence.
- 3.7.7. Teachers should inform the Office of the Associate Dean, Student Success of any students who have missed or plan to miss more than three consecutive classes.

### **3.8. Missed Evaluations**

- 3.8.1. The right to a make-up for a missed evaluation is not automatic.
- 3.8.2. Students may be permitted to make up the missed evaluation in a manner determined by the teacher; the format of the make-up evaluation may differ from that of the missed evaluation.
- 3.8.3. Students who miss a deadline or an evaluation must inform the teacher immediately and provide their teacher and/or the Office of the Associate Dean, Student Success with supporting documentation. The Office of the Associate Dean, Student Success may request additional documentation.
- 3.8.4. 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 within 10 school days of the start of the semester.
- 3.8.5. Medical documentation must attest to the student's inability to attend class and/or complete schoolwork on the day of the missed evaluation.
- 3.8.6. 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, in consultation with the teacher, may mandate a make-up evaluation.
- 3.8.7. 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.
- 3.8.8. Students in satisfactory College standing who fail to complete a final evaluation for reasons deemed valid by the Associate Dean, Student Success may be permitted to write a make-up evaluation. Such reasons include illness

and very serious family situations, such as a death in the immediate family. The Office of the Associate Dean, Student Success, in consultation with the teacher, will determine the date of the make-up evaluation, which will typically take place after the missed evaluation.

### 3.9. College standing

A student's College standing is based on academic standing (see below), effort, attendance, comportment, and respect for College policies (e.g., Code of Student Conduct, Psychological Harassment Policy, etc.).

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

#### 3.9.1. Academic standing

- i. To maintain satisfactory academic standing at the College, a student must attain a weighted semester average of at least sixty-five percent (65%) each fall and winter semester.
- ii. A student whose weighted semester average is under 65% in any fall or winter semester is considered to be in poor academic standing.

#### 3.9.2. Academic probation

- i. The first time a student is in poor academic standing, they will be placed on probation for the remainder of their semesters at the College. Students on academic probation must sign a contract with the Office of the Associate Dean, Student Success acknowledging that they must attain a weighted semester average of at least 65% in all subsequent semesters in order to qualify to return to the College. Students on probation may 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) in order to remain registered at the College.
- ii. The second time a student is in poor academic standing (even if not in consecutive semesters) they will not qualify to return to the College without authorization of the Associate Dean, Student Success.
- 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, they must also submit an explanatory letter and receive authorization for readmission from the Associate Dean, Student Success. Students may also be required to submit a record of grades or interim grades in courses taken at another institution in order to be considered for readmission. Students who are readmitted will remain on academic probation for the duration of their time at the College and will be required to adhere to certain conditions (e.g., a reduced course load, use of support services, mandatory change of profile or program, etc.).

### 3.9.3. Program standing

Regardless of Academic Standing, students who have failures in multiple Specific Education courses may be required to change programs by 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

Academic integrity means:

- 4.1.1. Students are expected to submit work that is entirely their own. Any reference (direct quotes or otherwise) to another person's ideas, content, answers, or manner of expression must be cited in conformity with guidelines provided by the teacher.
- 4.1.2. Students must be honest and truthful in all matters covered by the IPESA (e.g., provision of medical notes, language-proficiency level, attendance, etc.).

### 4.2. General guidelines

- 4.2.1. Students must follow instructions and guidelines provided by the teacher with respect to the completion of all forms of evaluation.
- 4.2.2. Students must also comply with the College's Examination Rules, which apply to all evaluations, including in-class tests and in-class final evaluations.

- 4.2.3. Unless expressly permitted by the teacher, students must not contribute intentionally or unintentionally to another student's work.
- 4.2.4. Where outside sources are permitted, all sources must be identified by the appropriate means of citation as determined by the teacher (MLA citation style, APA citation style, etc.).

### 4.3. Responsibilities

- 4.3.1. All members of the College community play a role in upholding standards of academic integrity and in educating and supporting students in matters related to academic integrity.
- 4.3.2. Teachers are responsible for informing students of appropriate academic practices in the context of their 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 if they have questions.

### 4.4. Violations of academic integrity

- 4.4.1. Cheating, whether intentional or unintentional, constitutes a serious academic offence and is treated as such. It includes, but is not restricted to:
  - i. being in possession of or making use of material, tools, or services that have not been authorized by the teacher or are not permitted under the College's Examination Rules
  - ii. obtaining or providing unauthorized assistance for any submitted work
  - iii. making or implying false claims about the submission of work
  - iv. plagiarism
  - v. making false claims or submitting false documentation related to evaluations or other academic activities
  - vi. attempting to do any of the above.

Plagiarism is a form of cheating that occurs when a student presents or submits the work of another, in whole or in part, as their own. It includes but is not limited to using material from any source that is not properly 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.

- 4.4.2. If plagiarism is suspected, the teacher will discuss the case with the student. 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, an oral or written examination, or other relevant method to ascertain the student's understanding of the material submitted.
- 4.4.3. The teacher may discuss any incidence of cheating, including plagiarism, with the Department Chair and must report the offence to the Associate Dean, Student Success.

If a member of the College other than a student's teacher suspects a student of having committed a dishonest act related to provisions within the IPESA, they must report the offence to the Associate Dean, Student Success, who will inform the teacher involved if it pertains to a specific course.

## 4.5. Sanctions

- 4.5.1. Following a violation of academic integrity, the Associate Dean, Student Success will impose a sanction upon the student after consultation with the teacher and, in some cases, the Department Chair. The severity and nature of the infraction, as well as any prior or concurrent infractions, will be taken into consideration when determining the sanction. Sanctions may include, but are not limited to, a grade of zero on the evaluation, a grade of zero in the course, suspension, and/or expulsion from the College.
- 4.5.2. Should the student wish to appeal the decision and/or sanction due to significant new information or evidence of a substantial procedural error, they must contact the Office of the Associate Dean, Student Success within 10 school days of the decision being communicated to the them. The Associate Dean, Student Success will conduct further investigation if warranted. The Associate Dean, Student Success may consult with the teacher and, in some cases, the Department Chair, to determine if the decision and/or the sanction stand.
- 4.5.3. A confidential record of the offence, related documentation, and the resulting penalty will be kept by the Associate Dean, Student Success. For work in which cheating, including plagiarism, has been found, the teacher cannot permit a student to rewrite or re-submit the work, nor accept any

replacement for the work. The teacher also cannot adjust the grading scheme of the course, and the work is excluded from the right to a grade appeal.

## **5. ACADEMIC ACCOMMODATIONS**

### **5.1. General provisions**

The College has a legal obligation to provide reasonable learning and testing accommodations to students with diagnosed disabilities. The onus is on the student requesting the accommodations to provide the College with all required documentation in support of their request. All students, including those with disabilities, are subject to the same course objectives and standards and program requirements.

### **5.2. Requesting accommodations**

- 5.2.1. Requests for accommodations will be reviewed by the Adapted Services Counsellor. Where fulfillment of a request would constitute an undue hardship for the College, the College has the onus of justifying its decision to the student not to grant their request.
- 5.2.2. Students requesting an accommodation must provide a diagnosis or a diagnostic evaluation signed by a licensed Quebec professional, in accordance with Ministerial requirements. The diagnosis or diagnostic assessment (e.g., psychological assessment, psycho-educational assessment, speech and language assessment, etc.) must include a clear clinical judgment regarding the diagnosis, completed by the same professional who signed the diagnosis or diagnostic evaluation. The Adapted Services Counsellor may request additional documentation from the student if necessary.
- 5.2.3. The diagnosis will be kept confidential unless the student agrees in writing that it may be disclosed to a teacher or other member of the College.
- 5.2.4. Disabilities may be of a temporary or permanent nature. They may include, but are not limited to, physical or organic disabilities, mental health disorders, learning disabilities, and injuries.
- 5.2.5. Following admission to the College, students with existing diagnoses are responsible for contacting the Adapted Services Counsellor and for providing appropriate documentation as soon as possible, so that needs and requests for accommodations can be considered prior to the start of the semester.

Students who obtain a diagnostic assessment following the start of their studies should contact the Adapted Services Counsellor as soon as possible to discuss the limitations they are facing and possible accommodations.

- 5.2.6. A minimum of 10 working days is required from the date the appropriate documentation is received by the Adapted Services Counsellor to consider and, if appropriate, implement accommodations.

### **5.3. Individualized Intervention Plan (IIP)**

An Individualized Intervention Plan (IIP) will be prepared for each student with a documented disability who will receive accommodations. Accommodations will not take effect until the student has met with a staff member of the AccessAbility Centre and signed their IIP. IIPs are reviewed when there are changes to the diagnosis and/or the needs of the student, or following the IIP expiry date.

### **5.4. Testing and exams**

Accommodations for tests and exams are offered through the AccessAbility Centre and may include but are not limited to a quiet room, extra time, the use of a special software or equipment, enlarged print, etc. In order to benefit from such accommodations for individual evaluations, students must follow the processes and deadlines established by the AccessAbility Centre.

## **6. CERTIFICATION OF STUDIES**

### **6.1. *Bulletin d'études collégiales* (BEC)**

The *Bulletin d'études collégiales* (BEC) is the official transcript containing the cumulative record of a student's grades. Any course that is officially dropped by the course drop deadline will not appear on the BEC (the course drop deadline is posted online in the College Academic Calendar at the beginning of each semester). If a course is taken more than once, whether previously passed or failed, the final grades for each attempt at the course will appear on the BEC.

The BEC is posted to students online following the grade deadline at the end of each semester and is also mailed at the end of their studies. Students are responsible for verifying the accuracy of their BEC. Errors or omissions must be reported to the Registrar.

## 6.2. Diplôme d'études collégiales (DEC)

- 6.2.1. The *Diplôme d'études collégiales* (DEC) is the official diploma issued by the Ministry of Education, upon the recommendation of the College, to students who have successfully completed all courses in the program of study, the English Exit Exam, and the Comprehensive Assessment. Students will be awarded a DEC in their program. Students registered in Double-DEC programs who successfully complete all the requirements of both programs of study will be issued a DEC in each program.
- 6.2.2. Following completion of a program of studies, the Registrar will verify that a student has met the program competencies and obtained the required credits; has successfully completed the English Exit Exam; and has successfully completed the Comprehensive Assessment.
- 6.2.3. The Registrar will post a list of students who are expected to graduate at the end of each semester and is responsible for requesting sanction of their studies from the Ministry of Education following recommendation from the Board of Governors of the College. Students are responsible for verifying that they appear on the graduation list.
- 6.2.4. 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*. 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*. 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;
  - successful completion of the English Exit Exam; and
  - 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.

## 7. COURSE NOTATIONS

Certain special circumstances may allow the authorization of the following course notations on the student's transcript in accordance with the processes described below. Relevant documentation will become part of the student's permanent file.

### 7.1. Course Substitution (SU)

A course substitution (SU) denotes that the student has attained the objectives of a required course by completing another course in the Quebec college network. The course the student completed, along with the substituted course, will both appear on the student's transcript. Only the course completed by the student carries a grade and credit value. Courses substituted into a program are not included in the calculation of the program R Score.

Substitutions are typically granted automatically (e.g., following a program change); students can consult an Academic Advisor with any questions regarding substitutions.

### 7.2. Course Equivalence (EQ)

A course equivalence (EQ) denotes that a student has attained the objectives of a course required in a program of studies, either through previous academic studies (excluding courses completed in the Quebec college network) or through out-of-school training, learning, or experience.

The student is entitled to the credits attached to the course and the course does not need to be replaced by another course. No numerical grade accompanies an EQ notation.

A student seeking a course equivalence must consult an Academic Advisor to initiate the process.

If the equivalence is sought on the basis of out-of-school training, learning, or experience, the student will 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. Academic Advisors may consult with Department Chairs on these matters.

If the equivalence is sought for previous academic studies, the student will be required to have official transcripts and course descriptions sent to the College by the previous institution(s) and may be required to demonstrate the achievement of the objectives of the course through additional means, as described above.

### 7.3. Course Dispensation (DI)

A course dispensation (DI) is granted in exceptional circumstances where a student is unable to meet the objectives of a course (e.g., a serious medical condition that prevents the completion of a Physical Education course). A course dispensation carries no credit value.

A student seeking a course dispensation must consult an Academic Advisor. The student will be required to provide appropriate documentation to support their request.

### 7.4. Temporary Incomplete (IT)

- 7.4.1. A temporary incomplete (IT) may 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 by the prescribed deadline for submission of final grades.
- 7.4.2. 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, a grade of zero will be awarded for any evaluations that were not completed.
- 7.4.3. Once the course work is completed, a final grade will be assigned, which will replace the IT notation on the transcript. The latest due date for the final grade is one year after the start of the semester in which the student was registered in the course.

### 7.5. Incomplete (IN)

- 7.5.1. 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 an incomplete (IN) for one or more courses. An incomplete carries no credit value and the course needs to be completed in a future semester.
- 7.5.2. In order to qualify for an incomplete, the following criteria must be met:



- The drop deadline for the course, as established by the Ministry of Education, must have passed.
- 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).
- Appropriate and sufficient documentation from a qualified professional must accompany the request (see Appendix 10.1 for requirements and Appendix 10.2 for a list of acceptable license holders). The College reserves the right to request documentation from a second qualified professional.
- The student must submit the request for the 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 may be requested to support this claim. In such situations, requests for an incomplete will be considered up to one year after the end of the semester in which the student was registered in the course(s) concerned.

7.5.3. A student requesting an incomplete must contact the Office of the Associate Dean, Student Success, to initiate the request.

7.5.4. Once a request for an 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. Such notation will remain on the transcript permanently. No credits or numerical grades will be awarded for courses carrying a notation of “IN”.

7.5.5. Additional documentation from a qualified professional attesting to the student’s ability to continue their studies may be required for the student to register in subsequent semesters.

## 8. APPEALS AND ACADEMIC COMPLAINTS

This section describes mechanisms for grade appeals and academic complaints.

## 8.1. Grade appeals

Students have the right to appeal a grade if they have reasonable grounds to believe they have been unfairly evaluated. Students can consult an Academic Advisor regarding their concerns and the process to follow. A student may not appeal the grade on a piece of work for which a violation of academic integrity has been found. All parties involved in a grade appeal are expected to act in good faith.

A student may appeal a grade on an individual evaluation (e.g., a midterm, an assignment, a final examination, etc.) during the semester and/or after the final grade has been submitted. For the purposes of this Policy, school days refer to days the College is open, within the period of teacher availability. The review process and any recommendations that stem from the evaluation are confidential. Documents related to the appeal process will be kept by the teacher, the Department Chair, the Associate Dean, Student Success, and/or the Registrar for at least a year following the end of the semester.

### 8.1.1. Grade appeal procedure for individual evaluations

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

- i. The student shall discuss the grade as soon as possible with the teacher and attempt to resolve the issue.
- 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 10 school days of the grade being made available to the student. In the case that a grade is made available prior to the actual evaluation being returned to the student, the student has 10 school days to respond from the time they are provided access to the graded copy of their evaluation. 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. The Department Chair or the appointed replacement who receives a grade appeal request from a student shall:

- discuss the case with the teacher, the student and another teacher or other teachers familiar with the subject matter of the evaluation
  - assess the situation from the viewpoint of the student and the teacher
  - within 10 school 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 semester.

#### 8.1.2. 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 as soon as possible, keeping in mind that a formal grade appeal must be submitted within 10 school days of the grade being made available (see section 8.1.2.ii. below). If the student has previously met with a teacher to appeal a grade for an individual evaluation in the course, the student may approach the Department Chair directly. If the Department Chair is the teacher who assigned the final 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.
- ii. If, after meeting with the Department Chair or the appointed replacement, 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 them 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. The student must fill out a grade appeal form provided by the Registrar to accompany the submission. The completed form and the relevant documents must be submitted within 10 school days of the final grade being made available to the student. In the event that the student appealed the final evaluation grade for the same course, the student will have 5 school days from the day the decision regarding their final evaluation grade

appeal was communicated to them to submit a final grade appeal to the Registrar.

- iii. The Registrar will determine whether the grounds of an appeal are reasonable. If deemed reasonable, the Registrar shall convene a Final Grade Review Board, which 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.

- iv. The Final Grade Review Board will 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, and/or the student request it.
- v. The teacher must provide the Final Grade Review Board with the course outline, assignment and other evaluation instructions, marking criteria and rubrics, any evaluations that they have in their possession, and any other documents that are relevant to the case.
- vi. The Final Grade Review Board shall then consider the details of the case and, within 20 school days from the submission of the grade appeal, render a decision that the final grade be raised, lowered or remain unchanged.

- vii. The decision will be submitted, in writing, to the Associate Dean, Student Success and the Department Chair, with copies to the student and teacher. The decision will be accompanied by recommendations to the teacher, the student, and to the Department Chair concerned.
- viii. The activities of the Final Grade Review Board are carried out in confidence and the minutes are kept for one year following the submission of the decision.

## **8.2. Other academic complaints or appeals**

- 8.2.1. In circumstances other than those covered by sections 4 on Academic Integrity and 8.1 on 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.
- 8.2.2. If a student finds it impossible to approach the teacher directly, the student should 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.
- 8.2.3. 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 and be submitted within 10 school days of the end of the semester in which the issue arose.
- 8.2.4. The Academic Dean may choose to meet with the student, teacher, or member of staff or administration involved in the case at hand. Within 15 school 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.

## **9. ROLES**

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

## 9.1. Board of Governors

The Board of Governors of the College is responsible for:

- recommending to the Ministry of Education the awarding of a *Diplôme d'études collégiales* (DEC)
- formally approving any revision to the IPESA, upon a recommendation by Academic Council.

## 9.2. Academic Council

Academic Council is responsible for recommending revisions to the IPESA to the Board of Governors of the College and may issue a recommendation to initiate an evaluation of the IPESA to the Academic Dean or to the Board of Governors of the College.

## 9.3. 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 application, evaluation, and revision of the IPESA
- ensuring that the IPESA is made available to students, teachers and other stakeholders
- transmitting the IPESA and any subsequent revision to the *Commission d'évaluation de l'enseignement collégial*
- administering sanctions or other measures stemming from decisions related to academic complaints or appeals as outlined in section 8.2.

## 9.4. Associate Dean, Student Success

The Associate Dean, Student Success is the delegate of the Academic Dean on all matters related to the application of the IPESA, as listed in 9.3, and is responsible for:

- ensuring the alignment of processes and documentation related to the evaluation of student achievement in collaboration with the Office of the Associate Dean, Programs

- implementing and overseeing appropriate measures to ensure the proper application and dissemination of the IPESA as well as updates following directives and changes in regulations from the Ministry or other bodies
- notifying teachers of prolonged absences and any circumstances that may affect the evaluation of a student's achievement
- administering sanctions in cases of violations of academic integrity
- authorizing an incomplete (IN) and a temporary incomplete (IT)
- determining eligibility for a make-up evaluation when a student has missed a final evaluation.

## 9.5. Registrar

The Registrar is responsible for:

- keeping records of students' final grades
- maintaining students' permanent files in accordance with Ministerial requirements
- preparing, establishing, and posting the final examination schedule
- specifying the deadline 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
- transmitting final grades to the Ministry of Education and preparing the *Bulletin d'études collégiales* (BEC)
- authorizing course dispensations (DI), substitutions (SU), and equivalencies (EQ)
- determining eligibility for the *Diplôme d'études collégiales* (DEC) and submitting the list of graduates first to the Board of Governors for approval and then to the Ministry of Education to request the granting of diplomas.

## 9.6. 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:

- verifying and approving course outlines to ensure that they conform to the IPESA in terms of evaluation matters
- 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 methods of evaluation across courses that meet the same Ministerial objectives
- developing opportunities for exchange between members of their department on student evaluation and other topics related to the IPESA
- monitoring grades for equity and fairness.

## 9.7. Academic Advisors

Academic Advisors are responsible for:

- discussing equivalences (EQ), substitutions (SU), dispensations (DI), and withdrawal from courses with students
- monitoring and evaluating students' course proposals and program progression
- assessing academic records to monitor eligibility for a *Diplôme d'études collégiales* (DEC).

## 9.8. Adapted Services Counselor

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

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



## 10. EVALUATION AND REVISION OF THE IPESA

### 10.1. Evaluation of the IPESA

- 10.1.1. A formal evaluation of the policy will be initiated at least once every five years. An evaluation may be requested by the *Commission d'évaluation de l'enseignement collégial* (CEEC), the Board of Governors, Academic Council, and/or the Academic Dean.
- 10.1.2. The evaluation will be conducted through the Office of the Academic Dean.
- 10.1.3. The evaluation will be based on criteria proposed by the *Commission d'évaluation de l'enseignement collégial* (comprehensiveness, coherence, and relevance).
- 10.1.4. The evaluation may result in a decision to proceed with a revision of the policy, in whole or in part.

### 10.2. Revision of the IPESA

- 10.2.1. The Academic Dean is responsible for initiating a revision of the policy following either a recommendation stemming from the evaluation of the policy or in response to requests from the Ministry or the CEEC.
- 10.2.2. Academic Council will recommend the revised policy to the Board of Governors for approval.
- 10.2.3. A copy of the revised policy will be sent to the CEEC upon adoption by the Board of Governors.

## 11. RELATED POLICIES AND DOCUMENTS

The following Marianopolis documents may be useful in further understanding this Policy:

- Code of Student Conduct
- Code of Employee Conduct
- College Calendar
- College Examination Rules
- Educational Services Contract
- Privacy Policy
- Psychological Harassment Policy
- Sexual Violence Policy

## 12. APPENDICES

### 12.1. Incomplete: supporting documentation requirements

If the reason for requesting the incomplete is related to the student's health, a qualified healthcare provider, as defined in Appendix 12.2, must provide to the College documentation 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.

### 12.2. Incomplete: list of professionals qualified to provide supporting documentation

If the 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<sup>e</sup>al., para. 1<sup>o</sup>)
- Ordre des psychologues du Québec (Code des professions, chap. 26, art. 37.1, paragr. 1.2<sup>o</sup>, 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<sup>o</sup>, 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<sup>e</sup>al., para. 16<sup>o</sup>)

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 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<sup>al.</sup>, para. 1<sup>o</sup>)
- 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.