



# **INSTITUTIONAL STUDENT EVALUATION POLICY**

Adopted by the Board of Governors on June 6, 2016

The Institutional Student Evaluation Policy can also be found  
under Quick Links on the Dawson College website

**Clarifications:**

- When a department is composed of more than one **discipline**, it may delegate or divide ISEP responsibilities attributed to it among these disciplines.
- **Program Coordinators** and **Department Chairs** act in the name of the groups they chair, and act to reflect the decisions made by these groups as appropriate.
- For purposes of this document, the term “**College policies**” includes the entire set of governing policies, such as program policies, department policies, or College-wide policies as appropriate.



## INSTITUTIONAL STUDENT EVALUATION POLICY

### Table of Contents

<b>INTRODUCTION .....</b>	<b>6</b>
<b>I. OBJECTIVES OF THE POLICY.....</b>	<b>7</b>
<b>II. ROLES AND RESPONSIBILITIES.....</b>	<b>8</b>
A. Board of Governors .....	8
B. Senate .....	8
C. Academic Administration .....	8
D. Students.....	8
E. Teachers.....	9
F. Departments.....	10
G. Programs.....	11
H. Monitoring the Implementation of the Institutional Student Evaluation Policy.....	11
1. Academic Dean.....	11
2. Senate .....	11
3. Sector Deans .....	12
4. Departments and Program Committees.....	12
<b>III. ACADEMIC INTEGRITY POLICY.....</b>	<b>13</b>
<b>IV. ASSESSMENTS, GRADES AND ACADEMIC STANDING .....</b>	<b>14</b>
A. Course Outlines .....	14
1. Nominal Course Information.....	14
2. Program Context .....	14
3. Teacher Information .....	14
4. Teacher Accessibility.....	14
5. Course Objective .....	15
6. Evaluation.....	15
7. Learning Activities .....	15
8. Reference Materials.....	15
9. Course Fees (if applicable) .....	15
10. Course/College Policies.....	15
B. Ongoing (in term) Evaluation .....	16
C. Attendance Policy.....	17

D. Policy on Religious Observances.....	18
E. Policy on Comprehensive Examination .....	18
F. Literacy Statement.....	19
G. English Exit Examination.....	19
H. Ministerial Examinations .....	19
I. Final Examinations.....	19
1. Final Examination.....	19
2. Final Examination Period .....	20
3. Examination Schedule.....	20
4. Invigilation.....	20
5. Responsibility for Exams .....	21
6. Examination Procedures .....	21
7. Cheating .....	22
8. Special Examination Accommodations .....	22
J. Equivalences, Substitutions, and Exemptions .....	22
1. Equivalence (EQ) .....	22
2. Substitution (SU) .....	23
3. Exemption (DI) .....	23
K. Recognition of Acquired Competencies (RAC) .....	23
L. Grading Policy.....	24
M. Diplomas and Attestations .....	24
N. Standing and Advancement.....	25
1. Students in Regular Programs Including AECs (full-time and part-time) and daytime Springboard to DEC Programs .....	25
2. Professional Conduct Policy.....	25
3. Students in Continuing Education Programs not Leading to a DEC or an AEC .....	26
<b>V. GRIEVANCE AND MONITORING MECHANISMS (Academic Conduct, Grade Review and Cheating and Plagiarism).....</b>	<b>27</b>
A. Courses in Progress — Academic Grievance .....	27
B. Completed Courses — Grade Review.....	27
C. Academic Conduct — Cheating and Plagiarism.....	27
D. Rules Governing Outdoor Education Courses .....	29
E. Rules Governing Outdoor Education courses (other than Physical Education) .....	29
<b>APPENDIX I: STUDENTS' RIGHTS AND OBLIGATIONS .....</b>	<b>30</b>
<b>APPENDIX II: PROCEDURE FOR COMPREHENSIVE EXAMINATION .....</b>	<b>34</b>
<b>APPENDIX III: PROCEDURE FOR INCOMPLETE GRADES.....</b>	<b>36</b>
<b>APPENDIX IV: INFORMATION ABOUT FINAL EXAMS.....</b>	<b>37</b>
<b>APPENDIX V: PROCEDURES FOR GRANTING EQUIVALENCES, SUBSTITUTIONS AND EXEMPTIONS .....</b>	<b>38</b>
<b>APPENDIX VI: ACADEMIC HONOURS POLICY.....</b>	<b>41</b>

**APPENDIX VII: ACADEMIC GRIEVANCE AND GRADE REVIEW PROCEDURES..... 42**  
**APPENDIX VIII: PHYSICAL EDUCATION PROCEDURE ON STUDENT APPEAL..... 44**  
**APPENDIX IX: COLLEGE PROCEDURE ON PROFESSIONAL CONDUCT..... 46**

## **INTRODUCTION**

The Dawson College Institutional Student Evaluation Policy (ISEP) is designed to promote equitable and effective evaluation of student learning. Its premise is that these goals can be only achieved when programs and teachers, particularly in their course outlines, are explicit about course content, objectives, requirements and methods of evaluation so that students can clearly understand what is expected of them.

It also assumes that the development and implementation of appropriate evaluation processes can be an important force for academic growth and development on the part of both teachers and students. Teachers have a professional responsibility to develop suitable evaluation mechanisms and, as necessary, to revise, adapt or replace them. The College has a responsibility to support professional development activities dedicated to improving the evaluation of student learning.

Evaluation that is equitable is compatible with evaluation that varies among courses, departments and programs. Moreover, in order to be appropriate and to achieve its formative ends, evaluation must be adapted to specific pedagogical contexts which may require a variety of teaching strategies to achieve the same course or program objectives at the requisite standards. It is the particular professional competence and duty of teachers to discern and implement evaluation systems appropriate to this diversity. Therefore, the Institutional Student Evaluation Policy is constructed so as to promote the achievement of standards of evaluation without seeking to impose standardized systems of evaluation. Its purpose is simply to promote equity and effectiveness across the expected diversity.

The Dawson College Institutional Student Evaluation Policy is available on-line through the Dawson website and is distributed electronically to Dawson students.

Nothing in this policy shall compromise students' rights to privacy under the Access to Information Act (Quebec Act 65). Nothing in this policy shall contravene the Faculty Collective Agreement.

## **I. OBJECTIVES OF THE POLICY**

1. To ensure that information about the methods of evaluation of student learning employed at Dawson College is available to the College community and to the public at large.
2. To ensure that students receive clear, timely, and complete information about course and program content, objectives, standards, requirements, grading schemes, and evaluation instruments and methods.
3. To ensure that mechanisms exist for the development and application of suitable and equitable methods of evaluating student learning, for each course and each program in the College.
4. To identify the various individuals and groups who are responsible for application of the policy, and to define their roles and responsibilities.
5. To state the principles underlying the granting of course equivalences, substitutions and exemptions, and the mechanisms by which these principles are implemented.
6. To state the mechanisms which are to be used by the College in granting attestations and recommending the granting of diplomas.
7. To ensure that a Comprehensive Examination has been developed and implemented for every DEC program in the College.
8. To ensure that mechanisms are in place to verify that students who graduate from programs have attained the objectives and met the standards set by the Ministry of Education and the College.
9. To ensure the existence and application of program advancement and academic standing policies.
10. To identify the mechanisms to be used in monitoring application of this policy.

## II. ROLES AND RESPONSIBILITIES

### A. Board of Governors

The General and Vocational Colleges Act confers upon the Board of Governors the responsibility to ensure the implementation of the Institutional Student Evaluation Policy and to submit it to the *Commission d'évaluation de l'enseignement collégial*.

### B. Senate

Senate (*Commission des études*) has the responsibility to advise the Board of Governors on any matter concerning the programs of study dispensed by the College and the evaluation of learning, including the procedures for the certification of studies.

In particular, the Senate shall:

- develop and recommend to the Board an Institutional Student Evaluation Policy;
- conduct an annual review of this policy in consultation with academic administration, departments and programs and student associations.

### C. Academic Administration

1. The Academic Dean oversees the implementation of the Institutional Student Evaluation Policy and is responsible for ensuring that the appropriate mechanisms for achieving the objectives and requirements of this policy are in place, and that they are fully adhered to, both in letter and spirit. The Academic Dean has broad supervisory responsibilities for academic programs and departments, and for those offices in the College which support teaching and learning (including the Registrar's Office and the offices of the Sector Deans and the office of Continuing Education).
2. The Registrar is responsible for systems (described below) that are used to execute a range of procedures, such as equivalences, substitutions, and exemptions, which affect, verify or certify students' academic status in the College.
3. The Director of Information Services and Technology is responsible for making accessible, data which is needed by departments and programs in order to comply with the verification and reporting requirements stipulated in Section V – Grievance and Monitoring Mechanisms.

### D. Students

(See also, Appendix I - Students' Rights and Obligations)

A fundamental responsibility of the student, and one far transcending the issue of evaluation, is to be a full and active participant in his or her education. In practice, this means that the student has the responsibility to question, to challenge, to reformulate, to disagree, but most of all, to engage in the process of intellectual exchange. In the absence of this engagement, whether or not information is transmitted, no real education can occur.

Furthermore, students have the responsibility to receive and retain information about policies and procedures for evaluating student learning, including penalties for cheating and plagiarism contained in Section V of this policy, as well as course outlines at Dawson College.



Students own all written and other work they have submitted, and the teacher will normally return such work to them. However, teachers and departments own actual test questions, and need not provide copies of these questions to students who have written a test. In cases where cheating or plagiarism is suspected, all suspect materials are retained by the teacher, the department, the program, or the academic grievance or grade review chair until the case is resolved.

In particular, students are expected to:

- acquaint themselves with procedures and deadlines (which are outlined in College publications) for registration and course change;
- know the requirements and regulations of their programs of study, including the Comprehensive Examination and academic standing requirements, and to seek help when necessary from teachers, Department Chairs, Program Coordinators and college services such as Academic Advising, Counselling, Cléo, or the Academic Skills Centre;
- review the course outline carefully at the start of each course, questioning the teacher about anything which is unclear or which seems to be missing;
- meet all requirements of a course, including deadlines for the submission of work, punctuality, attendance, and behaviour;
- abstain from cheating, plagiarism and other dishonest or deceptive practices (as described below).

#### **E. Teachers**

The development of evaluation instruments and methods is the responsibility of individual teachers who apply the principles of fair and equitable evaluation to student learning. Their professional commitment to honour both the letter and the spirit of this policy is essential to ensuring that students are treated fairly. Evaluation instruments and methods must conform to department and program evaluation criteria and standards.

In particular, teachers are expected to:

- distribute and review with students the course outline during the first week of classes (see Section IV - Assessments, Grades and Academic Standing);
- ensure that learning activities satisfy ministerial, College, program, and department requirements and objectives;
- design and order learning activities in such a way as to facilitate achievement of course objectives;
- provide evaluation and regular feedback to students about the quality of their work (e.g., constructive criticism on papers, on exams, in interviews, labs, etc.);
- establish clearly the criteria used in the summative evaluation of student work, including those that go beyond what is stipulated by the Ministry, such as evaluation of presentation/style, the quality of language in student work (literacy component), etc.;
- provide students with a clear understanding of what constitutes plagiarism in the context of the course;
- design evaluation instruments which demonstrate students' attainment of objectives;
- identify clearly the grading scheme that will be used, including how letter grades will be interpreted numerically;
- comply with College policies regarding the timing of evaluation feedback (e.g., the interval between a submission deadline and the return of work to a student);

- cooperate with colleagues, Department Chairs, and Program Coordinators to ensure fairness and equity across multiple sections of the same course and across disciplines within the program;
- participate in carrying out the College mid-term assessment process.

#### **F. Departments**

Departments have the responsibility for ensuring that teachers evaluate students fairly and consistently, in accordance with objectives and standards of courses and of the program(s) of which the courses are components.

To this end, each department shall:

- collect and review course outlines for each course and section offered by the department each semester, verifying that each plan contains all the elements required by the College's Institutional Student Evaluation Policy. Departments will establish mechanisms to ensure that outlines are distributed in accordance with the policy;
- establish course/curriculum committees (or other mechanisms determined by the department to be suitable to their needs) in order to:
  - establish content of courses consistent with the objectives and standards of discipline, program, College and Ministry requirements;
  - verify that the means of evaluation specified in the course outline for each course are fair and that the evaluation process is appropriate to the objectives and standards of the course and program;
  - verify that the means of evaluation specified in course outlines are fair and consistent for students in all sections of the course.
- guide and assist new teachers in preparing and organizing courses in accordance with the standards and policies of the department and program. As necessary, establish department policies or guidelines regulating such matters as:
  - attendance requirements;
  - quantity of work to be evaluated before mid-term assessment;
  - the interval between a submission deadline and the return of work to the student;
  - the means adopted by the department to promote and evaluate improvement in oral and written English;
  - cheating and plagiarism in the context of the discipline(s).
- provide up-to-date information about courses to be offered, or special discipline/program requirements in time to be printed in the College calendar, the schedule and other similar publications;
- participate as appropriate in the elaboration of program goals and objectives, and ensure that courses are integrated into the program and that they advance the goals of the program;
- participate in the development and implementation of the Comprehensive Examination for the program(s) of which its courses are a part;
- in cooperation with program committees ensure the proper sequencing of material in cooperation with other departments, etc., for the successful coordination of the program.

## **G. Programs**

It is important that students be treated fairly and equitably in their course work. Program committees are responsible for the creation of mechanisms, such as curriculum, evaluation, admission, standing and advancement committees, and any other committee or structure deemed appropriate, in order to ensure that the principles in the Institutional Student Evaluation Policy are adhered to and that procedures appropriate to the particular program are developed and carried out.

The Program Committee will make a description of program requirements, including special admission requirements, and regulations to the program and a description of the Comprehensive Examination available to students. The "evaluation" and the "synthesis" elements of the Comprehensive Examination must be explicitly specified.

Program committees are responsible for the overall management of programs. Specifically, they will:

- develop and recommend specific requirements for admission to the program, subject to the College Education Regulations and the College Admission Bylaw;
- develop evaluation criteria and standards for the program;
- ensure that the design and organization of courses promote students' achievement of program objectives and standards;
- ensure that courses are offered in a logical sequence which facilitates progression from introductory to advanced levels;
- ensure that students are evaluated equitably and fairly in all courses of the program;
- establish cheating and plagiarism policies for the program Comprehensive Examination consistent with the policies of member departments;
- ensure that evaluation instruments and methods in all courses are in conformity with program and College (e.g., literacy) evaluation policies;
- establish program objectives and standards for programs developed by the College (e.g., AECs);
- develop and implement a program Comprehensive Examination, a procedure allowing students who have failed their Comprehensive Examination to appeal their evaluation, and a policy allowing students who have failed their Comprehensive Examination further opportunity to complete it successfully;
- participate in the process(es) for evaluating programs as required, according to the Institutional Program Evaluation Policy (IPEP).

## **H. Monitoring the Implementation of the Institutional Student Evaluation Policy**

### **1. Academic Dean**

The Academic Dean will assure the Board of Governors of the integrity of the evaluation process based on periodic reports from the sectors, as detailed below. Although charged with overall responsibility for its operation, the Academic Dean is not directly involved in the implementation of the ISEP.

### **2. Senate**

The Senate will conduct an annual general review of the validity of the policy and its implementation, and present its findings to the Academic Dean.

**3. Sector Deans**

On a yearly basis, Sector Deans report to the Academic Dean, certifying the current status and general functioning of the evaluation process at the department and program levels, as well as detailing any steps required to improve it.

When it comes to the attention of a Sector Dean that an academic department or program may not be abiding by College policies, the Sector Dean should take such measures as are appropriate to discover the facts, and if necessary, correct the situation.

**4. Departments and Program Committees**

Departments and Program Committees use such means as they deem appropriate to monitor content and structure of course plans, and the structure and implementation of grading schemes. On a yearly basis, they report to their Sector Dean detailing their procedures, any alterations to those procedures currently being undertaken, the current status and general statistical picture of the evaluation process, as well as the number and disposition of grade reviews undertaken during the reporting period. The report for an academic year shall be presented to the Sector Dean not later than the following September 30th.

When it comes to the attention of the coordinator of a program or the chair of an academic department that a teacher may not be abiding by College policies, the chair or coordinator should take such measures as are appropriate to discover the facts, and if necessary, correct the situation.

### **III. ACADEMIC INTEGRITY POLICY**

#### **Academic Integrity Policy**

Dawson College is an institution committed to academic integrity. To act with academic integrity is to act honestly and truthfully in the preparation of one's work and not to represent the work of others as one's own. Therefore, it is expected that students, faculty, staff and administrators will act with integrity as they engage in and/or support teaching, learning and research. The College community takes pride in the quality of its graduates and strives to ensure that attestations and diplomas from Dawson College continue to be held in high esteem in higher education, in all aspects of employment, and in society. It falls to the administration, staff, faculty, and students of the College to create an environment which encourages adherence to the principles of academic integrity.

The College has an institutional role to play in certifying student work, via appropriate assessment mechanisms, as satisfactory upon graduation. The College is responsible for ensuring that a student's work is considered and assessed in a context where academic integrity is both an expectation and a requirement. In this regard, Dawson College strives to provide fair and meaningful learning environments where assessments reflect achievement consistent with course and program objectives and where any student accused of misconduct will have access to due process with an emphasis on corrective measures wherever possible.

All members of the College community have responsibility for the maintenance of an atmosphere of academic integrity in all phases of academic life, including research, teaching, learning and administration. Moreover faculty, students and staff will be supported in their efforts to ensure that high standards of academic integrity are upheld.

This policy promotes academic integrity as an abiding value for the entire Dawson community.

## IV. ASSESSMENTS, GRADES AND ACADEMIC STANDING

### A. Course Outlines

The course outline informs the reader of the course objectives, evaluation mechanisms, learning context, expectations and course policies. It is an essential document that allows the teacher to communicate the way in which the course will be conducted. In order that students may plan their work, the course outline must be as complete as possible and must be distributed and explained during the first week of classes. The course outline forms a contract between the teacher and student.

The teacher is responsible for preparing the course outline in conformity with department, program and College policies. The course outline must be submitted for approval to the department and the Sector Dean, who will also archive it, and make it available upon request.

Under exceptional circumstances, substantive changes to the course outline, such as those which may impact on the evaluation of students, may be made. Such changes must be approved by the Department Chair as well as the Sector Dean and then communicated in writing to students.

The outline will contain at least the following information:

#### 1. Nominal Course Information

- a. Course number, title and subtitle;
- b. Course section number;
- c. Effective semester and year;
- d. Course weighting (*pondération*): hours of class, laboratory or practical work and homework explained on a weekly or per semester basis;
- e. Prerequisites and co-requisites (if applicable);
- f. Comprehensive Examination (if applicable): statement that indicates that the Comprehensive Examination is attached to the course.

#### 2. Program Context

- a. Program name(s) (as applicable)

#### 3. Teacher Information

- a. Name;
- b. Department;
- c. Telephone number and extension;
- d. Office number;
- e. Electronic address (if used).

#### 4. Teacher Accessibility

Statement describing out of class communication methods to be used (e.g., office hours, voice mail, email, etc.), and information about response time.

**5. Course Objective**

- a. Course description and content;
- b. Competency(ies):
  - Competency statement(s);
  - Number(s);
  - Elements of competency(ies), and
  - Whether the competency(ies) will be fully or partially addressed.

**6. Evaluation**

- a. Grading scheme:
  - Grade assigned to each assessment item (e.g., 25% for a class test, 40% for project, 35% for final exam);
  - Grading consequences, if any, related to literacy, late submission, etc.;
  - Statement indicating that a minimum of 60% is required to pass the course;
  - Notwithstanding the grade distribution, the teacher may specify that certain components must be passed and/or standards met in order to succeed in the course (e.g., labs, term projects, etc.). In this case, a statement about the maximum possible course grade that can be achieved when the required condition is not satisfied must be included.
- b. Class Participation Requirements: (if applicable) including information about the grading criteria;
- c. Tentative Schedule of Assessment Activities.

**7. Learning Activities**

- a. Tentative schedule of course content;
- b. Description of learning activities and teaching methods.

**8. Reference Materials**

- a. Required and/or recommended text(s) (if applicable);
- b. Required and/or recommended readings (if applicable);
- c. Required materials (if applicable).

**9. Course Fees (if applicable)**

- a. Additional course fees and refund policy.

**10. Course/College Policies**

- a. ISEP Statement:

All course outlines must include the following statement:  
*“The Institutional Student Evaluation Policy (ISEP) is designed to promote equitable and effective evaluation of student learning and is therefore a crucial policy to read and understand. The policy describes the rights and obligations of students, faculty, departments, programs, and the College administration with regard to evaluation in all your courses, including grade reviews and resolution of academic grievance. ISEP is available on the Dawson website.”*
- b. Literacy Standards:

Include department policy and teacher requirements on literacy standards.

- c. Academic Integrity Policy:  
Description of the consequences of cheating and plagiarism as set by the teacher, department and/or program. This can include the failure of a student in the course.

All course outlines must also include the following statement:

*“According to ISEP, the teacher is required to report to the Sector Dean all cases of cheating and plagiarism affecting a student’s grade.”* (ISEP section V-C)

- d. Student Conduct:

All course outlines must include the following statement:

*“Everyone has the right to a safe and non-violent environment. Students are obliged to conduct themselves as stated in the Student Code of Conduct and in the ISEP section on the roles and responsibilities of students.”* (ISEP section II-D)

- e. Professional Conduct Policy: (if applicable)

Students must be reminded that they must conduct themselves according to the Professional Conduct Policy of their program. (ISEP section IV-N.2)

- f. Outdoor Education Course Policy: (if applicable)

Include reference to the ISEP rules governing outdoor education courses (ISEP sections V-D & V-E)

- g. Attendance Policy:

All course outlines must include the following statement:

*“Students should refer to the Institutional Student Evaluation Policy (ISEP section IV-C) regarding attendance.”*

- h. Intensive Course Conflicts Statement:

All course outlines must include the following statement:

*“If a student is attending an intensive course, the student must inform the teacher, within the first two weeks of class, of the specific dates of any anticipated absences.”*

- i. Policy on Religious Observances Statements:

All course outlines must include the following statement:

*“Students who intend to observe religious holidays, must inform their teachers in writing as prescribed in the ISEP Policy on Religious Observances.”* (ISEP section IV-D).

If applicable, a statement indicating any modifications to planned course activities resulting from the teacher’s own religious observances must be included as per ISEP Policy on Religious Observances (ISEP section IV-D).

## **B. Ongoing (in term) Evaluation**

Both students and teachers need flexibility of instruction so that evaluation (and all other) activities can be adapted to the needs of particular groups of students and individuals. Similarly, both teachers and students have an interest in scheduling evaluation (and all other) activities well enough in advance that students are able to find sufficient time to properly benefit from them.



Even so, the preservation of fairness and prevention of hardship dictate the need for policy governing the scheduling and rescheduling of evaluation activities. This policy is based on the following premises:

- Teachers bear the responsibility for designing and managing the pace and content of evaluation activities;
- The danger exists that, notwithstanding the best of intentions, a teacher may be insufficiently mindful of the costs (as opposed to benefits) of rescheduling;
- The teacher is an individual while the students in a course constitute a collectivity. Therefore, the costs of rescheduling may not fall equally on all members of a class and the teacher may not be totally aware of this variation in impact.

In every course, students will be asked to submit work on a regular basis. The form of work required is determined by the teacher and should be specified in the course outline, where a tentative schedule of course work is also provided. No in-class test(s) scheduled in the final two weeks of classes shall contribute more than a total of 25% to the final grade for a course.

Teachers may, according to a consistently applied policy specified in the course outline, deduct marks for term work that is submitted late. The credit deducted cannot exceed the weight specified in the course outline for the piece of work in question.

Students must be informed of the exact dates and nature of assigned evaluation activities. When the value of the work exceeds 5% of the course grade, such notification will occur at least two weeks in advance of the assigned evaluation activities. If a teacher finds it necessary to give less than two weeks' advance notice for an evaluation activity worth more than 5% of the course grade, then written approval must be obtained from the Department Chair, Program Coordinator or Sector Dean.

Notwithstanding the above, in special circumstances (e.g., illness, make-ups, etc.) a teacher and a student may, by mutual consent, make alternate arrangements for evaluation activities. Postponements of evaluation activities may be negotiated with the class. Teachers must recognize that rescheduling evaluation activities may impose differing degrees of hardship on members of a class, and students must accept the necessity of adjustments to the pace and schedule of evaluation activities in response to classroom circumstances.

Teachers must advise students of their progress in courses by mid-semester.

### **C. Attendance Policy**

Attendance is an essential component of the educational process. Learning activities provide students the opportunities to acquire the knowledge, skills and attitudes necessary to become successful graduates; attendance optimizes such opportunities. Interaction amongst teachers and classmates is dependent on attendance; such interaction enriches student learning.

The final grade received in a course measures the extent to which the student has acquired the assigned competencies (knowledge, skills and attitudes). Thus grades can neither be granted solely for being present nor deducted solely for being absent. In certain cases, specific learning activities or a certain number of scheduled learning activities are essential to measure the achievement of a competency. In such circumstances, the consequence of absence (up to and including failure in the course) must be clearly explained in the course outline and conform to College and department policies.

Students are expected to be present to begin class at the scheduled time. Arriving late or leaving early disrupts the class, both for students and instructors, and is a form of absence. Consequently, individuals who habitually arrive late or leave early can jeopardize their success in a course. It is the instructor's responsibility to clearly state rules and penalties with regard to lateness in the course outline, in conformity with College and department policies.

In such cases, the policy must be approved by the department and appropriate Dean prior to inclusion in the course outline.

**D. Policy on Religious Observances**

Teachers observing religious holidays must give students advance notice in course outlines and specify alternative arrangements for their classes when the holiday falls on a teaching day. Department Chairs must also be informed in advance regarding the particular arrangements.

Students who wish to observe religious holidays must inform each of their teachers in writing within the first two weeks of each semester of their intent to observe the holiday so that alternative arrangements convenient to both the student and the teacher can be made at the earliest opportunity. This written notice must be given even when the exact date of the holiday will not be known until later. Students who make such arrangements will not be required to attend classes or take examinations on the designated days, nor be penalized for their absence.

It must be emphasized, however, that this College policy should not be interpreted to mean that a student can receive credit for work not performed. It is the student's responsibility to fulfill the requirements of the alternative arrangement.

**E. Policy on Comprehensive Examination**

As part of the requirements for completion of all DEC programs, students are required to complete an assessment which demonstrates they have met the program's objectives and standards by integrating the knowledge acquired in their program of studies, including the general education component. The general nature of the assessment (e.g., project, examination, essay, portfolio, practical and/or other academic activities) will be provided in the materials given to students at the outset of the program. Students will receive specific details from the program at the beginning of the term in which the assessment takes place. Normally, the assessment will be done in the final semester of the program.

Preparation and correction procedures for the Comprehensive Examination will be established by the individual programs in consultation with the Dean responsible for the program.

Students who demonstrate that they have completed the Comprehensive Examination successfully will have the notation RE (*réussi*; passed) entered on their transcripts. Those who do not will be informed in writing of what is lacking in their work and will be allowed further opportunity to complete the requirement in a manner determined by the Program Committee. Students who wish to challenge their grade may appeal according to the program's appeal procedure.

**F. Literacy Statement**

Dawson College aims to create a community in which reading, writing, speaking and listening serve as foundations for life-long learning.

Literacy is a core competency that students need to develop and demonstrate during their time at Dawson College. Literacy includes the ability to communicate effectively in both written and oral English. Students should develop an understanding of appropriate levels of language for academic work as well as competency with standard grammar and mechanics such as spelling and presentation. The specific disciplinary and professional literacy competencies will be addressed within program courses and each program will indicate the minimum standard that students must attain.

Teachers are responsible for communicating to students how and when assessment of literacy will form part of an evaluation. The course outline will specify the minimum standard of literacy. Teachers can require a student to rewrite and resubmit any assignment that does not meet the minimum literacy standards. Departments are responsible for providing guidelines to instructors on the means adopted to promote and evaluate student achievement in written and oral English.

**G. English Exit Examination**

All students in all programs leading to the Diploma of College Studies (D.E.C.) are required to write and pass an English Exit Examination in order to graduate. This examination is uniform throughout Quebec and is provided by the Ministry of Education.

**H. Ministerial Examinations**

The Ministry of Education determines the objectives and standards for the general education component of each college program (i.e., language of instruction, second language, humanities, and physical education). The Ministry may impose a uniform examination in any of these areas.

**I. Final Examinations**

**1. Final Examination**

A final examination is any examination that takes place in the final examination period. Students must be available for any examination scheduled during the examination period. No special arrangements will be made in the event of personal time conflicts.

For special circumstances, the Examination Coordinator may allow a final examination to be scheduled outside the final examination period (e.g., students who are on a stage during the final examination period).

All examinations taking place during the examination period must be scheduled by the College Scheduler.

Any class tests or examinations that do not take place in the final examination period must take place during regularly scheduled class or lab time.

## **2. Final Examination Period**

The final examination period is the period defined in the academic calendar for evaluation of studies in each of the two regular sessions.

The final examination period is set in conformity with the College Education Regulations.

The dates of the examination period shall be published in the academic calendar. A minimum of one day shall separate the last day of classes from the commencement of final examinations.

## **3. Examination Schedule**

- a. The examination schedule must contain the following information:
  - the course number, section number and title;
  - the date of the final exam;
  - the time of the final exam;
  - the place of the final exam.
- b. The final version of the examination schedule is sent to the departments holding exams and posted by the Registrar's Office by the midpoint of the session.
- c. Students have the obligation to inform themselves of the posted examination schedule.
- d. The examination schedule must be structured to maximize the number of students writing only one paper per day. No student can be required to write more than two papers per day.
- e. Final exams must be scheduled Monday to Friday between 8:30 a.m. and 5:30 p.m. for courses taught during these times.
- f. Courses taught after 5:30 p.m. would have examinations scheduled after 6:00 p.m. Monday to Friday. The scheduler should attempt to schedule final examinations the same evening the course was given. Those courses that are regularly given on Saturday may have the final examination scheduled on Saturday.
- g. All final examinations are to be either two or three hours in duration. The duration of the exam must be specified to the scheduler by the department.
- h. The College Scheduler is responsible for the preparation of the examination schedule.

## **4. Invigilation**

- a. Teachers serve as invigilators for the final examination of their courses.
- b. Teachers identify their students, answer questions about the examination paper and report all acts of alleged cheating to the exam coordinator or representative.
- c. All invigilators must know and carry out the final examination regulations, policies and procedures under the authority of the examination coordinator.

## **5. Responsibility for Exams**

- a. The Academic Dean has overall responsibility for final examinations. These duties may be delegated to a senior manager.
- b. The responsibility for the application of regulations, policies and procedures governing final examinations including the cheating policy is delegated to the examination coordinator.
- c. The examination coordinator:
  - selects all examination facilities. These must provide adequate space, good lighting and noise control;
  - has supervisory responsibility over the invigilators;
  - ensures the security of final examination papers;
  - ensures the security of final examination booklets;
  - minimizes the possibility of cheating during examinations;
  - ensures that all facilities and services required during the final exam period be provided;
  - submits a written report to the Academic Dean at the end of each final examination period concerning the final examination process.

## **6. Examination Procedures**

- a. Students are expected to abide by the rules outlined by the examination coordinator or his/her delegate.
- b. Students will be allowed into the examination area after it has been established that they hold a current, valid Dawson ID card. Students without a Dawson ID will be referred to the Examination Coordinator or his/her representative and may only enter the examination area with his/her permission.
- c. Students will be required to deposit personal belongings in a designated area. Only those materials specified by the examination coordinator may be on the student's desk while the examination is in progress.
- d. Students may not open the examination booklets, or read examination questions prior to the commencement of the exam. The Examination Coordinator or his/her representative will announce the beginning and the end of each examination.
- e. All changes or corrections to examination questions will be given to students prior to the commencement of the examination. These changes will be posted in a clearly visible location for the duration of the examination. If during the course of the examination any additional corrections are required, the Examination Coordinator or his/her representative will determine if the time required to complete the examination should be lengthened.
- f. A student may not enter an examination after one hour of that exam has elapsed. A student arriving late must complete the examination in the time remaining unless the Examination Coordinator rules otherwise based on the circumstances causing the lateness.
- g. A student may not leave an examination until one hour of the examination has elapsed. A student may not leave during the last fifteen (15) minutes of an examination unless instructed to do so by the Examination Coordinator or his/her representative.
- h. Students may not speak during a final examination unless it is to an invigilator, teacher, the examination coordinator or his/her representative.

- i. Students may not leave their seats during an examination except with the permission of an invigilator or the Examination Coordinator or his/her representative. The student who leaves the examination area and returns to complete the examination may add lost time to the end of the examination period only with the agreement of the Examination Coordinator or his/her representative.

## **7. Cheating**

- a. If during an examination a student is to be charged with cheating, the Examination Coordinator or his/her representative, after consulting the invigilator, shall:
  - so inform the student;
  - confiscate any evidence relating to the charge;
  - depending on the nature and seriousness of the incident, annotate the student's exam or test and either:
    - allow the student to complete it, or
    - take the student's exam booklet or test and require the student to leave the examination area.
- b. The Examination Coordinator will deliver to the Academic Dean, or the Dean's designate, as soon as is reasonable, all evidence relating to the charge of cheating accompanied by a written report giving full details of the incident. This report shall state explicitly the charge so as to inform the Dean and the student precisely what allegations are being made;
- c. The Academic Dean or the Dean's designate shall follow up incidents of cheating according to college procedures;
- d. In the instance where it is suspected that an individual is writing an exam for another person, the Examination Coordinator shall ask the student to leave the examination area to:
  - check the student's identification (including identification other than a Dawson ID card);
  - contact the Registrar's office for pertinent details in his/her file that only the student could verify.

## **8. Special Examination Accommodations**

Some students with documented disabilities are eligible for special examination accommodations. It is the responsibility of the Service for Students with Disabilities, in conjunction with the Examination Coordinator, to ensure that these accommodations are provided and are in compliance with college examination procedures. (NOTE: see Appendix IV - Information about Final Exams.)

## **J. Equivalences, Substitutions, and Exemptions**

The responsibility for the granting of equivalent credits, course exemptions and course substitutions rests with the Registrar. (NOTE: see Appendix V - Procedures for Granting Equivalences, Substitutions, and Exemptions.)

### **1. Equivalence (EQ)**

#### *Definition*

Equivalence is the action by which the college recognizes that a student, without having taken a particular course, has attained the objectives or competencies for that course.

The equivalence entitles the students to the credits attached to the course, which does not have to be replaced by another course.

*Criteria*

An equivalence may be granted where a student demonstrates that they have attained, either through previous studies or through out-of-school training, the objectives or competencies for a course required in their program of studies.

**2. Substitution (SU)**

*Definition*

Substitution is the action by which the college authorizes a student to not register for a course normally required in their program of studies on the condition that the course is replaced by another College course.

*Criteria*

A substitution may be granted to facilitate the student's progression through a program of studies. The replacement course must have comparable or very similar objectives to the required course.

A substitution may also be granted after the fact where a student has already attained in one or more other courses the comparable or similar objectives to that which are required in the program course in question.

**3. Exemption (DI)**

*Definition*

An exemption is the action by which the college exempts a student from registering for a course normally required in their program of studies. The exemption does not entitle a student to the credits attached to the course. An exempted course does not have to be replaced and the total number of credits required to graduate from the program is reduced by the total number of credits granted by exemption.

*Criteria*

An exemption may only be granted under exceptional circumstances and must be justified in writing.

**K. Recognition of Acquired Competencies (RAC)**

Recognition of Acquired Competencies (RAC) is a process that allows individuals to obtain an official academic credential such as those set out in programs of study, for competencies they have acquired through work or life experiences. At the end of the process, recognition is recorded in an official document (a transcript, attestation or diploma) that attests to all the competencies associated with a program of study and indicates the credits awarded in the program.

RAC is a process designed for individuals who have significant experience in a specific field and who wish to have this experience evaluated and officially recognized with a view to obtaining an academic credential. To be eligible for a RAC process in a given program, candidates must be admissible to the college and to that particular program of studies. They must also demonstrate significant experience in that field. The College will only offer a RAC

service for programs where the resources and tools are available. Once admitted to the program and the RAC process, candidates must fulfill the conditions for recognition established by the college (tests, interviews, projects and/or portfolio submissions) that will allow them to demonstrate that they have acquired all of the competencies in the program and that their performance meets the minimum required standards established for those competencies. The results of the evaluation of each competency will be recorded as grades for the associated courses on the candidate's academic transcript. RAC candidates may also be granted substitutions and equivalencies. Candidates may be required to complete additional training and be re-assessed following the results of their initial evaluation. The assessment tools and other materials used in this process will be kept in the student's academic file.

**L. Grading Policy**

Dawson College uses numerical grades to formally evaluate student achievement. The informal letter equivalents are indicated in brackets.

90 - 100	Excellent	(A)
80 - 89	Very Good	(B)
70 - 79	Good	(C)
60 - 69	Pass	(D)
Below 60	Fail	(F)

The College will inform students of their final grade in each course.

A minimum grade of 60% is required to pass a course and indicates that the student has attained the minimum acceptable level of achievement of objectives as specified in the course outline. (NOTE: see also Appendix VI - Academic Honours Policy)

In addition to a numerical grade, an incomplete (remark "IT", incomplet temporaire) can be assigned where circumstances clearly warrant and where, in the opinion of the teacher, the work can be completed and the objectives of the course fulfilled. (NOTE: see Appendix III – Procedure for Incomplete Grades)

Students who demonstrate that they have achieved the objectives of the program at an acceptable standard in the Comprehensive Examination will have the notation RE (*réussi*; passed) entered on their transcripts. (NOTE: see the Policy on Comprehensive Examination in Section IV-E of ISEP)

**M. Diplomas and Attestations**

Prior to recommending a student to the Ministry for a graduation diploma, or granting an attestation, the Registrar's Office will verify that all requirements leading to a diploma or an attestation have been met. Specifically, the verification process will be used to confirm that the student:

- a. has received either the Secondary V diploma or what the College deems to be equivalent training or education;
- b. has met the particular admissions and the standing and advancement requirements for the program from which he/she is graduating;
- c. has met the program objectives;



- d. has earned the required credits, including Substitutions (SU), Exemptions (DI) and Equivalences (EQ), as they appear in the program profile;
- e. in a DEC program, has passed the program's Comprehensive Examination and the exit examination(s) as set by the Ministry.

**N. Standing and Advancement**

**1. Students in Regular Programs Including AECs (full-time and part-time) and daytime Springboard to DEC Programs**

To be in good standing and to register unconditionally:

- a. students must have passed more than 50% of their courses for the year (not including Summer School);
- b. students admitted in January must pass more than 50% of their courses in that semester;
- c. students must also meet the standards of their particular program. If that policy is more stringent than the College policy, the program policy (DEC or AEC) takes precedence.

Students who do not fulfill the above conditions may register only with the permission of the College Academic Standing Appeals Committee.

Students denied permission to register under this section have a right to appeal to the College Academic Standing Appeals Committee.

**2. Professional Conduct Policy**

As students in technical programs are being educated for specific careers, academic performance may not be the only criterion for evaluating a student's standing. In order to remain in good standing, students in technical programs are also expected to exhibit behaviour appropriate to their professions in all activities associated with their programs (e.g., classes, labs, external placements).

Each program is responsible for determining its particular and specific criteria to be used for evaluating professional conduct. These criteria will be incorporated in the program Academic Standing and Advancement Policy, subject to the appropriate College approval process. Upon entering the program, students must be provided with a copy of this policy.

Faculty members in the program are responsible for assessing student behaviour in terms of suitability to the profession, advising students that exhibit inappropriate behaviour, and reporting to the Program Coordinator when necessary.

The Program Coordinator is responsible for assessing the gravity of the situation, informing the student of the possible consequences should the behaviour continue, and making a recommendation to the Sector Dean if necessary.

The Sector Dean is responsible for providing students who have not redressed their conduct with official notification of consequences that will lead to expulsion, and may, if circumstances warrant, expel the student.

The procedure accompanying this policy is available in Appendix IX.

The severity of the situation may compel the Sector Dean to take immediate action.

The student may appeal the decision to the Academic Dean, and may consult the College Ombuds Officer at any time.

**3. Students in Continuing Education Programs not Leading to a DEC or an AEC**

To be in good standing and to register (unconditionally), students must have passed 50% of their courses for the academic year (not including Summer School).

Students who do not meet the condition above will normally be permitted to register for a maximum of one course per term during the following academic year. This restriction will be removed for the winter semester for students who pass the fall course.

Changes to a restricted course load can be authorized only by the Registrar or the appropriate dean (or delegate).

Students who are on a restricted course load and who do not pass their winter course may only register with the permission of the appropriate dean (or delegate).

## **V. GRIEVANCE AND MONITORING MECHANISMS (ACADEMIC CONDUCT, GRADE REVIEW AND CHEATING AND PLAGIARISM)**

### **Academic Conduct and Grievance Policy:**

#### **A. Courses in Progress — Academic Grievance**

This procedure does not apply to disputes over final grades.

When one or more students have a disagreement with a teacher over issues arising in the classroom or concerning course requirements, they may present an academic grievance. An academic grievance with respect to courses in progress concerns problems which are not limited to, but may include disagreements regarding the following issues:

- a grade for work submitted;
- an accusation of cheating or plagiarism;
- adherence to the course outline.

Students have a right to have academic grievances resolved by following the procedure contained in Appendix VII – Academic Grievance and Grade Review Procedures. At any point, it is the student’s option to be accompanied by a College Ombuds Officer.

#### **B. Completed Courses — Grade Review**

Once a course is finished and the grade is submitted, student recourse takes place by means of a grade review procedure. This procedure is contained in Appendix VII – Academic Grievance and Grade Review Procedures. At any point, it is the student’s option to be accompanied by a College Ombuds Officer.

#### **C. Academic Conduct — Cheating and Plagiarism**

The integrity of College academic life and the diplomas the College confers is dependent on the honesty and soundness of the teacher-student relationship and the evaluation process. Conduct by any member of the College community that adversely affects this relationship or this process must, therefore, be considered a serious offence. Cheating and plagiarism are considered extremely serious academic offences.

Each Department is responsible for setting policies that are appropriate to the curriculum of their discipline(s). The course outline must identify the specific consequences of cheating and plagiarism for the course. This statement must conform to the departmental and College cheating and plagiarism policies. Action in response to an incident of cheating and plagiarism, up to and including the failure of a student in the course, is within the authority of the teacher.

Every instance of cheating or plagiarism leading to a resolution that impacts on a student’s grade must be reported, with explanation, in writing to the appropriate Dean. A copy of this report must also be given to the student and may, if circumstances warrant, be given to the Registrar. Information in this report may be used for consideration of the student’s standing in the program. All such records will be treated confidentially and are for internal use only.

If an incident is deemed to be grave enough to warrant action more serious than failure in a course the Dean may take further disciplinary action. Should this action include either suspension or expulsion from the College, the Dean will make appropriate recommendations to the Academic Dean.

The program committee is responsible for setting the policy appropriate for the Comprehensive Examination consistent with the policies of member departments, and for identifying the specific consequences of cheating and plagiarism. The description of the Comprehensive Examination given to students must identify the specific consequences of cheating and plagiarism. This statement must conform to the College cheating and plagiarism policy. Action in response to an incident of cheating and plagiarism, up to and including failure, is within the authority of the teachers responsible.

The Dean must report to the Registrar any case in which a student is reported for an instance of cheating or plagiarism beyond the first offence, unless the Dean determines that equity considerations would best be served otherwise. Any case in which a student is reported for cheating and plagiarism beyond the first offence must be reported by the Registrar to the Dean responsible for the program in which the student is registered. The program Dean will meet with the student and other appropriate individuals before rendering a final decision that may include a recommendation to the Academic Dean for suspension or expulsion from the College.

In all cases students have a right to the recourses included in Appendix VII - Academic Grievance and Grade Review Procedures. At any point, it is the student's option to be accompanied by a College Ombuds Officer.

### **Definitions**

#### *Cheating in Examinations, Tests, and Quizzes*

Cheating includes any dishonest or deceptive practice relative to formal final examinations, in-class tests, or quizzes. Such cheating is discoverable during or after the exercise in the evaluation process by the instructor. Such cheating includes, but is not limited to:

- a. copying or attempting to copy another's work;
- b. obtaining or attempting to obtain unauthorized assistance of any kind;
- c. providing or attempting to provide unauthorized assistance of any kind;
- d. using or possessing any unauthorized material or instruments which can be used as information storage and retrieval devices;
- e. taking an examination, test, or quiz for someone else;
- f. having someone take an examination, test, or quiz in one's place.

#### *Unauthorized Communication*

Unauthorized communication of any kind during an examination, test, or quiz is forbidden and subject to the same penalties as cheating.

*Cheating and Plagiarism in Course Work*

- a. Plagiarism is the presentation or submission by a student of another person's work as his or her own. It may include copying, translating, paraphrasing, purchasing or otherwise acquiring published or unpublished work without acknowledging the source; or copying, translating, or paraphrasing the work of another student. Students who permit their work to be copied are considered to be as guilty as the plagiarizer.
- b. Falsifying lab reports or any facts or sources in any assignment is considered to be cheating.
- c. Preparing an assignment for someone else or having someone else prepare an assignment is considered to be cheating.
- d. The dishonest claim to have submitted work, which in fact was never submitted to the instructor, is also considered to be cheating.
- e. Making false representation which may affect a grade (e.g., submitting a false medical certificate) is considered to be cheating.

**D. Rules Governing Outdoor Education Courses**

Students are subject to the College Code of Conduct as well as any standards of behaviour established by the course supervisor to ensure the safety of participants. In particular, students must not engage in any behaviour deemed to be detrimental to the safety and well being of the individual or group. Students may not smoke on outdoor education courses except with the permission of the instructor. Students may not leave the group without the permission of the instructor. Failure to abide by these rules will result in loss of marks or removal from the course. (NOTE: see Appendix VIII - Physical Education Procedure on Student Appeal.)

**E. Rules Governing Outdoor Education courses (other than Physical Education)**

Students are subject to the College Code of Conduct as well as any standards of behaviour established by the course supervisor to ensure the safety of participant. In particular, students must not engage in any behaviour deemed to be detrimental to the safety and well-being of any individual or group. Failure to abide by these and other rules outlined in the Physical Education department's student contract will result in penalties ranging from a loss of marks to expulsion from the College.

## **APPENDIX I: STUDENTS' RIGHTS AND OBLIGATIONS**

### **STUDENTS' RIGHTS:**

1. Students have a right to know the basic objectives and standards, content and general procedures of a course before registering for the course and to be assured that the course will not be substantially changed after registration.
2. Students have a right to be given a written course outline at the beginning of each course which states the required texts and materials, the objectives of the course, the teaching methods, the evaluation system to be used, including tentative dates for major assignments and tests, and penalties for late assignments or missing a test.
3. Students have a right to be notified of any change in course outlines in time to be able to meet deadlines for assignments and tests.
4. Students have a right to have their courses held at the times and places scheduled in the timetable at registration, unless these are officially changed by the Registrar's Office.
5. Students have a right to have their classes start and end on time.
6. Students have a right to be advised in course outlines of their teachers' expectations with regard to class attendance and any penalties for absences or lateness.
7. Students have a right to be notified of class cancellations as soon as possible. Even if prior notice has been given in class, students have a right to have all class cancellations posted.
8. Students have a right to have their teachers post and keep office hours. In Continuing Education, practice with regard to posting and availability of office hours may vary.
9. Students have a right to be advised in the course outline of the specific implications of cheating and plagiarism for each course.
10. Students have a right not to be subject to sexist, belittling, or discriminatory remarks or behaviour in the classroom.
11. Students have a right to expect their teachers to determine and maintain standards of student behaviour which will not affect adversely the learning of students in the classroom.
12. Students have a right to an on-going evaluation of their performance in their courses throughout the semester. They have a right to be advised of their progress in courses by mid-semester.
13. Students have a right to have their grades treated as confidential, subject to the provisions of the Access to Information Act. Grades shall not be posted by name or released to individuals other than College employees without written permission, unless required by law.

14. Students have a right to review all graded work with the teacher up to the end of the following semester. In the event that the teacher is away from the College, students are advised to contact the Department Chair.
15. Students have a right to request a grade review, subject to the provisions of the grade review procedures in the Institutional Student Evaluation Policy. If the Sector Dean finds that the request for the grade review is well founded, students have a right to appear before the departmental grade review committee to present their case.
16. Students have a right of ownership of any original work they have produced and of any exam papers, including class tests, quizzes and examinations, which they have written. The teacher has a right to retain the actual test questions.
17. Students have a right to have all of their work and exam papers returned promptly to them. The right to have work returned does not apply in cases where cheating or plagiarism may be involved.
18. Students have a right to have their work and exam papers returned individually to them. Exam papers and student work are not to be left in unsupervised areas such as halls or outer offices.
19. Students have a right to have unreturned evaluation materials stored for one semester by their teachers or, in the absence of the teacher, by the Department Chair. This right does not extend to bulky work such as drawings, sculptures, photographs, collages and portfolios.
20. Students have the same right accorded to other members of the Dawson community to attend and participate in College meetings. Students have a right to know why a meeting is declared closed.
21. Students have a right to academic advising concerning program and graduation requirements, academic regulations and university admissions.
22. Students have a right to view any official record that exists in their files.
23. Students have a right to an environment which is safe and conducive to learning.

## **STUDENTS' OBLIGATIONS:**

1. Students have an obligation to know the requirements of their programs of study, including the academic standing requirements, and to seek help from Academic Advising whenever necessary.
2. Students have an obligation to acquaint themselves with the deadlines and the procedures to be followed for registration and course change.
3. Students have an obligation to acquaint themselves with the course outline, objectives, teaching methodology and evaluation system of each course for which they are registered, and to assume responsibility for completing course requirements.
4. Students have an obligation to respect their teachers' right to determine course content, methodology and evaluation within the guidelines set by the Ministry of Education and constraints established by the academic departments, programs and the Institutional Student Evaluation Policy.
5. Students have an obligation to take action to solve academic problems, which they may encounter in their courses, by communicating with their teachers or by seeking help through College services such as Academic Advising, Counselling, the Academic Skills Centre, or Cléo.
6. Students have an obligation to be honest and to refrain from cheating, plagiarism and other dishonest or deceptive behaviour. Students have an obligation to inform themselves of all aspects of the College's policy on cheating and plagiarism.
7. Students have an obligation to attend their scheduled learning activities.
8. Students have an obligation to remain informed about what takes place in their regularly scheduled classes. Absence from class does not excuse students from this responsibility.
9. Students have an obligation to make arrangements in advance to meet the requirements of any classes missed as a result of taking an intensive course which forces them to be absent from their regularly scheduled course offerings. Students who take intensive courses may be subject to penalties for missing laboratories or tests prescribed in the course outline.
10. Students have an obligation to respect their teachers' right to formulate and enforce policies on lateness and attendance. Penalties for absences may include failure in the course.
11. Students have an obligation to arrive on time and remain for the duration of scheduled classes and activities.
12. Students have an obligation to wait for the teacher for 15 minutes after the scheduled beginning of a class, unless they have been notified otherwise in a specific instance.
13. Students have an obligation to respect teachers' right to expect assignments to be neatly and legibly presented (typed or double spaced, if hand-written) with appropriate identification (name, student number, course title).



14. Students have an obligation to respect teachers' right to set deadlines for assigned work and to establish penalties for failure to comply with these deadlines. Students have an obligation to submit their work at the time specified by the teacher.
15. Students have an obligation to ensure that all assignments are given directly to the teacher and are advised to retain a copy of work submitted as a protection against loss.
16. Students have an obligation to write tests and final examinations at the times scheduled by the teacher or the College. Students have an obligation to inform themselves of, and respect, College examination procedures.
17. Students have an obligation to pick up evaluation materials at the time and place specified by the teacher.
18. Students have an obligation to keep all quizzes, tests, papers, essays or other assignments returned to them for at least one semester in the event of a grade review.
19. Students have an obligation to show respectful behaviour and appropriate classroom deportment. Should a student be disruptive and/or disrespectful, the teacher has the right to exclude the disruptive student from learning activities (classes) and may refer the case to the Director of Student Services under the Student Code of Conduct.
20. Students have an obligation to respect the rights of other members of the community to a clean and safe environment, and not behave in any way which might jeopardize it.
21. Students who wish to observe religious holidays have an obligation to inform each of their teachers in writing within the first two weeks of each semester of their intent as prescribed in the Policy on Religious Observances.

## **APPENDIX II: PROCEDURE FOR COMPREHENSIVE EXAMINATION**

This procedure is a means for the College to render public its Comprehensive Examination practices and to assure consistency regarding these assessments within the institution.

### **1. Goal of the Comprehensive Examination**

The goal of the Comprehensive Examination is to evaluate the student's integration of learning within the program, including the general education component of their programs, for all DEC diplomas.

### **2. Objectives of the Procedure**

Dawson College has adopted a Procedure for Comprehensive Examinations in order to:

- identify the roles and responsibilities of all of the participants in the process;
- promote equity among programs;
- ensure appropriateness of the Comprehensive Examination to the program.

### **3. Responsibilities of the Program Committee and Program Dean**

The Program Committee, in concert with the Sector Dean, has a responsibility to:

- ensure the development of the program's Comprehensive Examination as an integral part of each program's curriculum;
- ensure the Comprehensive Examination includes a component in both English and French;
- ensure that the Comprehensive Examination addresses the students' skills and abilities as defined in the program's Exit Profile;
- ensure that all elements of the Comprehensive Examination, as well as the evaluation standards for these elements, are clearly and explicitly formulated and explained to the students at the beginning of the semester of the assessment;
- establish the procedures for dealing with cheating and plagiarism;
- establish an appeals procedure for students who wish to challenge their grade;
- determine who administers and grades the assessment.

### **4. Scheduling of the Comprehensive Examination**

- The Comprehensive Examination by virtue of its role in certifying a student's achievement of program exit requirements normally takes place in the student's graduating semester.
- The length and timing of the assessment may vary depending on the approach selected by the program.

### **5. Registration**

- Normally, students will be registered for the Comprehensive Examination in their graduating semester.
- Exceptions may be granted by the Sector Dean.

## **6. Grading**

- If numerical grades are used in the evaluation of the Comprehensive Examination, the passing grade is 60% in accordance with article 27 of the *Règlement sur le régime des études collégiales*.
- The passing grade will be recorded on the student transcript as RE (*réussi*; passed). The grade EC (*échec*; failed) will be entered on the transcript for a failing grade.

## **7. Make-up Assessments**

- A student who does not pass their Comprehensive Examination will be given a further opportunity to complete it successfully in accordance with program policy.
- Those who fail the Comprehensive Examination will be given appropriate feedback.

## **8. Appeals**

(See program responsibilities above)

## APPENDIX III: PROCEDURE FOR INCOMPLETE GRADES

### 1. General Statement

- a. The remark "IT" is assigned only where circumstances clearly warrant and where, in the opinion of the teacher, the work can be completed and the objectives of the course fulfilled.
- b. The teacher and student must sign an Incomplete Grade Agreement form which stipulates the work to be completed and the date by which it must be submitted. The Incomplete Grade Agreement form is obtained from the Registrar's Office.

### 2. Procedure

- a. The Incomplete Grade Agreement form is completed by the teacher and the student and signed by both. Copies of the agreement must be submitted to the Department Chairperson, Sector Dean, and the records office.
- b. At the time of grade submission the remark "IT" must be accompanied by a numerical grade which is based on the work completed by the end of the semester.
- c. The teacher must submit the final grade to the records office on a grade change form by the deadline for the semester in question. The deadlines are:
  - *winter semester*: 10 working days after the deadline for submission of grades;
  - *fall semester*: five working days after late registration for the subsequent winter semester;
  - *summer semester*: five working days after late registration for the following fall semester.
- d. The records office updates the student's record and mails to the student an updated transcript. The records office also returns to the teacher a copy of the grade change form stamped "confirmation."
- e. The "IT" notation will be removed from the student's record after the deadline for altering incomplete grades. The record will then bear the original numerical grade if an amended grade has not been submitted.
- f. The numerical "IT" grade will be included in the class average.
- g. Extensions may be granted, if circumstances warrant, by the appropriate Sector Dean after consultation with the Registrar.

#### **APPENDIX IV: INFORMATION ABOUT FINAL EXAMS**

1. A final examination is any examination that takes place in the final examination period. All final examinations held during the final examination period must be scheduled by the College Scheduler.
2. The final examination period is defined in the academic calendar for each of the two regular sessions (fall, winter). A minimum of one day must separate the last day of classes from the beginning of final examinations.
3. The final examination schedule shall be posted by the midpoint of the semester.
4. Students must be available for any examination scheduled during the examination period. No special arrangements will be made in the event of personal time conflicts.
5. Teachers will invigilate final examinations for their own courses.
6. Students must present valid Dawson ID cards in order to be admitted to the examination.
7. Students will be not permitted to enter an examination after one hour of the examination has elapsed.
8. Students must remain a minimum of one hour. They may not leave during the last 15 minutes of an examination period.
9. Students are expected to abide by the rules outlined by the examination proctor or his/her delegate and be aware of College policy regarding cheating and plagiarism.

## **APPENDIX V: PROCEDURES FOR GRANTING EQUIVALENCES, SUBSTITUTIONS AND EXEMPTIONS**

### **Equivalence, Substitution and Exemption of Courses**

The responsibility for the granting of equivalent credits, course exemptions and course substitutions rests with the Registrar. (NOTE: see Section II, Roles and Responsibilities)

#### **1. Equivalence (EO)**

##### *Definition*

An equivalence is the action by which the college recognizes that a student, without having taken a particular course, has attained the objectives or competencies for that course. The equivalence entitles the students to the credits attached to the course, which does not have to be replaced by another course.

##### *Criteria*

An equivalence may be granted where a student demonstrates that they have attained, either through previous studies or through out-of-school training, the objectives or competencies for a course required in their program of studies.

##### *Procedure*

Any registered student at Dawson College may submit a request for equivalence by completing the necessary form at the Registrar's Office.

Requests for equivalent credits must be accompanied by all documents required for the analysis of the request: transcripts, course descriptions or any other pertinent documents.

If necessary, the Registrar's Office will request a written evaluation from the appropriate Department Chair for the course for which the equivalence is being requested.

A written response will be sent to the student. If the request for equivalence is granted, all documentation is placed in the student's file and the remark "EQ" appears on the student's transcript as well as the credits attached to the course. The College Education Regulations state that no grade shall appear on a student's transcript for credits awarded by equivalence.

If the equivalence is refused the student will be provided with an explanation by the Registrar's Office as to why the request was denied.

#### **2. Substitution (SU)**

##### *Definition*

A substitution is the action by which the college authorizes a student to not register for a course normally required in their program of studies on the condition that the course is replaced by another College course.

### *Criteria*

A substitution may be granted to facilitate the student's progression through a program of studies. The replacement course must have comparable or very similar objectives to the required course.

A substitution may also be granted after the fact where a student has already attained in one or more other courses the comparable or similar objectives to that which are required in the program course in question.

### *Procedure*

A substitution may be granted in one of two ways:

- At registration or any other time when an Academic Adviser verifies a student's profile. This verification may result in the granting of a substitution for one or more courses.
- Any registered student at Dawson College may submit a request for substitution by completing the necessary form at the Registrar's Office.

Requests for substitute credits must be accompanied by all documents required for the analysis of the request: transcripts, course descriptions or any other pertinent documents.

If necessary, the Registrar's Office will request a written evaluation from the appropriate Department Chair for the course for which the substitution is being requested.

A written response will be sent to the student. In both cases, the substitution is only granted when the replacement course is passed. The replacement course appears on the student's transcript with the accompanying grade and credits. The course originally required in the student's program also appears on the student's transcript with the remark "SU".

If the substitution is refused the student will be provided with an explanation by the Registrars' Office as to why the request was denied.

## **3. Exemption (DI)**

### *Definition*

An exemption is the action by which the college exempts a student from registering for a course normally required in their program of studies. The exemption does not entitle a student to the credits attached to the course. An exempted course does not have to be replaced and the total number of credits required to graduate from the program is reduced by the total number of credits granted by exemption.

### *Criteria*

An exemption may only be granted under exceptional circumstances and must be justified in writing.

*Procedure*

Any registered student at Dawson College may submit a request for exemption by completing the necessary form at the Registrar's Office.

Requests for exemption credits must be accompanied by all documents required for the analysis of the request: transcripts, course descriptions or any other pertinent documents.

If necessary, the Registrar's Office will request a written evaluation from the appropriate Department Chair for which the exemption is being requested.

A written response will be sent to the student. If the request for exemption is granted, all documentation is placed in the student's file and the remark "DI" appears on the student's transcript. The College Education Regulations state that no grade or credits shall appear on a student's transcript for an exempted course.

If the exemption is refused the student will be provided by the Registrars' Office with an explanation as to why the request was denied.

**4. Comprehensive Examinations**

The Program Committee in consultation with the Sector Dean will establish criteria and procedures for recommending equivalences and substitutions to the Registrar.



## **APPENDIX VI: ACADEMIC HONOURS POLICY**

### **1. HONOURS (Dean's Honour List)**

- a. Day students who carry a sufficient course load\* and who maintain an average of at least 85% in a semester with no failures receive semestral honours. A letter of congratulations, signed by the Academic Dean and the Sector Dean, is sent to these students.

\* For the purposes of this policy a sufficient course load is defined as follows:

- Pre-university programs: a minimum of 6 courses;
- Technical programs: specialization courses and all or all but one of the core/complementary courses required in a given semester as defined by the program grid.

- b. Continuing Education students who take a minimum of four courses in an academic year and maintain an average of at least 85% with no failures receive honours. A letter of congratulations, signed by the Academic Dean and the appropriate dean, is sent to these students.
- c. Full-time students in an AEC program who complete a minimum of 180 credit hours in a term and who maintain a grade average of at least 85% with no failures will receive honours for said term. A letter of congratulations, signed by the Academic Dean and the appropriate dean, is sent to these students.

### **2. GRADUATION HONOURS**

- a. First Class Honours  
Students who maintain an average of at least 90% receive First Class Honours.
- b. Honours  
Students who maintain an average between 80% and 89.9% receive Honours.

Also eligible are those who are named to the Dean's Honour List for four consecutive semesters if in a pre-university program or six consecutive semesters if in a technical program. This must include the semester in which the student is graduating.

Students in technical programs who are pursuing second diplomas will be evaluated only on the courses taken for the second diploma.

Students receiving First Class Honours or Honours will receive a letter of congratulations signed by the Director General and the Academic Dean.

## **APPENDIX VII: ACADEMIC GRIEVANCE AND GRADE REVIEW PROCEDURES**

### **Courses in Progress — Academic Grievance**

*(This procedure does not apply to disputes over final grades.)*

When one or more students have a disagreement with a teacher over issues arising in the classroom or concerning course requirements, they may present an academic grievance. An academic grievance with respect to courses in progress concerns problems, which are not limited to, but may include disagreements regarding the following issues:

- a grade for work submitted;
- an accusation of cheating or plagiarism;
- adherence to the course outline.

Students have a right to have academic grievances resolved using this procedure. As stated in the Academic Conduct and Grievance Policy, it is the student's option to be accompanied by a College Ombuds Officer at any point in the procedure.

Initially, if a student feels that his or her rights have not been respected in matters relating to the conduct of courses, the student should approach the teacher directly to resolve the problem.

If a student is reluctant to do so, or if she or he feels that the results of the meeting with the teacher are unsatisfactory, the student may seek resolution by addressing the complaint to the Department Chair or Program Coordinator.

If a student feels that the results of the meeting with the Department Chair or Program Coordinator are unsatisfactory, or if the issues remain unresolved, the student who wishes to pursue this issue should address the complaint to the Sector Dean in written form. Initially, the Dean, the chair and/or the coordinator and the teacher concerned will attempt to resolve the situation.

If there is no resolution at this point, the Dean, if he or she deems appropriate, shall convene an academic grievance committee. Normally the committee will be convened within 10 working days. The committee shall consist of three people appointed by the Dean in consultation with the Department Chair. Normally at least one of these committee members shall be a teacher. Faculty who are currently teaching the student bringing the grievance may not sit on the committee. The committee quorum consists of all of its members. A majority vote will decide the matter. The student and the teacher concerned have the right to submit evidence in the matter. The committee may draw on such resources and expertise, as it deems necessary. Normally, the committee will render its decision within fifteen working days of being convened. It shall make recommendations as appropriate, including the recommendation of a change of grade, in writing to the Dean, the chair and/or coordinator, the teacher and the student. In the event of a subsequent formal grade review, the decisions and recommendations of the committee shall be submitted to the grade review.

## **Completed Courses — Grade Review**

Once a course is finished and the grade is submitted, student recourse takes place by means of a grade review procedure. As stated in the Academic Conduct and Grievance Policy, it is the student's option to be accompanied by a College Ombuds Officer at any point in the procedure.

A student who disagrees with a final grade should first attempt to discuss the matter with the teacher who awarded the grade in question. If no agreement can be reached or the student is reluctant to approach the teacher, the student should approach the Department Chair or Program Coordinator.

A student who remains dissatisfied after speaking to the teacher, chair, or coordinator may request in writing that the Sector Dean initiate a grade review. Although such requests will be accepted up until the deadline for the submission of grades in the following semester, it is strongly recommended that students make the request immediately after a discrepancy or problem is recognized. Teachers, or the Department Chair in the event a teacher is away from the College, shall keep detailed records of grades up to the end of the semester following the assignment of the final grade. The student is responsible for making available any original returned and marked tests, quizzes, papers, essays or other assignments needed for the grade review process.

The Sector Dean shall review written requests and forward those which are deemed well-founded to the concerned Department Chair or Program Coordinator. The Dean shall advise the student of his or her decision in writing on whether or not to proceed.

At the request of the Sector Dean, the Department Chair shall convene a grade review committee in conformity with the Faculty Collective Agreement.

Normally, the grade review committee will be convened within ten working days of the receipt of a written request from the Sector Dean.

A student whose request is being heard has the right to appear before the grade review committee and to present evidence. The committee must review the student's work as well as the grades for the work and the calculation of the final grade. The Dean concerned will submit any related decisions and recommendations of a grievance committee to the grade review committee for its consideration.

Normally, the grade review committee will conclude its study of a particular grade within fifteen working days of being convened.

The grade review committee may retain or modify a student's final grade. The decision of the grade review committee shall be sent to the student, the Sector Dean and, if the grade is to be changed, to the Registrar.

## **APPENDIX VIII: PHYSICAL EDUCATION PROCEDURE ON STUDENT APPEAL**

*(after failure due to expulsion from an off-campus Physical Education course)*

In order to participate in any off campus physical education courses students must understand and subsequently sign a Physical Education off-campus student contract form prior to participation in the intensive portion of the course. The conditions under which the student agrees to participate in an off-campus physical education course (activities, procedures, content planned for the course; risks and hazards inherent in the activity; the rules of student conduct; and the penalties for breach of these rules) are fully explained during the first lecture, which is held before the end of the College's course change period: students are encouraged to question course details or expectations. Students unwilling to sign the form or those who cannot agree to abide by the rules outlined in the document are excluded from further participation in the course and are de-registered so they can choose another physical education course during course change.

Teachers will enforce these rules during all course activities, to maintain a safe and enjoyable learning situation for all students, and to reinforce the importance of behaviour consistent with safe and effective participation.

Student conduct that contravenes the Physical Education off-campus student contract, the Dawson College Student Code of Conduct, ISEP, or the course outline may result in penalties ranging from a loss of marks to expulsion from the college. Students who are expelled from the course are not eligible to receive a grade higher than 55%. Course fee reimbursement will follow regular guidelines.

### ***Appeals***

Students have the right to request an appeal of the teacher's decision to expel them from the course. Students are encouraged to discuss with their teacher and see the College Ombuds Officer before submitting their request for an appeal. The standard procedure for requesting an appeal will be followed: the student requests an appeal through the office of the Dean responsible for Physical Education; if the appeal is granted the Dean consults the Physical Education Department Chair and an appeals committee is appointed; if the appeal is not granted, the student is informed in writing by the Dean's office. If the appeal involves the Physical Education Department Chair directly, another member of the department executive will substitute for all appeal duties normally assigned to the Department Chair.

The committee chair is responsible for convening the members of the committee within 10 working days and giving the student notice of the meeting at least three days prior. A separate meeting will be scheduled for each student requesting an appeal.

### ***The Appeals Committee***

*Mandate:*

- review cases of student misconduct or failing to comply with the Physical Education off-campus student contract referred by the Dean in charge of Physical Education;
- recommend an appropriate course of action to the Dean.

*Composition:*

This committee is composed of five members, none of whom have been directly involved with the student in question:

- the Physical Education Outdoor Education coordinator, or delegate;
- a Physical Education faculty member;
- the Dean responsible for Physical Education, or delegate;
- the Director of Student Services, or delegate;
- the Program Coordinator from the program in which the student is registered, or delegate.

The student and the Chair of the Physical Education Department will be notified of the committee's decision. All details of the case including committee discussion will remain confidential. Records of the appeal hearing will be kept until the end of the following semester by the Dean's office.

The student may be accompanied by the College Ombuds Officer at any point in the process. Any other representation requested by the student may be granted at the discretion of the Appeal Committee only.

## **APPENDIX IX: COLLEGE PROCEDURE ON PROFESSIONAL CONDUCT**

This document outlines the procedure associated with the College's Professional Conduct Policy.

It is the responsibility of faculty members in the program to carefully and objectively assess each student's comportment in terms of suitability to the profession. Teachers in technical programs are responsible for advising students as early as possible of any indication of behaviour inappropriate for the profession and the appropriate steps that the student must follow in order to correct the identified problems, and for bringing the matter to the attention of the Program Coordinator when necessary.

If the student's inappropriate behaviour warrants it, the Program Coordinator will, after appropriate consultation, including the Dean responsible for the program, advise the student in writing of the behaviour that is inappropriate to the profession, the steps that the student must follow for correction, and the consequences of failing to comply. The consequences may extend to a recommendation by the Program Coordinator, to the Dean responsible for the program, to have the student expelled. Implementation of this policy at the program level will be the responsibility of the Program Coordinator.

If the behaviour persists the Dean must notify the student in writing of the specific problems and corrective measures with a defined time for reassessment of the student. The letter will be written in consultation with the Program Coordinator and will be signed by the Dean responsible for the program on behalf of the program. The student will be asked to sign a notice of receipt of this letter in a meeting with the Dean and Program Coordinator. A copy will be placed on file with the Dean and the Program Coordinator. The Program Coordinator and the Dean will recommend a support person to assist the student during the remediation process.

If the student has been unsuccessful in correcting the problem in response to the Dean's letter within the specified time period or if the circumstances demonstrate that remediation is not appropriate, the Program Coordinator can recommend expulsion. This recommendation must be supported by at least 2/3 of the faculty of the main discipline of the program. Where appropriate, input from field professionals and other faculty may be considered. The Program Coordinator will inform the Dean responsible for the program in writing of their assessment with a formal recommendation that the student be expelled from the program.

The Program Dean will verify that the process has been followed, that due notice given to the student was clear and that expectations were reasonable. The severity of the behaviour may preclude some steps of the process from being followed in their entirety. The student will be given written notification by the Dean responsible for the program of expulsion from the program and will be informed of the right to appeal. A copy of this letter will be placed on file with the Registrar and the Program Coordinator.

The student may appeal the decision to the Academic Dean. An appeal must be made within 10 working days of the receipt of the decision by the student. It must be made in writing. The grounds for appeal must be set out fully. The Academic Dean will conduct an appropriate review of the case. He or she may confirm, reverse or modify the decision, or require a new hearing. The Academic Dean's decision is final. The student will be informed in writing and a copy forwarded to the Registrar and the appropriate Dean.

The student has the right to request the services of the Ombuds Officer at any point in this procedure.