Dawson
COLLEGE

Institutional Student Evaluation Policy (ISEP)

June 2023

Dawson
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INSTITUTIONAL STUDENT EVALUATION POLICY (ISEP)

Adopted by the Board of Governors on June 7, 2023.

This policy is effective as of the Fall 2023 semester.

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**, including **AEC Cohort Coordinators, a**nd **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.

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INSTITUTIONAL STUDENT EVALUATION POLICY
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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 achieved only 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 online 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, as well as 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 in both 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 the 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, challenge, reformulate, disagree, but, most of all, 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 and question 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; and
- 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;
- ensure that each course includes method(s) of summative assessment adapted to its specific pedagogical context. Summative assessment must have sufficient weight to be meaningful for success in a course;
- 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 examinations, in interviews, in labs);
- 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 or the quality of language in student work (literacy component);
- 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; and
- participate in carrying out the College mid-term assessment process.

F. Departments

Departments have the responsibility of 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; and
    - 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; and
    - 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;
- ensure that teachers include method(s) of summative assessment adapted to the specific pedagogical context in each course. Summative assessment must have sufficient weight to be meaningful for success in a course;
- 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; and
- 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; and
- 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 as well as 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.

I. Policy Review and Revision

The implementation and effectiveness of this policy will be reviewed as part of the quality assurance process mandated by the *Commission d'évaluation de l'enseignement collégial*. The Academic Dean is responsible for acting upon the recommendations that may arise from this process.

The Senate recommends any revision of this policy to the Board of Governors.

The Board of Governors is responsible for approving revisions of the policy after receiving advice from the Senate.

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 corequisites (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)
   - 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 examination)
   - 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 or term projects). 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-A)

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-O.2)

f. Off-Campus Courses: (if applicable)
Include reference to the ISEP Off-Campus Courses.
(ISEP section IV-G)

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 observing religious holidays must inform their teachers, in writing, as prescribed in the ISEP Policy on Religious Observances, no later than the end of the second week of the impacted semester or term. This applies both to the semester or term, as well as to any final examination period."
(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

Each student must be evaluated individually.

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 (or the equivalent for courses of less than 15 weeks) shall contribute more than a total of 30% 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 or Sector Dean.

Notwithstanding the above, in special circumstances (e.g., illness or make-ups) 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-term.

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 teachers, 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 teacher'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 observing religious holidays must inform each of their teachers, in writing, of the specific dates as soon as possible, but no later than the end of the second week of classes. For courses of less than 15 weeks, students must inform their teachers in writing within 5 school/business days. Alternative arrangements convenient to both the student and the teacher must be made at the earliest opportunity. In the event that the date of a religious observance has yet to be determined, students must submit the name of the observance to their teachers and provide them with the specific date(s) as soon as it becomes available. This applies both to the semester or term, as well as to any final examination period. 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 teachers on the means adopted to promote and evaluate student achievement in written and oral English.

G. Off-Campus Courses

Students must abide by all applicable College policies regardless of whether a course/activity takes place on the main campus or elsewhere. In particular, students must not engage in any behaviour deemed to be detrimental to the safety and well-being of the individual or group. Additional rules may be specified in the course outline. Failure to abide by the rules of any given policy will result in, but is not limited to, one or more of the following: loss of marks, removal from the course/activity, expulsion from the College.

H. English Exit Examination

All students in all programs leading to the Diploma of College Studies (DEC) 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.

I. 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.

J. 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.

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 day classes from the commencement of final examinations.

3. Examination Schedule

a. The examination schedule must contain the following information:
   - Course number, section number, and title
   - Date of the final examination
   - Time of the final examination
   - Place of the final examination

b. The final version of the examination schedule is sent to the departments holding examinations and posted by the Registrar's Office by the midpoint of the session. Continuing Education final examination dates and times are included in the Continuing Education timetable.

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 examinations must be scheduled Monday to Friday between 8:30 a.m. and 5:30 p.m. for courses taught during these times.
f. Final exams for courses taught after 5:30pm will be scheduled to start no earlier than 6:00pm. Whenever possible, final exams for these courses should be scheduled the same evening the course was given. Those courses that are regularly given on Saturday should 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 examination must be specified to the scheduler by the department.
h. The College 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 examination 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 Examinations

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 examination period be provided; and
   - 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 examination. 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 examination 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 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:
   - inform the student;
   - confiscate any evidence relating to the charge; and,
   - depending on the nature and seriousness of the incident, annotate the student's examination or test and either:
     - allow the student to complete it, or
     - take the student's examination 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 examination 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); and
   - 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 Student AccessAbility Centre, 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 Examinations.)

K. 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.

L. 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 the attainment of 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 reassessed 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.

M. 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.

In addition to a numerical grade, a temporary 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. (See Appendix III – Procedure for Temporary Incomplete Grades.)

If an authorized absence request is granted, the remark "IN" (which signifies an incomplete) will permanently replace a numerical grade on the student's transcript for each course approved within the request. (See Appendix VIII – Incomplete (IN) for an Authorized Absence.)

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. (See the Policy on Comprehensive Examination in Section IV-E of ISEP.)

The College recognizes the highest achieving students by awarding semestral honours. (See Appendix VI – Academic Honours Policy.)

N. 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; and
e. in a DEC program, has passed the program's Comprehensive Examination and the exit examination(s) as set by the Ministry.

The College recognizes the highest achieving students by awarding the designation Highest Distinction or Distinction to graduating students. (See Appendix VI – Academic Honours Policy.)

O. 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, students must meet the requirements of the College's Standing Policy, as per Bylaw 8, and the requirements of their particular program's Standing and Advancement Policy. If the program's policy is more stringent than the College's policy, it (DEC or AEC) takes precedence.

Students denied permission to register under either of these policies have a right to appeal to the College's Academic Standing Appeals Committee.

2. Professional Conduct Policy

Students must act in accordance with their program's professional conduct policy. The College's Professional Conduct Policy establishes the framework through which programs ensure graduates meet the ethical standards of their chosen profession. Any program that evaluates students on the basis of professional conduct must develop a policy consistent with this College policy. In addition, the professional conduct policy for a program will be based on the code of ethics of an associated order or other recognized external authority.

Students are provided with a copy of their program's professional conduct policy upon admission. Students have an obligation to acquaint themselves with professional conduct expectations and must behave accordingly in all courses, clinicals, internships, and any other program-related activity. Failing to act in accordance with the policy may impact a student's standing and advancement in their program.

The program has a responsibility to discuss the policy with students, to define expectations of appropriate behaviour, and to explain the consequences of transgressions. The program must provide written feedback to students and document incidents of inappropriate behaviour that are critical or recurrent in nature. The Program Coordinator has the responsibility of informing the Program Dean of cases that require College intervention. Programs must ensure students are informed of any inappropriate professional conduct as soon as possible. Normally, following an infraction, students are given an opportunity to correct their behaviour. Repeated transgressions or the refusal/inability to adhere to corrective measures can lead to failure in a course and/or expulsion from their program.

Following the report of a professional conduct policy violation to the Office of the Dean, the Program Dean will meet with the student and the Program Coordinator to determine if corrective or disciplinary measures are necessary. At any point, the Program Dean may suspend the student from a course, clinical, internship, or other program-related activity to allow for investigation. Normally, a suspension will not exceed five working days.

The Program Dean may ask the main discipline of the program for their recommendation regarding a breach of professional conduct, which must come in the form of a motion supported by a majority vote at a department meeting. For AEC programs, the recommendation to the Program Dean must be supported by a majority vote of the faculty currently teaching in the program. Notwithstanding the above, in exceptional circumstances the Program Dean may suspend, place on probation, or expel a student for serious breaches of professional conduct.

When a student is placed on probation, a contract will be developed by the Program Dean in collaboration with the Program Coordinator. The contract will establish the duration of the probation, define expectations for behaviour, inform the student of relevant support services and of possible consequences for failing to comply with its terms. The Program Coordinator (or their delegate) monitors the student's compliance with the contract.

Students have the right to appeal any sanction by submitting a rationale in writing to the Academic Dean. The Academic Dean will inform the student, Program Coordinator, and Program Dean of the outcome of this appeal in writing. If the Program Dean's sanction is reversed, a written explanation will be provided to the Program Coordinator and the Program Dean. When exercising their right to appeal, students must be aware that any delay in requesting an appeal may have negative consequences. If an appeal results in the student's return to the program, every reasonable effort to compensate for missed learning activities will be made. The student has the right to consult the College Ombudsperson during the process and to be accompanied by him or her when called to any meeting.

Students expelled from the College on the basis of professional conduct will not be admitted, should they apply in the future, to another program in the same general field or with a similar professional conduct policy.

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 MISCONDUCT, ACADEMIC GRIEVANCE, GRADE REVIEW)

A. Academic Misconduct: Cheating and Plagiarism

The integrity of both 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 academic integrity 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.

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's Academic Integrity Policy. Action in response to an incident of cheating and plagiarism, up to and including failure, is within the authority of the teacher responsible.

Every instance of cheating or plagiarism leading to a resolution that impacts a student's grade must be reported, with explanation, in writing, to the appropriate Dean. A copy of this report will also be given to the student and may, if circumstances warrant, be given to the Dean of Academic Systems. 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 Dean must report to the Dean of Academic Systems 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. The program Dean will meet with the student and other individuals, as appropriate, before rendering a final decision. This decision 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 Final Grade Review. At any point, it is the student's option to be accompanied by a College ombudsperson.

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 teacher. 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 teacher, 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.

B. Academic Grievance: Appeal of Academic Misconduct

An academic grievance can be invoked by a student who wants to appeal an accusation of academic misconduct (e.g. cheating or plagiarism). Students have the right to consult the College Ombudsperson throughout the process and to be accompanied by him or her when called to any meeting for academic grievance purposes. (See Appendix VII – Academic Grievance and Final Grade Review)

C. Grade Review: Appeal of a Final Grade in a Course

A student can request a grade review once the final grade for the course has been submitted to the College. Students may appeal their final grade in a course if they think that their work has not been fairly graded. The student has the right to consult the College Ombudsperson during the process and to be accompanied by him or her when called to any meeting for final grade review purposes. (See Appendix VII – Academic Grievance and Final Grade Review)

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 ongoing evaluation of their performance in their courses throughout the semester or term. They have a right to be advised of their progress in courses by mid-term.

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 access 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 examination 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 examination 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 examination papers returned individually to them. Examination 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/term by their teachers or, in the absence of the teacher, by the Department Chair. In the case of AEC programs, materials will be stored by the office of Continuing Education. 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, the First Year Students' Office, 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 Academic Integrity Policy.

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 their teachers' right to expect assignments to be neatly and legibly presented (typed or double spaced, if handwritten) with appropriate identification (name, student number, course title).

14. Students have an obligation to respect their 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 30 days after the official grade deadline of the 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, 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; and
- 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; and
- 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 TEMPORARY 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 a Temporary Incomplete Grade Agreement form which stipulates the work to be completed and the date by which it must be submitted. The Temporary Incomplete Grade Agreement form is obtained from the Registrar's Office.

2. Procedure

a. The Temporary 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 and the Sector Dean.

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 by the “last day to report grades for incomplete course work” as per the academic calendar. If no grade change is submitted by the deadline, the student’s record will retain the original numerical grade submitted by the teacher (and the remark “IT” will be removed).

d. The records office updates the student's record.

e. The numerical grade submitted with the “IT” will be included in the class average.

f. If circumstances warrant, and with the approval of the appropriate Sector Dean, the teacher may request an extension in order to have the remark “IT” remain on the student’s transcript past the deadline for incomplete course work.

APPENDIX IV: INFORMATION ABOUT FINAL EXAMINATIONS

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.

2. The final examination period is defined in the academic calendar for each of the two regular sessions (fall, winter).

3. The day division final examination shall be posted by the midpoint of the semester. The schedule of Continuing Education final examinations will be available at the start of the term.

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 not be 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's Academic Integrity Policy.

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 (EQ)**
   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. SEMESTRAL 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 six courses; or
   - Technical programs: program-specific courses and all, or all but one, of the General Education courses required in a given semester as defined by the program grid.

b. Full-time Continuing Education students who maintain an average of at least 85% with no failures receive semestral honours. A letter of congratulations signed by the Academic Dean and the appropriate Dean is sent to these students.

2. GRADUATION HONOURS

a. Highest Distinction
Students in the top 1% of their program/profile according to CRC score, with a minimum CRC score of 30, and no failures graduate with Highest Distinction.

b. Distinction
Students in the top 10% of their program/profile according to CRC score, with a minimum CRC score of 30, and no failures graduate with Distinction. Alternatively, students with a minimum CRC score of 35 and no failures also graduate with Distinction.

For students who are pursuing second diplomas, only the courses taken for the second diploma will be taken into consideration for Graduation Honours.

Students graduating with Highest Distinction or Distinction will receive a letter of congratulations from the College.

c. Full-time students in an AEC program who maintain a grade average of at least 85% with no failures receive graduation honours and a letter of congratulations from the College.

APPENDIX VII: ACADEMIC GRIEVANCE AND FINAL GRADE REVIEW

Students have the right to formally express their concerns related to course work and have them addressed in a timely manner. These concerns may be related to an academic grievance or a final grade in a course. The Academic Grievance section outlines the process to appeal an accusation of academic misconduct. The Grade Review section outlines the process to appeal a final grade in a course.

ACADEMIC GRIEVANCE: APPEAL OF ACADEMIC MISCONDUCT

An academic grievance can be invoked by a student who wants to appeal an accusation of academic misconduct (e.g. cheating or plagiarism). Students have the right to consult the College Ombudsperson throughout the process and to be accompanied by him or her when called to any meeting for academic grievance purposes.

The student should submit a request for an appeal as soon as possible. The request can be made anytime during the semester, but no later than 30 calendar days after the official grade deadline of the semester or term concerned. A delay in submitting a request for an appeal may have negative consequences, such as having missed the opportunity to register for a course, being out of phase in the program, not meeting the program's standing and advancement policy, or not graduating in the prescribed time.

ACADEMIC GRIEVANCE: PROCEDURE

As a first step, the student should seek to resolve the problem directly with the teacher. If a student is reluctant to address the issue with the teacher, or has concerns with the outcome of this step, the student may seek resolution with the Department Chair.

If a student still has concerns, he or she may address them, in writing, to the Dean responsible for the course. The Dean will consider the request and inform the student of the decision to proceed with the academic grievance, in writing, normally within five working days of receiving the request.

If the Dean grants the appeal, he or she shall convene an Academic Grievance Committee. Normally, the Committee will be convened within five working days of the Dean informing the student of the decision to proceed with the academic grievance.

The Committee shall consist of three people appointed by the Dean. At least two of these committee members shall be teachers. Any faculty member who is currently teaching the student may not sit on the Committee. The Committee quorum consists of all of its members. The recommendation of the Committee will be decided by a majority vote. The Committee may consult additional resources and expertise. Normally, the Committee will render its written recommendation to the Dean within five working days of meeting.

The student and the teacher concerned have the right to present evidence in person to the Committee. The student has the right to be accompanied by the College Ombudsperson. In addition, the student may request personal support from a representative of the Dawson Student Union, current Dawson student, or employee. This person may communicate with the student but may not speak on behalf of the student.

The Academic Grievance Committee will submit a written rationale for arriving at its recommendation to the Dean. The Dean will then inform the student, teacher, Department Chair, and others as appropriate of the Committee's recommendation and rationale.

If the student or the teacher thinks the process described above has not been respected, an appeal can be submitted to the Academic Dean.

Regardless of the recommendation of the Academic Grievance Committee, the student may also need to appeal his or her final grade in a course as all grade-related decisions rest with the teacher or a Grade Review Committee. In the event of a subsequent Grade Review, the recommendation of the Academic Grievance Committee shall be submitted to the Grade Review Committee for its consideration.

GRADE REVIEW: APPEAL OF A FINAL GRADE IN A COURSE

A student can request a grade review once the final grade for the course has been submitted to the College. Students may appeal their final grade in a course if they think that their work has not been fairly graded. The student has the right to consult the College Ombudsperson during the process and to be accompanied by him or her when called to any meeting for final grade review purposes.

The student should submit a grade review request as soon as possible. The deadline for submission is 30 calendar days after the official grade deadline of the semester or term concerned. A delay in submitting a grade review request may have negative consequences, such as having missed the opportunity to register for a course, being out of phase in the program, not meeting the program's standing and advancement policy, or not graduating in the prescribed time. Should a student's progress in a course be impeded (e.g. eligibility for internship), the Dean may decide to make an exception on when a grade review request can be submitted.

GRADE REVIEW: PROCEDURE

As a first step, the student should seek to resolve the problem directly with the teacher. If a student is reluctant to address the issue with the teacher, or has concerns with the outcome of this step, the student may seek resolution with the Department Chair.

If a student still has concerns, he or she may address them to the Dean responsible for the course by submitting a *Grade Review Request Form*. The grade review request must be accompanied by supporting documents as per the request form. The Dean will consider the request and inform the student, in writing, of the decision to proceed with the grade review, normally within five working days of receiving the request. Incomplete submissions will not be considered.

If the Dean grants a Grade Review, he or she will inform the Department Chair who will then form a Grade Review Committee in conformity with the Faculty Collective Agreement. The Committee shall consist of three teachers, including the teacher of the course. Normally, upon receipt of the Dean's decision to authorize a Grade Review, the Grade Review Committee will meet within five working days.

A majority vote will determine the Committee's decision to maintain, increase, or decrease the student's final grade. The Committee may consult additional resources and expertise. Normally, the Committee will render its written decision to the Dean within five working days of meeting.

The student has the right to appear before the Grade Review Committee to present his or her case. The student has the right to be accompanied by the College Ombudsperson. In addition, the student may request personal support from a representative of the Dawson Student Union, current Dawson student, or employee. This person will not have speaking rights. In order to determine the student's final grade for the course, the Committee must review the student's work. The student is responsible for making available the original material that has been graded and returned (e.g. tests, quizzes, papers, projects). If applicable, the Dean will submit any related recommendations of an Academic Grievance Committee to the Grade Review Committee.

The Committee will submit a written rationale for arriving at its decision to the Dean. The Dean will then inform the student, teacher, Department Chair, and others as appropriate of the decision and rationale. The Dean will also inform the Dean of Academic Systems when there is a modification of the final grade for the course.

The decision of the Grade Review Committee is final. However, if the student thinks the process described above has not been respected, an appeal can be submitted to the Academic Dean.

APPENDIX VIII: INCOMPLETE (IN) FOR AN AUTHORIZED ABSENCE

Once the official course drop deadline has passed, students may request an authorized absence to obtain an incomplete (IN) on their transcript. An authorized absence request must meet both of the following criteria:

a. The situation was due to a medical or other issue of a grave and serious nature that was beyond the student's control (e.g., illness, accident, illness or death of an immediate family member).
b. The situation prevented the student from attending or participating in classes:
    i. for at least three consecutive weeks of a regular course (including the final examination period, if applicable); or
    ii. for at least 20% of a summer, intensive, or AEC course; the affected classes must be consecutive.

Students must provide appropriate documentation to support their request.

Authorized Absence request forms are available on the Dawson website. Students must submit their request before the end of the semester concerned (i.e., by the Grade Deadline date for that semester or term) or, for reasons judged exceptional, no later than one year after the end of the semester concerned.

Requests submitted after the end of the semester concerned must be accompanied by supporting documents as mentioned above, as well as a letter from the student explaining the exceptional circumstances that prevented him or her from submitting the request by the deadline.

If an authorized absence request is granted, the remark "IN" (which signifies an incomplete) will permanently replace a numerical grade on the student's transcript for each course approved within the request.

Any student whose request has been denied can appeal to the Authorized Absence Appeal Committee.