



MARIANOPOLIS  
COLLEGE

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

---

Revised version adopted by the  
Board of Governors on June 11, 2026

## TABLE OF CONTENTS

|                                                  |    |
|--------------------------------------------------|----|
| 1. PRINCIPLES AND GOALS .....                    | 4  |
| 2. RESPONSIBILITIES AND RIGHTS .....             | 5  |
| 2.1. Students' responsibilities.....             | 5  |
| 2.2. Students' rights.....                       | 5  |
| 2.3. Teachers' responsibilities .....            | 6  |
| 2.4. Teachers' rights .....                      | 7  |
| 3. EVALUATION OF STUDENT ACHIEVEMENT .....       | 7  |
| 3.1. General provisions .....                    | 7  |
| 3.2. Formative and summative evaluation .....    | 8  |
| 3.3. Course-level evaluation .....               | 9  |
| 3.4. Comprehensive Assessment .....              | 11 |
| 3.5. Ministerial Language Examinations .....     | 12 |
| 3.6. Course outlines .....                       | 13 |
| 3.7. Attendance .....                            | 14 |
| 3.8. Missed evaluations .....                    | 15 |
| 3.9. College standing .....                      | 16 |
| 4. ACADEMIC INTEGRITY .....                      | 17 |
| 4.1. General guidelines .....                    | 17 |
| 4.2. Violations of academic integrity .....      | 18 |
| 4.3. Sanctions .....                             | 19 |
| 5. ACADEMIC ACCOMMODATIONS.....                  | 20 |
| 5.1. General provisions.....                     | 20 |
| 5.2. Requesting accommodations .....             | 20 |
| 5.3. Individualized Intervention Plan (IIP)..... | 21 |
| 5.4. Testing and exams .....                     | 21 |
| 6. CERTIFICATION OF STUDIES .....                | 21 |
| 6.1. College Studies Transcript (CST) .....      | 21 |
| 6.2. Diploma of College Studies (DCS) .....      | 22 |
| 7. COURSE NOTATIONS.....                         | 23 |
| 7.1. Course drop (AE).....                       | 23 |
| 7.2. Course Substitution (SU).....               | 23 |
| 7.3. Course Equivalence (EQ).....                | 24 |
| 7.4. Course Dispensation (DI) .....              | 24 |
| 7.5. Temporary Incomplete (IT) .....             | 25 |
| 7.6. Permanent Incomplete (IN) .....             | 25 |
| 8. APPEALS AND ACADEMIC COMPLAINTS .....         | 26 |

|       |                                                   |    |
|-------|---------------------------------------------------|----|
| 8.1.  | Grade appeals .....                               | 26 |
| 8.2.  | Other academic complaints or appeals .....        | 29 |
| 9.    | ROLES .....                                       | 30 |
| 9.1.  | Board of Governors .....                          | 30 |
| 9.2.  | Academic Council .....                            | 30 |
| 9.3.  | Academic Dean .....                               | 30 |
| 9.4.  | Associate Dean, Student Success.....              | 31 |
| 9.5.  | Registrar .....                                   | 31 |
| 9.6.  | Department Chair and Curriculum Committee .....   | 32 |
| 9.7.  | Program Coordinators .....                        | 32 |
| 9.8.  | Academic Advisors.....                            | 33 |
| 9.9.  | Adapted Services Counselor .....                  | 33 |
| 10.   | EVALUATION AND REVISION OF THE IPESA .....        | 34 |
| 10.1. | Evaluation of the IPESA.....                      | 34 |
| 10.2. | Revision of the IPESA .....                       | 34 |
| 11.   | RELATED POLICIES AND DOCUMENTS .....              | 35 |
| 12.   | APPENDICES .....                                  | 36 |
| 12.1. | Permanent Incomplete notation specifications..... | 36 |

## 1. PRINCIPLES AND GOALS

- 1.1. The Institutional Policy on the Evaluation of Student Achievement (IPESA) provides the principles and methods concerning the evaluation of student achievement, which reflect the Mission, Vision, and Values of Marianopolis College and are in conformity with regulatory requirements.
- 1.2. 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. 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.
- 1.3. As an anglophone institution, the College places great importance on literacy and English proficiency and seeks to foster students' intellectual and personal development through mastery of language. Additionally, within the College's mission to prepare students for academic excellence and lifelong learning and to empower them to make positive contributions to society, the College will ensure students' competence in French as the official and common language of Quebec and English as the official language of instruction of the College. Across both languages, the College will make efforts to place students at the proper level of study and to provide support for students who experience difficulties.
- 1.4. The goals of the Policy are to ensure that:
  - 1.4.1. students' and teachers' rights and responsibilities are clearly stated;
  - 1.4.2. evaluations measure students' achievement of program competencies;
  - 1.4.3. guidelines are provided with respect to academic integrity;
  - 1.4.4. processes related to academic accommodations are described;
  - 1.4.5. the process for certification of studies is clear;
  - 1.4.6. processes related to notations appearing on the student's transcript are clearly described;
  - 1.4.7. mechanisms for appeals and academic complaints are provided;
  - 1.4.8. roles of relevant academic and administrative bodies or individuals are identified;
  - 1.4.9. a process exists for the evaluation and revision of the IPESA.
- 1.5. The policy applies to all programs and courses offered by the College and all students, teachers and members of management and staff are responsible for understanding and adhering to the provisions of the IPESA. Students can consult an Academic Advisor if they

have questions related to the policy. Faculty and staff can consult with the Associate Dean, Student Success.

## **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 attend all classes and 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 and adhering to the requirements of their particular programs;
- 2.1.3. having the necessary course material and being prepared to participate actively in class;
- 2.1.4. knowing the objectives, requirements, and evaluation procedures in 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 withdrawal and course drop deadlines, final exam schedule, etc.;
- 2.1.6. confirming and verifying their registration in each course each semester; and
- 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 oversees teachers' fulfillment of their professional responsibilities.

Teachers are responsible for:

- 2.3.1. conforming to Ministry requirements, the IPESA and other College policies and processes as well as course competency frameworks, and departmental rules and 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 course weighting (pondération) in terms of theory, laboratory and personal study hours per week; for example, the weighting of (3-2-3) means three hours of theory, two hours of laboratory and three hours of personal study outside class, which includes preparation for exams;
- 2.3.4. conducting both formative and summative evaluations in accordance with the provisions in section 3;
- 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 evaluations in a timely manner;
- 2.3.7. sharing the course outline with students on or before the first day of classes;
- 2.3.8. providing within the course outline all necessary information related to course evaluations as per section 3.6. including expectations regarding academic integrity and the fulfillment of special conditions for passing a course as well as the use of specific online platforms, if applicable;
- 2.3.9. 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 evaluations, and other course-related matters; and
  - ii. using the College's online course management system to record students' grades in a timely manner as evaluations are graded throughout the semester.
- 2.3.10. submitting final grades according to procedures and deadlines defined by the Office of the Academic Dean;

- 2.3.11. fulfilling their responsibilities in relation to the processes described within the policy (e.g. grade appeal process); and
- 2.3.12. 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 within the constraints of ministerial regulations, the IPESA, and other College policies and contribute to the ongoing revision of course competency frameworks, 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; and
- 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 competency that the course is designed to address, as well as other learning objectives as 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 and with course competency frameworks<sup>1</sup>, which define common elements for courses linked to the same competency.
- 3.1.3. Evaluations must allow each student individually to demonstrate that they have met the established program objectives and standards.
- 3.1.4. All course evaluations, including examinations held in-class and those held in the final examination period, must follow the College's Examination Rules.

---

<sup>1</sup>Course competency frameworks are developed by Departments in collaboration with Program Committees. They are a tool used by teachers to build their course outlines.

- 3.1.5. 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.
- 3.1.6. 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.
- 3.1.7. The percentage value of any single evaluation must reflect its relative importance in the attainment of the objectives of the course.
- 3.1.8. Once an evaluation has been graded, it cannot be redone to increase the grade.
- 3.1.9. Giving additional assignments to increase grades, awarding bonus grades, and other practices that unfairly advantage students in a course are not permitted.
- 3.1.10. Given the impact of the first semester on subsequent academic success, evaluations in that semester should be adapted to take into consideration that students are adjusting to the transition to post-secondary education, e.g., variable weighting scenarios and one or more pieces of evaluation in the early weeks of the semester.
- 3.1.11. All evaluation material that is not returned to the student must be retained by the teacher for one year following the end of semester. In the case of oral presentations, detailed notes, recordings, rubrics, or other means of responding to a possible grade appeal must be kept by the teacher for 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 evaluations:**

- i. formative evaluations are an integral part of all courses. They support student learning by providing feedback to both students and teachers on the strengths and weaknesses of a student's performance and the extent to which course concepts have been assimilated. These evaluations highlight 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 evaluations**

Summative evaluations provide a graded assessment of student learning at regular intervals of the course and contribute a percentage weight to the final grade; they 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 associated competencies of the course and must be equitable, clear, and in line with ministerial regulations, College policies, course competency frameworks, and departmental rules and guidelines.

#### **3.3.2. Participation grades**

The achievement of a standard related to participation must be linked to the objectives of the course. A total of up to 10% of the final grade may be allotted to participation. The percentage value for participation and the criteria on which the participation grade is based must be specified on the course outline. No grades may be given, or deducted, solely for attendance.

#### **3.3.3. Submission deadlines**

Assignments are due on the date specified by the teacher. Teachers are not obliged to accept late assignments. Late submissions, if accepted, will be subject to the penalties specified on the course outline or instructions for individual assignments.

#### **3.3.4. Group work/Teamwork**

When an evaluation with a significant weight is based on work students complete in a team, the teacher must implement assessment mechanisms that allow the individual contribution and performance of each student to be evaluated.

#### **3.3.5. Final evaluations**

- i. The final evaluation in a course must attest to the student's overall attainment of the program competency that the course is designed to address.
- ii. The format of the final evaluation will be specified in the course outline; it may include a combination of related evaluation components.
- iii. 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%.
- 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.

### 3.3.6. Final grades

- i. Final grades are reported in percentage value. The passing grade in any course is sixty percent (60%).
- ii. For certain courses, following approval of the course competency framework from the Office of the Academic Dean, there may be special conditions of a double threshold for passing a course. All relevant information must be included in the course competency framework and be clearly explained in the course outline. The maximum possible grade that can be achieved in the course when these conditions are not met must also be specified:
  - a. for courses that include two or more equally important components, such as theory and laboratory, students may need to obtain a passing grade in both components to successfully complete the course. In this case, a failing grade in either component will result in a failure in the course, and the overall final course grade cannot exceed 55%.
  - b. for courses where the achievement of the course competency is deemed critical to the students' success in subsequent courses or to obtaining their diploma, students must obtain a passing grade in the final evaluation, which attests to the mastery of the course competency. In this case, a failing grade in the final evaluation will result in a failure in the course, and the overall final course grade cannot exceed 55%.
- 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.

### 3.3.7. R Score

- i. The R Score is calculated by the Bureau de coopération interuniversitaire (BCI) and is what Quebec universities use for the selection of candidates for programs with limited enrolment.

- 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 equity. The College monitors equity on an ongoing basis.
- iv. For multi-section courses, all sections of the same course are usually grouped together to reduce statistical distortions.
- 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 student success activities and remedial courses or for courses that carry a notation of AE or IN.
- 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 contribute to a student's current program.
- vii. The R Score is cumulative and is updated three times a year. It is recalculated for the previous five semesters with every update.

#### 3.3.8. 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

- 3.4.1. The Comprehensive Assessment is a ministerial requirement that all students must successfully complete in order to graduate with a diploma in their program.
- 3.4.2. As defined in the Marianopolis Program Management Policy (PMP), the Comprehensive Assessment is an academic activity that allows the students in a given program to demonstrate achievement of program competencies, and the ability to make appropriate connections among program disciplines. It also affirms the attainment of the program exit profile, which defines the knowledge, skills, and attitudes that all students must develop upon successful completion of their program.
- 3.4.3. 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 if they have questions regarding the Comprehensive Assessment.

- 3.4.4. The Comprehensive Assessment is graded on a pass/fail basis. If completed as part of a specific program course, information regarding the successful completion of the Comprehensive Assessment is included in the course outline.
- 3.4.5. Students who fail the assessment can consult their teacher, their Program Coordinator, or an Academic Advisor regarding the process to follow to re-do the assessment.
- 3.4.6. Once the Comprehensive Assessment is successfully completed, the notation RE (*réussite*) will appear on the official student transcript. In case of failure, the notation EC (*échec*) will appear on the official student transcript; once it has been successfully completed, the notation RE (*réussite*) will appear on the official student transcript and replace any previous EC notation.
- 3.4.7. The format, elements, means of assessment, and requirements for the successful completion of the Comprehensive Assessment in each program are established by individual programs in consultation with Program Committees and the Associate Dean, Programs and in conformity with the present policy.

### **3.5. Ministerial Language Examinations**

- 3.5.1. The Ministerial Language Examination is a ministerial requirement that all students must successfully complete in order to graduate with a Diploma of Collegial Studies (DCS).
- 3.5.2. All students are required to complete the French Exit Examination with the exception of students who hold a Certificate of Eligibility (COE) to study in English. Students with a COE must complete the English Exit Examination.
- 3.5.3. The examinations take place three times each year. In order to be eligible to register for the French Exit Examination, students must have successfully completed two of the following French courses and be in the process of completing the third: 602-UF0-MQ, 602-UF1-MQ, and 602-UF2-MQ. Students with a COE, who write the English Exit Examination, must have successfully completed two of the following English courses and be in the process of completing the third: 603-101-MQ, 603-102-MQ, and 603-103-MQ.
- 3.5.4. Students who meet these conditions 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. Students who fail the third course will need to meet the above conditions to be registered.

- 3.5.5. The examination is corrected by the Ministry. Once the examination is successfully completed, the notation RE (réussite) will appear on the official student transcript. In case of failure, the notation EC (échec) will appear on the official student transcript; once it has been successfully completed, the notation RE (réussite) will appear on the official student transcript and replace any previous EC notation.

### 3.6. Course outlines

- 3.6.1. In conformity with Ministry 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, dates, and deadlines. Course outlines must respect course competency framework provisions. 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.
- 3.6.2. The Office of the Academic Dean establishes the procedures for the development and approval of course outlines in consultation with individual departments.

#### 3.6.3. Required content

The following information must appear on every course outline with respect to the particular course and with respect to the Comprehensive Assessment 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, 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. course content and instructional methods (e.g., lectures, group work, discussion, etc.);
- iii. the evaluation scheme, the different components that constitute the final evaluation (e.g., lab, performance, oral presentation, essay, etc.) and any special conditions for passing the course, 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;

- iv. course-specific rules;
- v. standard statements provided by the Office of the Academic Dean such as statements regarding the IPESA, the Student Code of Conduct, academic integrity and related penalties, Generative Artificial Intelligence use, copyright, and privacy;
- vi. date and time of any required activities that take place outside of scheduled class time;
- vii. information regarding office hours;
- viii. any additional fees related to course activities (e.g., entrance fees, ticket fees, transportation, etc.) as well as required equipment, materials and software; and
- ix. relevant elements of departmental rules, if applicable.

#### 3.6.4. Dissemination

- i. Students must be provided with a course outline in electronic format through the College's course management system on or before the first day of class.
- ii. The teacher must review the outline in class during the first week of class.
- iii. A copy of the course outline must 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 common evaluation period, as defined in the Academic Calendar.
- 3.7.3. Students are expected to arrive to class on time. Arriving late or leaving early is disruptive to the class and is a form of absence.
- 3.7.4. 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.
- 3.7.5. 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. School days refer to days the College is open, within the period of teacher availability.

- 3.7.6. In the case of absence due to illness or injury, students must inform their teachers and the Office of the Associate Dean, Student Success in advance of their absence or as soon as possible by filling out the required absence form. Teachers will be notified automatically of the absence.
- 3.7.7. If a student is absent for more than four consecutive school days, they may be required to provide a medical note or other appropriate documentation to the Office of the Associate Dean, Student Success. Teachers should inform the Office of the Associate Dean, Student Success of any students who have missed or plan to miss more than four consecutive classes.
- 3.7.8. When a student is absent from a class, they remain responsible for all material, instructions, and any other information delivered in the class.

### **3.8. Missed evaluations**

- 3.8.1. A make-up for a missed evaluation is not granted automatically.
- 3.8.2. Students in good academic standing may be permitted to make-up the missed evaluation; the format of the make-up evaluation may differ from that of the missed evaluation and could include an alternate evaluation plan.
- 3.8.3. Students who miss a deadline or an evaluation must inform the teacher and the Office of the Associate Dean, Student Success in advance of the missed deadline or evaluation or as soon as possible.
- 3.8.4. The Office of the Associate Dean, Student Success will inform the student if documentation is required. Medical documentation must attest to the student's inability to attend class and/or complete schoolwork on the day of the missed evaluation.
- 3.8.5. The teacher may consult with the Associate Dean, Student Success to determine if a make-up evaluation should be granted and to establish the details of an alternate evaluation plan, if one is required. In some cases, the Associate Dean, Student Success, in consultation with the teacher, may mandate a make-up evaluation.
- 3.8.6. 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.
- 3.8.7. Students in good academic standing who fail to complete a final evaluation for reasons deemed valid by the Office of 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. It may not be possible to offer a make-up evaluation after a certain date past the end of the semester or to offer multiple make-up evaluations in the case of a student who misses both the original and the make-up date.

### **3.9. College standing**

- 3.9.1. 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.).
- 3.9.2. College standing is taken into account in a variety of situations, including, but not limited to, permission to participate in college trips, participation in enrichment activities, and requests for special consideration.
- 3.9.3. 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.
- 3.9.4. 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. In order to remain registered at the College, students on academic probation may be required to adhere to certain conditions (e.g., a reduced course load, use of support services, a mandatory change of profile or program, etc.).
  - 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 Office 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 Office of 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 re-admission. Students who are re-admitted 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.).

#### 3.9.5. Program standing

Regardless of academic standing, students must meet the program advancement rules established by their program to maintain their program standing. Students who do not meet these criteria may be required to change programs. The criteria to remain in the program will be made available to all students in the program through the College's online course management system.

## 4. ACADEMIC INTEGRITY

In keeping with the principles of honesty, responsibility, and fairness, and consistent with the standards upheld by institutions of higher learning, the College is committed to promoting and protecting academic integrity. Any dishonest or deceitful acts pertaining to courses or other academic matters are considered academic misconduct and treated as serious offenses.

### 4.1. General guidelines

- 4.1.1. 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.
- 4.1.2. Teachers are responsible for informing students of appropriate academic practices in the context of their particular course and for providing students with explicit instructions and guidelines for course evaluations.
- 4.1.3. Students are responsible for understanding and respecting the College's commitment to academic integrity, for reading and adhering to academic integrity information and instructions, and for consulting with their teacher if they have questions.
- 4.1.4. Students are expected to produce and submit work that is entirely their own. Any reference (direct quotes or otherwise) to ideas, content, answers, or manner of expression that are not their own, must be cited in conformity with guidelines provided by the teacher.
- 4.1.5. Students must be honest, responsible, and truthful in all matters covered by the IPESA (e.g., provision of medical notes, language-proficiency level, attendance, etc.).

- 4.1.6. Students must comply with the College's Examination Rules, which apply to all evaluations, including in-class tests and in-class final evaluations.
- 4.1.7. Students must follow instructions and guidelines provided by the teacher with respect to the completion of all forms of evaluation.
- 4.1.8. Unless expressly permitted by the teacher, students must not contribute intentionally or unintentionally to another student's work.
- 4.1.9. Unless expressly permitted by the teachers, students are not allowed to use Generative Artificial Intelligence (GenAI) tools for any form of evaluation. If the use of AI tools is allowed by the teacher, students must follow the guidelines established by the teacher. In all evaluations, students remain responsible for the work submitted and must always be transparent in attributing the ways in which AI contributed to the work submitted.
- 4.1.10. Where outside sources are permitted, all sources (including text generated through GenAI tools if permitted by the teacher) must be identified by the appropriate means of citation as determined by the teacher (e.g., MLA citation style, APA citation style, etc.).

## **4.2. Violations of academic integrity**

- 4.2.1. 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, technology, tools, or services that have not been authorized by the teacher or are not permitted under the College's Examination Rules, including unauthorized use of GenAI;
  - ii. obtaining or providing unauthorized assistance for any submitted work;
  - iii. making or implying false claims about the submission of work;
  - iv. making false claims or submitting false documentation related to evaluations or other academic activities;
  - v. participating in unauthorized communication of any kind during an evaluation; and
  - vi. attempting to do any of the above.

### **4.2.2. Plagiarism**

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 work as one's own, in whole, or in part, using GenAI in an unauthorized manner to write, or assist in writing, 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.

- 4.2.3. If cheating or 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 methods to ascertain the student's understanding of the material submitted.
- 4.2.4. 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 Office of the Associate Dean, Student Success, who will inform the teacher involved if it pertains to a specific course.
- 4.2.5. The teacher may discuss any incidence of suspected cheating or plagiarism, with the Department Chair and the Associate Dean, Student Success.
- 4.2.6. All violations of academic integrity must be reported to the Office of the Associate Dean, Student Success.

### **4.3. Sanctions**

- 4.3.1. 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.
- 4.3.2. 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 refer to the appeal process outlined in section 8.2 and take note of the prescribed timeline.
- 4.3.3. A confidential record of the offence, related documentation, and the resulting sanction will be kept by the Office of the Associate Dean, Student Success.
- 4.3.4. For work in which cheating or 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 evaluation scheme of the course, and the work is excluded from the right to a grade appeal.

## 5. ACADEMIC ACCOMMODATIONS

### 5.1. General provisions

- 5.1.1. The College has a legal obligation to provide reasonable learning and testing accommodations to students with diagnosed disabilities.
- 5.1.2. The onus is on the student requesting the accommodations to provide the College with all required documentation in support of their request.
- 5.1.3. All students, including those with diagnosed disabilities, are subject to the same course objectives and standards and program requirements.
- 5.1.4. 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. 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 documentation by a licensed Quebec professional, in accordance with Ministerial requirements. The documentation must include a diagnosis or diagnostic assessment (e.g., psychological assessment, psycho-educational assessment, speech and language assessment, etc.), a clear clinical judgment, as well as a description of the functional limitations related to the diagnosis. The Adapted Services Counsellor may request additional documentation from the student if necessary to support the assessment of accommodation needs.
- 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. 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.
- 5.2.5. 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)**

- 5.3.1. The College will prepare an Individualized Intervention Plan (IIP) for students with a documented disability who register with the AccessAbility Centre.
- 5.3.2. The accommodations that are defined within the student's IIP will not take effect until the student has met with a staff member of the AccessAbility Centre and signed their IIP.
- 5.3.3. IIPs are in effect until their expiry, and it is the student's responsibility to inquire about an extension, if needed.
- 5.3.4. IIPs are reviewed when there are changes to the diagnosis and/or the needs of the student or following a request for an extension past the IIP expiry date.

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

- 5.4.1. 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.
- 5.4.2. In order to benefit from their accommodations for individual evaluations, students must follow the processes and deadlines established by the AccessAbility Centre.

## **6. CERTIFICATION OF STUDIES**

### **6.1. College Studies Transcript (CST)**

- 6.1.1. The College Studies Transcript (CST) is the official student transcript containing the cumulative record of a student's grades, the number of credits earned, the objectives and standards attained, and other information related to the student's academic progress such as examination results.
- 6.1.2. If a student withdraws from a course(s) before the course withdrawal deadline, the course(s) will be removed from their schedule and will not appear on their CST.
- 6.1.3. If a student drops a course(s) before the course drop deadline, the course(s) will remain in their schedule and will appear on their CST with a notation AE (Abandon). The course will not carry a percentage grade. Further details regarding the AE notation are provided in section 7.1.

- 6.1.4. Course withdrawal and course drop deadlines are posted online in the College's online course management system at the beginning of each semester.
- 6.1.5. If a student repeats a course, the final grades for each attempt at the course, including failures, will appear on the student's CST.
- 6.1.6. The student's CST is posted to students online following the grade deadline at the end of each semester.
- 6.1.7. Students are responsible for verifying the accuracy of their CST. Errors or omissions must be reported to the Registrar.

## **6.2. Diploma of College Studies (DCS)**

- 6.2.1. The Diploma of College Studies (DCS) is the official diploma issued by the Ministry, upon the recommendation of the College, to students who have successfully completed all courses in their program of study, the Ministerial Language Examination, and the Comprehensive Assessment. Students will be awarded a DCS in their program. Students registered in Double-DCS programs who successfully complete all the requirements of both programs of study will be issued a DCS in each program.
- 6.2.2. Following completion of a program of studies, the Registrar will verify that the student has:
  - i. completed, prior to their studies at the College, a Secondary V diploma or has been recognized to have completed a level of education or training that is equivalent;
  - ii. satisfied the specific admissions requirements defined by the Ministry for their program of studies as well as the academic standing and advancement requirements for the program from which they are graduating;
  - iii. met the program competencies and obtained the required credits, including credits granted for Equivalences (EQ) or Substitutions (SU); or any Dispensations (DI) that have been granted;
  - iv. completed five courses in/of French;
  - v. successfully completed the required Ministerial Language Examination; and
  - vi. 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. Students are responsible for verifying that they appear on the graduation list.
- 6.2.4. The Registrar is responsible for requesting a sanction of their studies from the Ministry following recommendation from the Board of Governors of the College.

- 6.2.5. In exceptional circumstances, where a student is deemed unable to complete all courses in their program of study, the student may still be able to request a DCS without specialization (also referred to as *DEC sans mention*). While every effort should be made to complete a DCS in a program, a student who is unable to do so may speak to an Academic Advisor about the possibility of requesting a DCS without specialization. In order to qualify for a DCS without specialization, the following criteria must be met:
- i. 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;
  - ii. successful completion of at least 28 Specific Education credits;
  - iii. successful completion of the three courses in/or French courses;
  - iv. successful completion of the required Ministerial Language Examination; and
  - v. the student must not have previously completed a DCS in a program, must not be enrolled in a program of collegial study at the time of the request, and must not request a DCS (without specialization 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 drop (AE)

- 7.1.1. A course drop (AE- *abandon étude*) denotes that the student has dropped a course after the course withdrawal deadline and before the course drop deadline.
- 7.1.2. A student who wishes to drop a course can consult with an Academic Advisor to discuss the process and the potential consequences for their program progression, graduation, university eligibility, and other matters.
- 7.1.3. The student must submit the request before the course drop deadline. The course will remain on the student's official transcript with the "AE" notation. A course with the "AE" notation carries no credit value and the course or its equivalent must be completed in a future semester.

### 7.2. Course Substitution (SU)

- 7.2.1. 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.

- 7.2.2. Substitutions are determined by the College and are typically granted automatically (e.g., following a program change); students can consult an Academic Advisor with any questions regarding substitutions.

### **7.3. Course Equivalence (EQ)**

- 7.3.1. 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.
- 7.3.2. 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.
- 7.3.3. A student seeking a course equivalence must consult an Academic Advisor to initiate the process. The deadlines to submit a request are posted on the College's online course management system.
- 7.3.4. 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. Department Chairs or Program Coordinators may be consulted and involved in the processing of equivalences.
- 7.3.5. 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.

### **7.4. Course Dispensation (DI)**

- 7.4.1. 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). Prior to granting the dispensation, the Department Chair or Program Coordinator may be consulted to determine whether there is a possibility for the student to complete the course with an accommodation. A course dispensation carries no credit value.
- 7.4.2. A student seeking a course dispensation must consult an Academic Advisor. The student will be required to provide appropriate documentation to support their request.



### **7.5. Temporary Incomplete (IT)**

- 7.5.1. A temporary incomplete (IT) may be approved by the Associate Dean, Student Success in consultation with the teacher, when, due to exceptional circumstances such as a documented illness or injury, 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.
- 7.5.2. 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 is determined by the teacher in consultation with the student and the Associate Dean, Student Success.
- 7.5.3. When an IT is approved, the teacher submits a final grade representing the grade earned to date (adding zeros for any missed evaluations) before the official grade deadline. This grade is accompanied by a notation of IT. Once the course work is completed, the teacher submits a request for a modification of the final grade. This revised final grade replaces the IT notation on the transcript. 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. The deadline to complete the final evaluation is set prior to the start of the next semester.
- 7.5.4. In exceptional circumstances when the request does not cause undue hardship to the College, a further extension may be granted by the Office of the Associate Dean, Student Success. 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.

### **7.6. Permanent Incomplete (IN)**

- 7.6.1. In very rare cases, where a serious circumstance beyond the student's control, such as severe and prolonged illness or injury, renders the student incapable of completing one or more courses, and the course drop deadline has passed, the Associate Dean, Student Success may authorize 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.
- 7.6.2. In order to qualify for an incomplete, the following criteria must be met:
  - i. The course drop deadline for the course, as established by the Ministry, must have passed;
  - ii. 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);

- iii. The student must not have completed or submitted the final evaluation for the course; and
  - iv. Appropriate and sufficient documentation from a qualified professional must accompany the request (see section 12.1 for specifications on the required documentation). The College reserves the right to request documentation from a second qualified professional.
- 7.6.3. 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.
- 7.6.4. 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.
- 7.6.5. The student must contact the Office of the Associate Dean, Student Success, to initiate the request for the incomplete.
- 7.6.6. Once a request for an incomplete has been approved by the Office of 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”.
- 7.6.7. 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**

### **8.1. Grade appeals**

#### **8.1.1. General provisions**

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

- iv. A student may appeal a grade on an individual evaluation during the semester (e.g., a midterm, an assignment, a final examination, etc.) as well as after the final grade deadline within the prescribed timeline defined below.
- v. 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 a year following the end of the semester.

#### 8.1.2. Grade appeal procedure for individual evaluations during the semester

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

- i. The student shall discuss the grade as soon as possible with the teacher and attempt to resolve the issue. 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 from the time they are provided access to the graded copy of their evaluation. As indicated in 3.7.5., school days refer to days the College is open, within teacher availability. The Department Chair can make a recommendation to the student regarding the validity of the request before the student proceeds further. 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.
- ii. The Department Chair or the appointed replacement who receives a grade appeal request from a student shall:
  - a. discuss the case with the teacher, the student and another teacher or other teachers familiar with the subject matter of the evaluation;
  - b. assess the situation from the viewpoint of the student and the teacher;
  - c. 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 and inform the Associate Dean, Student Success of the decision; the recommendation may include suggestions to the teacher, the student and the department.
- iii. 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.

### 8.1.3. 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 8.1.3.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. The Department Chair can make a recommendation to the student regarding the validity of the request and communicate this recommendation to the Registrar. 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 communicating 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:
  - a. one teacher at the College nominated by the student who teaches in the same or in a relevant discipline;
  - b. one teacher at the College nominated by the teacher who teaches in the same or in a relevant discipline;
  - c. 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; and
  - d. the Registrar.

- iv. 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.
- v. All members of the Final Grade Review Board are expected to review the case at hand impartially.
- vi. 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.
- vii. 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.
- viii. 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.
- ix. 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.
- x. 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. A student wishing to appeal a decision or lodge a complaint regarding a matter covered by the IPESA or its application may choose to proceed with a formal academic complaint or appeal to the Academic Dean by filling out an academic complaint/appeal form provided by the Office of the Academic Dean to accompany the submission.
- 8.2.2. In all situations, the student must have first approached the teacher or individual involved in the incident or the decision that is the object of the complaint or appeal, in order to try to resolve the issue at an informal level.
- 8.2.3. After the student has approached the teacher or in the case that the 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 involved to discuss the issue, through the Office of the Academic Dean.

- 8.2.4. The complaint/appeal form must be signed by the student and must be accompanied by all relevant documentation. All documentation, including the signed complaint or appeal, must be submitted within 10 school days from the incident or the decision, which is the object of the complaint or the appeal.
- 8.2.5. The Academic Dean will review the documentation and decide whether the complaint or appeal is receivable under the current policy. If deemed not receivable, the decision will be shared with the student and the student will be referred to the appropriate policy.
- 8.2.6. The Academic Dean may choose to meet with the student, teacher, or member of staff or administration involved in the case at hand and may ask the student to provide further supporting documentation. 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:

- i. recommending to the Ministry the awarding of a Diploma of College Studies
- ii. 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:

- i. ensuring that teachers achieve equity and fairness in evaluation within and across the various academic disciplines at the College;
- ii. overseeing the application, evaluation, and revision of the IPESA;
- iii. ensuring that the IPESA is made available to students, teachers and other stakeholders;
- iv. transmitting the IPESA and any subsequent revision to relevant ministerial bodies; and
- v. 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:

- i. ensuring the alignment of processes and documentation related to the evaluation of student achievement in collaboration with the Office of the Associate Dean, Programs;
- ii. 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;
- iii. notifying teachers of prolonged absences and any circumstances that may affect the evaluation of a student's achievement;
- iv. administering sanctions in cases of violations of academic integrity;
- v. authorizing an incomplete (IN) and a temporary incomplete (IT) and determining the criteria and process for course dispensations (DI), substitutions (SU), and equivalencies (EQ);
- vi. determining eligibility for a make-up evaluation when a student has missed a final evaluation; and
- vii. coordinating the final evaluation schedule.

#### **9.5. Registrar**

The Registrar is responsible for:

- i. collecting and keeping records of students' final grades;
- ii. maintaining students' permanent files in accordance with ministerial requirements;

- iii. preparing, establishing, and posting the final evaluation schedule;
- iv. specifying the deadline for course drops and the submission of final grades;
- v. determining the method of internal publication of the final grades;
- vi. receiving appeals regarding final grades;
- vii. transmitting final grades to the Ministry and preparing the CST;
- viii. authorizing course dispensations (DI), substitutions (SU), and equivalencies (EQ) in collaboration with the Office of the Associate Dean, Student Success; and
- ix. determining eligibility for the Diploma of Collegial Studies (DCS) and submitting the list of graduates first to the Board of Governors for approval and then to the Ministry to request the granting of diplomas.

#### **9.6. Department Chair and Curriculum Committee**

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:

- i. overseeing the development of course competency frameworks;
- ii. verifying and approving course outlines to ensure that they respect the relevant course competency framework and conform to the provisions of this policy;
- iii. 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;
- iv. ensuring consistency, equity, and fairness in methods of evaluation across courses that meet the same ministerial objectives;
- v. developing opportunities for exchange between members of their department on student evaluation and other topics related to the IPESA;
- vi. monitoring grades for equity;
- vii. receiving student grade appeals and complaints and ensuring that these are addressed within the provisions and the timeline described in this policy.

#### **9.7. Program Coordinators**

The Program Coordinator is responsible for:



- i. coordinating the development and the implementation of the Comprehensive Assessment in collaboration with the Office of the Academic Dean and relevant Academic Departments;
- ii. providing students with guidance in the case of a failure in the Comprehensive Assessment;
- iii. providing students with guidance in their requests for equivalences (EQ) and dispensations (DI).

### **9.8. Academic Advisors**

Academic Advisors support students through their academic progression and are responsible for:

- i. providing students with guidance and support in their requests for equivalences (EQ), substitutions (SU), dispensations (DI), and course withdrawal and course drops (AE) and processing those requests, when applicable;
- ii. monitoring and evaluating students' course proposals and program progression;
- iii. analyzing student progression for academic and program standing as well as graduation;
- iv. providing students with information on the Comprehensive Assessment;
- v. informing students of graduation requirements and assessing academic records to monitor eligibility for a Diploma of Collegial Studies (DCS); and
- vi. providing guidance to students on the process to follow for grade appeals.

### **9.9. Adapted Services Counselor**

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

- i. assessing documentation submitted by students with regard to diagnosed disabilities;
- ii. determining appropriate academic accommodations;
- iii. communicating with teachers about accommodations; and
- iv. supporting students and teachers in the implementation of 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.
- 10.1.2. An evaluation may be requested by the Ministry, the Board of Governors, Academic Council, and/or the Academic Dean.
- 10.1.3. In addition to a formal evaluation, within a continuous improvement approach, the College will engage in ongoing monitoring of the policy and its application. It will also assess modifications in regulatory requirements (e.g. RREC, MES) as they pertain to the IPESA, as well as feedback from the community on a regular basis.
- 10.1.4. The formal evaluation will be overseen by the Office of the Academic Dean and carried out by the relevant sub-committee of Academic Council, with the responsibility to provide a framework for the evaluation of the policy and its application; consult with the community; conduct an analysis of all relevant information, feedback, and data; and produce a report and recommendations to be presented at Academic Council. The Academic Dean will report on the recommendations to the Board of Governors.
- 10.1.5. The criteria to evaluate the policy itself will be: conformity, internal coherence, and clarity.
- 10.1.6. The criteria to evaluate the application of the policy will be: conformity and effectiveness of the policy. This evaluation will include consultation with programs, departments, faculty at large, students, and other relevant stakeholders.
- 10.1.7. 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

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.

- 10.2.1. Academic Council will recommend the revised policy to the Board of Governors for approval.
- 10.2.2. A copy of the revised policy will be sent to the relevant Ministerial body upon adoption by the Board of Governors.

## 11. RELATED POLICIES AND DOCUMENTS

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

- i. Code of Student Conduct;
- ii. Code of Employee Conduct;
- iii. College Academic Calendar;
- iv. College Examination Rules;
- v. Educational Services Contract;
- vi. Privacy Policy;
- vii. Student Mental Health Policy;
- viii. French Language Policy;
- ix. Program Management Policy;
- x. Admissions Policy; and the
- xi. Règlements sur le régime des études collégiales (RREC)

## 12. APPENDICES

### 12.1. Permanent Incomplete notation specifications

#### 12.1.1. Supporting documentation requirements

Documentation supporting a student's request for a permanent incomplete notation (IN) must contain the following information:

- i. the date on which the student became unable to pursue their studies;
- ii. 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;
- iii. the date of the diagnosis or the evaluation;
- iv. the course(s) concerned (all or only some, i.e., a reduction in workload);
- v. the coordinates (name, license number, and contact information) of the professional completing the form; and
- vi. the signature of the professional completing the form.

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

#### 12.1.2. Supporting documentation for Permanent Incomplete notations

- i. 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:
  - a. Collège des médecins du Québec (Loi médicale, chap. M-9, art. 31, 2eal., para. 1°);
  - b. Ordre des psychologues du Québec (Code des professions, chap. 26, art. 37.1, para. 1.2°, b);
  - c. 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°, b); or
  - d. 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, 2eal., para. 16°).
- ii. 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.
- iii. If the incomplete is being requested due to circumstances related to the student's physical health, the documentation must be provided by a member in good standing of one of the following professional orders:
    - a. Collège des médecins du Québec (Loi médicale, chap. M-9, art. 31, 2<sup>e</sup>al., para. 1°); or
    - b. 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.
  - iv. If the incomplete is being requested for a grave circumstance beyond the student's control that is not covered by the circumstances above (e.g. death in the family, legal issues, sexual violence, accident), relevant documentation must be provided, such as a death certificate, or documentation from a professional involved with the student's situation such as a:
    - a. judge;
    - b. police officer;
    - c. social worker registered with the Ordre des travailleurs sociaux et des thérapeutes conjugaux et familiaux du Québec (OTSTCFQ); or
    - d. criminologist registered with the Ordre professionnel des criminologues du Québec (OPCQ).