



## OFFICIAL COLLEGE POLICY

### INSTITUTIONAL POLICY ON THE EVALUATION OF STUDENT ACHIEVEMENT (IPESA)

Approved by Academic Council: May 20, 2016  
May 27, 2011

Approved by the Board of Directors: June 14, 2016  
June 14, 2011

The Institutional Policy on the Evaluation of Student Achievement can also be found on the Vanier College website:  
[www.vaniercollege.qc.ca](http://www.vaniercollege.qc.ca)

# Table of Contents

<b>INTRODUCTION</b> .....	3
<b>1. GOALS OF THE POLICY</b> .....	3
<b>2. SPECIFIC GUIDELINES</b> .....	4
2.1. Informing the Community .....	4
2.1.1 The Policy .....	4
2.1.2. Program Information .....	4
2.1.3. Information on Specific Courses .....	4
2.1.4. Comprehensive Assessment (Épreuve synthèse de programme – E.S.P.) .....	6
2.1.5. Ministerial Examination of College English (English Exit Exam) .....	6
2.2. Evaluation Measures and Regulations .....	7
2.2.1. Equivalences (EQ), Exemptions/Dispensations (DI) and Substitutions (SU) .....	7
2.2.2. Grading Responsibilities and Marking Scheme .....	8
2.2.3. Calendar for Student Assessment .....	9
2.2.4. Evaluation Tools .....	10
2.2.5. Cheating and Plagiarism .....	10
2.2.6. Student Absences for Holy Days .....	11
2.2.7. Missed Assessments .....	11
2.3. Measures for Addressing Student Academic Complaints and Evaluation Inequity .....	11
2.3.1. Clarifying the Type of Complaint .....	11
2.3.2. Definition of Student Academic Complaints .....	11
2.3.3. Principles Governing Treatment of Student Academic Complaints .....	12
2.3.4. Procedures Governing Student Academic Complaints .....	12
2.3.5. Mark Updates .....	14
2.3.6. Grades Review .....	14
2.4. Maintaining Good Academic Standing .....	15
2.5. Procedures for Awarding Diplomas .....	16
2.5.1. Diploma of College Studies (DCS)/Diplôme d'Études Collégiales (DEC) .....	16
2.5.2. Attestation of College Studies (ACS)/Attestation d'Études Collégiales (AEC) .....	16
<b>3. RIGHTS AND RESPONSIBILITIES</b> .....	16
3.1. Students .....	16
3.2. Teachers .....	18
3.3. Departments .....	19
3.4. Program Committees .....	20
3.5. Faculty Deans .....	21
3.6. Registrar .....	21
3.7. Academic Dean .....	22
3.8. Director General .....	22
3.9. Board of Directors .....	22
<b>4. SELF-EVALUATION AND REVISION OF THIS POLICY</b> .....	22
4.1. Compliance .....	22
4.2. Effectiveness .....	23
4.3. Equivalence .....	23
4.4. Revision .....	24
<b>APPENDIX 1: VANIER COLLEGE POLICIES PERTINENT TO THIS IPESA</b> .....	25
<b>APPENDIX 2: GLOSSARY</b> .....	26

## INTRODUCTION

Vanier College is a publicly-funded English language CEGEP which strives to educate its students as individuals and to prepare them to participate fully in Quebec society. Our mission is to make pre-university, professional and technological education accessible while maintaining the highest possible standards of teaching and learning.

A well-defined IPESA is central to this mission. In the course of their studies students attain certain mental, physical and technical skills. The IPESA specifies the process of matching performance criteria<sup>1</sup>/learning outcomes<sup>2</sup> with actual achievements. This IPESA take precedence over other College policies, as listed in Appendix 1.

Evaluation of student achievement is a necessarily delicate and partly subjective process. This is all the more reason why a definite policy is necessary. It must be clear. It must be fair (and perceived to be fair by both students and faculty). It must be accepted and well publicized within the College community. And finally it must lead to the granting of diplomas and attestations in an unambiguous and orderly way.

Students must be told clearly what is expected of them in each course and in their overall program. They must receive regular feedback on their progress in meeting the standards, and in case of disagreement they must have access to well-defined procedures for settling disputes.

Teachers, departments and programs must continually examine the standards they set and the evaluation process they use. Different courses and teaching methods will demand different evaluation tools. Changing student populations and revised programs may also require changes to both the teaching and the evaluation process. In all cases, teachers (individually and collectively) have an ongoing obligation to ensure that the evaluation procedure is fair, relevant and efficient.

The College administration must oversee the whole process, and ensure that the resulting policy on evaluation is properly publicized to all students. It must also deal with formal requirements such as recording course grades, checking student compliance with program requirements, generating transcripts, and communicating student records to Quebec.

Finally, the government has an obligation to ensure that the College has a clear policy on this activity so central to the purpose of the institution, and that the policy is amended as circumstances dictate. The students of Vanier College are thus assured the best possible education that our talented and dedicated staff can provide.

## 1. GOALS OF THE POLICY

1. To set out and explain the general principles followed at Vanier College in the evaluation of student achievement.
2. To describe the procedures required to translate these general principles into practice.
3. To set out the rights and responsibilities of students, teachers, departments, programs, and administrators with regard to the evaluation process.
4. To provide information that will allow each student to become an effective participant in his/her educational experience at Vanier.
5. To create an atmosphere of openness and transparency around the evaluation process, so that it is understood and accepted by all segments of the College community.
6. To provide a coherent procedural framework within which decisions and professional judgments must be rendered, free of bias, inconsistency, and arbitrary practices.

---

<sup>1</sup> Performance Criteria: The requirements, as provided by MELS, for recognition of the attainment of the objective.

<sup>2</sup> Learning outcomes: What students should know and be able to do for recognition of the attainment of an objective.

7. To ensure that Vanier College is accountable for its standards of learning and its awarding of course grades, transcripts, diplomas and attestations.
8. To ensure that diversity in evaluation methods is permitted while simultaneously maintaining fairness.
9. To ensure that these evaluation policies and procedures are periodically reviewed, and any required changes addressed in a timely manner.
10. To provide an Appendix in which all College Policies pertinent to the IPESA are listed by title, policy number and a webpage link, so that they can be studied in detail on the Vanier College website.

## **2. SPECIFIC GUIDELINES**

### **2.1. INFORMING THE COMMUNITY**

#### **2.1.1 THE POLICY**

Upon admission, every student shall receive a copy of the Vanier College Institutional Policy on the Evaluation of Student Achievement. All College personnel are reminded annually of the existence of such a policy, its importance and where they can obtain a new copy. Newly hired teachers are given a copy of the policy. The policy also appears on the Vanier College website.

#### **2.1.2. PROGRAM INFORMATION**

A program is defined as an integrated set of courses leading to the achievement of educational objectives based on set standards.

Each DCS/DEC Program (Diploma College Studies/Diplôme d'Études Collégiales) contains elements of general education and specific education. The general education component consists of French, English, Humanities, Physical Education, and complementary courses (units in one or two domains not covered in the specific program component). The specific education component consists of those courses focused specifically upon the pre-university or career and technical program chosen by the student. Vanier College offers both pre-university (2 year) and career and technical (3 year) programs.

The requirements of programs as developed by the Ministry of Education and implemented at the College are outlined in the College Catalogue available on the website (<http://www.vaniercollege.qc.ca/publications/catalogue> ). Further information is provided at student orientations given for all new incoming students by Academic Advisors. Advisors also prepare program grids that outline a semester-by-semester set of courses students must follow. Program progression charts are provided for every student with information about courses completed, in progress, and yet to do. Information about prerequisites is available on the Master Course Schedule (<http://www.vaniercollege.qc.ca/online-schedule/>). Program grids are linked to the webpage for each academic program (<http://www.vaniercollege.qc.ca/academic-programs/>).

During their first semester in the Program, as well as whenever there is an adjustment to any of these conditions during their enrolment in the Program, all full time students receive a statement of the conditions for Good Academic Standing in the College and any Additional Program Requirements (Standing & Advancement Policy: <http://www.vaniercollege.qc.ca/bylaws-policies-procedures/by-law-number-8-academic-success/> ). Student preparedness for graduation is reviewed in the student's final semester, and lists of potential graduates are posted, giving students an opportunity to re-examine their status in the attainment of the program objectives.

An Attestation of College Studies (ACS) / Attestation d'Études Collégiales (AEC) Program usually contains only specific education courses, and is often a shorter, more intense educational program. These ACS/AECs are offered through Continuing Education, and do not necessarily fit into the academic calendar of either day or evening courses. Some ACS/AEC Programs are offered in smaller but more or less parallel forms as DCS/DEC Programs, almost always in the Career & Technical Programs. Information on ACS/AEC Programs is available from Continuing Education and on the Vanier website (<http://www.vaniercollege.qc.ca/academic-programs/category/attestation-programs/>).

#### **2.1.3. INFORMATION ON SPECIFIC COURSES**

The requirements of courses are described in detailed Course Outlines. Regulations governing the preparation, distribution and content of Course Outlines are described below. For more complete information see the Course Outline Policy (<http://www.vaniercollege.qc.ca/academic/policy/7210s10.pdf>).

1. Course Outlines are developed by teachers in accordance with the Course Outline Policy, departmental standards and guidelines and Article 20 of the REC.
2. Each Course Outline is submitted electronically via the designated College system at least five working days before the beginning of classes in each semester. Once submitted, the Course Outlines will be available to students registered in the course, the teacher, the appropriate coordinator, and the respective Faculty Dean or Director of Continuing Education. The Academic Dean's and Registrar's Offices will have access to all Course Outlines.
3. Teachers should review the Course Outlines with the students in each of their courses during the first week of classes.
4. Course Outlines should be reviewed at the departmental level to determine if they comply with the ministerial, collegial and departmental policies and guidelines before the start of classes. Each semester, the Faculty Deans, the Director Continuing Education, and the Academic Dean (or their designates) also review the Course Outlines for their area to ensure that they have all been submitted and that they comply with the ministerial, collegial and departmental policies and guidelines. One copy of each Course Outline is archived in each of the Faculty Deans' offices and the Academic Dean's office. The Registrar's Office stores copies of all Course Outlines from all previous semesters in electronic version and provides official copies to students (for a fee) upon request.
5. The Course Outline must contain the following information:

**Course Information:**

- a) Name of College, Faculty or Continuing Education and Program or Department
- b) Course title
- c) Course number (8 characters - numbers and/or letters)
- d) Course section number
- e) Semester (including date, e.g., A'95)
- f) Course description (from official program document)
- g) Course ponderation (Theory, Lab, Homework)
- h) Course prerequisites (if any)
- i) Teaching methods
- j) Course content
- k) Required reading material
- l) Bibliography
- m) Additional expenses

**Teacher Information:**

- a) Teacher's name, email address, office telephone number, and office location
- b) Availability to students beyond classroom times (for example, office hours).

**Student Learning:**

- a) Competency(ies), elements of the competency, and performance criteria or learning outcomes to be achieved (from official program document)
- b) Approximate dates of major assessments and other important activities
- c) Assessment and evaluation: A list of the major assessment activities, including a breakdown on how the marks are to be assigned (by percent). A maximum of 30% is permitted during the last two weeks of a 15-week course or 20% in the case of courses with a compulsory final exam in the final exam period or the equivalent for courses of different duration.

**Course Policies:**

- a) A statement regarding the College policies on Student Academic Complaints (see 7210-8), Cheating and Plagiarism (see 7220-12), Student Misconduct in the Classroom (7210-19), Code of Conduct and

Religious Holy Day Absences (see 7210-20) as well as any teacher- or course-specific rules/guidelines that students should adhere to.

Additional information can be added as necessary.

#### **2.1.4. COMPREHENSIVE ASSESSMENT (ÉPREUVE SYNTHÈSE DE PROGRAMME – E.S.P.)**

The requirements for the comprehensive assessment of programs are outlined to students in the College Catalogue and further clarified by their teachers. Students are reminded of the dates and the requirements of these comprehensive assessments through various information systems such as special notices on the website, Vanier Today and College and program bulletin boards. Regulations governing comprehensive assessments are as follows:

1. The object of the comprehensive assessment is to determine whether the student has acquired the general skills and intellectual approach appropriate to the program, but not necessarily taught in any one course or discipline. The comprehensive assessment should demonstrate that the student has acquired the following:

- (a) an awareness of how program disciplines affect and are affected by society
- (b) an ability to integrate the knowledge and skills taught in the courses of the program
- (c) the ability to independently search out, understand, and coherently present material not explicitly taught in any one course or discipline.

2. Each program committee is responsible for ensuring that departments collaborate to design an appropriate comprehensive assessment for its students. All departments that teach students in the program are invited to participate in the development and implementation of the assessment. The methodology for the comprehensive assessment must be recommended by the program and approved by the Academic Dean. Substantive changes in the comprehensive assessment format must follow the same approval process.

3. Where the comprehensive assessment is administered as a single assessment unit, it is the responsibility of teachers in the program to inform the Registrar whether the student has passed or failed.

4. Where there is more than one component to the comprehensive assessment, it is the responsibility of teachers in the program to inform the Registrar whether the student has passed or failed each component, and the responsibility of the Registrar to keep records for each student about the comprehensive assessment requirements and its schedule. The program committee is also responsible for making sure that mechanisms exist so that the requirements can reasonably be met, and that students are informed of their progress/status in a timely manner.

5. The comprehensive assessment may consist of one or more of the following:

- (a) an examination, practical or written
- (b) a project or assignment, practical or written

Normally, students will satisfy the requirement of the comprehensive assessment toward the end of their program, that is, in the last year or semester of their studies.

6. Each program committee is responsible for making sure that beginning students are informed.

7. Each program committee is responsible for ensuring that mechanisms exist for registering students in comprehensive assessment activities.

8. Students must satisfy their program comprehensive assessment requirements to graduate. Students who have not yet satisfied the requirements by the end of their last semester shall be so informed by the Registrar, in consultation with Academic Advising and the program. Arrangements should be made so that such students have another chance to satisfy the requirements.

#### **2.1.5. MINISTERIAL EXAMINATION OF COLLEGE ENGLISH (ENGLISH EXIT EXAM)**

As part of the requirements for obtaining a DCS/DEC, all graduating students must pass the Ministerial Examination of College English (English Exit Exam). This requirement, as well as other information about the exam, is made known through the College Catalogue on the website, the Student Agenda and other avenues.

Preparation for the Ministerial Examination of College English takes place principally in post-introductory English classes, where many instructors use model examinations as one course assessment measure. Student workshops are also conducted by the English Department and The Learning Centre.

## **2.2. EVALUATION MEASURES AND REGULATIONS**

### **2.2.1. EQUIVALENCES (EQ), EXEMPTIONS/DISPENSATIONS (DI) AND SUBSTITUTIONS (SU)**

#### **Dispensation (DI)**

##### *Definition:*

DI denotes that a student has requested and been recommended for an official exemption from a course which is normally part of his or her program. This does not count as a credit, but the course does not need to be replaced. The number of credits required by the program is reduced by the number of credits carried by the course for which the dispensation is granted.

##### *Area of application:*

The DI is given only in exceptional circumstances.

##### *Conditions and criteria:*

The DI may be recommended in carefully reviewed and well-documented medical circumstances, when the department cannot adapt the curriculum to the student's needs.

##### *Procedure:*

The request must be made to Admissions. In making its recommendation, the Admissions Office consults the department that offers the course. The student must furnish the transcripts, course descriptions and any other material required for verification.

#### **Equivalence (EQ)**

##### *Definition:*

An EQ denotes that a student has previously attained the objectives and standards of the course for which the EQ is requested.

##### *Area of application:*

EQ is given only where it is determined by a department that the competencies of a course have been met. The student requesting the EQ will be required to demonstrate the attainment of these competencies.

##### *Conditions and criteria:*

The attainment of course competencies will be judged appropriate for EQ recognition if it has taken place in one of the following circumstances:

1. through previous studies, but NOT at another CEGEP;
2. through on-the-job training.

##### *Procedures:*

Application for credit equivalence is made to the Admissions Office. The Admissions Office normally asks the department that offers the course to evaluate the request.

1. If the EQ is requested for previous studies, the student must submit a detailed official course description, officially translated into English or French if necessary. If it is judged equivalent by the department, Admissions will recommend the EQ only when an official transcript (officially translated into French or English if necessary) is supplied to this institution from the originating institution at the request of the student.
2. In the case of a student requesting the EQ for on-the-job training, the student must submit the relevant supporting documents, officially translated into English or French if necessary, to the Admissions Office. If the

department consulted judges the experience and training to be equivalent to the course, Admissions will recommend the equivalence.

### **Substitution (SU)**

#### *Definition:*

SU denotes that the College has approved the replacement of one CEGEP course for one or more other CEGEP courses.

#### *Area of application:*

This measure is applied after a program revision that has resulted in the discontinuation of certain course numbers. In order to obtain the number of credits necessary for the diploma, the discontinued courses can be replaced by courses in the new program. SU can also be recommended when a student changes programs. A course passed in a previous program can replace one in the student's new program. The SU can be recommended when a student changes colleges and a course taken at a previous college can replace a course offered in the student's Vanier program. The SU may be recommended by an Academic Advisor to facilitate a student's integration into and graduation from a new educational program/system.

#### *Conditions and criteria:*

The SU is recommended to a student under the following conditions:

1. A substitution can be recommended when a student has already previously passed one or several courses which have essentially the same learning objectives as the course or courses for which the SU is requested.
2. When, due to program revision, a discontinued course must be replaced by a different course in the new grid, a substitution can be recommended for a course previously taken by the student.
3. Students who transfer from French CEGEPs may be recommended for substitutions for general education requirements. These substitutions are made in accordance with directives established by the Ministère de l'Éducation, Loisir et Sport - Enseignement Supérieur in the Règlement sur le régime des études collégiales ([http://www2.publicationsduquebec.gouv.qc.ca/dynamicSearch/telecharge.php?type=2&file=//C\\_29/C29R4.htm](http://www2.publicationsduquebec.gouv.qc.ca/dynamicSearch/telecharge.php?type=2&file=//C_29/C29R4.htm)).

#### *Procedures:*

Students request substitution through the Academic Advisors who evaluate the requests. Advisors also recommend substitutions when studying student planners during and after registration. Advisors may recommend required substitutions to prepare a student file for graduation. In recommending substitutions, the Academic Advisors refer to substitution lists that have been approved by disciplines/programs. If there is no record of a substitution being approved/disapproved, the Academic Advisors consult the department concerned.

### **2.2.2. GRADING RESPONSIBILITIES AND MARKING SCHEME**

The teacher is responsible for implementing assessment measures and for assigning grades in accordance with Ministry and College regulations and program and departmental policies. The College entrusts to the departments and programs the supervision of assessment measures appropriate to specific courses. These measures might include common texts, common marking criteria, and common assignments or exams for the same or similar courses taught by different teachers.

Where common measures are not in place, the department, program or course committee determines the principles regarding the design, weighting, and marking of assessment instruments used to evaluate student learning. Discussion of marking practices and student achievement averages (rendement scolaire) in different sections of the same course are part of the on-going business of the department and/or program. For further definitions of responsibilities see section 3 of this policy "Rights and Responsibilities of the Vanier Community with Respect to this Policy".

The Marking Scheme is as follows:



1. As designated by the Ministry, the passing mark in all courses is 60%. This grade indicates that the student has attained the minimum competencies to receive credit in the course.

2. Numerical/percentage marks are assigned to designate certain qualitative achievement ranges. These mark ranges are as follows:

90% - 100%	Excellent mastery of objectives
80% - 89%	Very good mastery of objectives
65% - 79%	Good mastery of objectives
60% - 64%	Fair mastery of objectives
0% - 59%	Poor mastery of objectives

3. The following codes are used to indicate whether or not a student has attained course credit:

**IT** - Temporary incomplete, awarded by permission of the Registrar and the Faculty Dean, in exceptional circumstances and usually for courses of more than one semester, converted to a failure after two semesters if not up-dated by the teacher.

**IN** - Withdrawal for medical reasons, after an absence for a month or more. The student must file the appropriate forms, and the Registrar, in consultation with the teacher, grants the IN, subject to Ministerial approval.

**RE** - Pass in the comprehensive assessment and Ministerial Examination in English

**EC** - Failure to attain course objectives, awarded a grade between 0 – 59%

### **2.2.3. CALENDAR FOR STUDENT ASSESSMENT**

1. Students may, without penalty, delete a course if they withdraw on or before the completion of 20% of scheduled class time (normally, the third week of the semester).

2. At the midpoint of the semester, each teacher must give each student an indication of his/her current standing in the course. For further details see the policy entitled "Giving Students Indication of Standing in a Course before Midpoint of Semester Policy" (<http://www.vaniercollege.qc.ca/acadean/policy/7210s2.pdf>).

3. The means by which all regular daytime teachers will give their students an indication of their current standing in the course at the midpoint of the semester should include the one the College designates for the reporting of Mid-Term Assessments. For further details see the policy entitled "Giving Students Indication of Standing in a Course before Midpoint of Semester Policy" (<http://www.vaniercollege.qc.ca/acadean/policy/7210s2.pdf>).

4. All term work and assignments are corrected and returned to students as quickly as possible. Where quizzes, tests and writing samples are to be kept on file for pedagogical reasons, they are made available to students for perusal in a timely manner.

5. Tests during the semester conducted in class time must not exceed the class time.

6. Departments and programs are encouraged to develop mechanisms to limit the number of tests a student might have to write on one day.

7. If there is a final examination given in the exam period, the teacher may not assign more than 20% to any test, assignment or combination due in the last two weeks of the semester. If there is no final examination given in the exam period, the teacher may not assign more than 30% to any test, assignment or combination due in the last two weeks of the semester.

8. Any test given in the last two weeks should emphasize the work covered since the last test: tests covering all course topics are scheduled during the exam period.

9. All final exams must be kept on file for one full year.

10. The teacher must submit final grades according to a schedule determined by the academic calendar which is communicated to all members of the community by various printed and website information bulletins.

11. Faculty may correct submitted grades up to five working days after the deadline.
12. Students must notify the Registrar of errors on the transcript within 15 working days of the date of issue. They may make a request for a Mark Update (reconsideration of grade by the teacher) at this time. (See below for procedures.)
13. Mark Update Requests may be made up to 15 days after the date of issue of transcripts.

#### **2.2.4. EVALUATION TOOLS**

It is the responsibility of departments, faculty and programs to implement appropriate methods of evaluating student learning. There are two basic types of evaluation: formative and summative. Teachers are encouraged to use both types.

**Formative** assessment is aimed at providing feedback to the student in the course, identifying weaknesses and misunderstandings, and guiding and motivating the learning process. In addition, formative assessment gives the teacher ongoing feedback on which concepts or skills are not being grasped; this allows modifying the teaching strategy in order to clarify topics which seem to be poorly understood.

Formative evaluation may include the following assessment tools: written, oral or practical short quizzes, pre-tests, informal lab reports, reaction essays, journals, structured queries, oral presentations, assignments (either in-class or take-home), volunteer work, and participation in seminars, workshops, panels, class discussions or debates.

**Summative** evaluation is the principal means in each course of arriving at a final grade for the student; the grade is a quantitative measure of how well the student has achieved the specified competencies of the course. The final grade is then communicated to the Registrar and becomes part of the student's record at the College.

Summative evaluation normally uses one or more of the following measurement tools: unit tests (usually 3 to 4 per semester), comprehensive examinations (midterm exams and/or final exams) which may be written, oral or practical, major essays, formal lab reports, and term papers or term projects (often including an oral presentation).

Whatever tools are used, the aim is to ensure that the students receive the education necessary to satisfy the objectives and standards defined in their programs of study. The knowledge and skills acquired are designed to help them in their various future endeavours.

#### **2.2.5. CHEATING AND PLAGIARISM**

Cheating and plagiarism are violations of academic integrity, whether they are detected at the time of the offense or later and are considered to be very serious academic offenses. They undermine the legitimacy of the academic degrees awarded by the College and deny honest students of some of the rewards of their efforts.

**Cheating:** intentional violation or evasion of established rules governing assessments. Cheating includes, but is not limited to, the following:

- a) Copying of another student's work. Detection may occur during the test or examination or during the evaluation of the test or examination. Anyone who knowingly permits his or her work to be copied is considered to be as guilty as the cheater.
- b) Possessing unauthorized material during a test or examination, regardless of whether the student uses this material. Detection may occur during the test or examination or during the evaluation of the test or examination.
- c) Impersonating another person or being impersonated by another person at any test or examination, or in connection with any other form of academic work.
- d) Forging, altering or falsifying any academic record, or making use of any false record whether the record is in print or electronic form.

**Plagiarism:** submitting or presenting work in a course as if it were the student's own original and individual work done expressly for that course when, in fact, it is not. Plagiarism includes, but is not limited to, the following:

- a) Copying in whole or in part from published material, electronic sources or any material that the student did not originate himself or herself without documenting the source in accordance with a recognized academic or technical style guide. Plagiarism includes copying, paraphrasing or summarizing text, information or ideas from sources without proper documentation.
- b) Copying of another student's course work or assignment. A student who knowingly permits his or her work to be copied is considered to be as guilty as the plagiarizer.

Additional information on cheating and plagiarism and the procedures to follow when a case is suspected or when review of an accusation is desired can be found in the Vanier College Cheating & Plagiarism Policy (<http://www.vaniercollege.qc.ca/acadean/policy/7210s31.pdf>).

#### **2.2.6. STUDENT ABSENCES FOR RELIGIOUS HOLY DAYS**

The College respects the observance of religious holy days by students. The College recognizes the diversity of its students' religious beliefs, supports their right to observe religious holy days, and affirms that students who wish to observe religious holy days are to be reasonably accommodated. In its official Academic Calendar, the College formally recognizes civic or statutory holidays set by law or by the collective agreements.

In every course, students who wish to observe religious holy days during regularly scheduled class time must submit a completed *Religious Holy Days Absence Form* <http://www.vaniercollege.qc.ca/registrars/request-forms/religious-holy-days> to their teacher during the first week of classes. Each student is responsible for any missed material covered in classes and labs, just as when classes are missed for other reasons. Students who follow these steps will not be penalized for missed assessments or activities.

Teachers will make reasonable attempts to provide alternate arrangements for the missed assessments.

#### **2.2.7. MISSED ASSESSMENTS**

The equitable evaluation of student achievement requires that students not be penalized for serious circumstances beyond their control. For students who miss an assessment for a medical reason, the teacher will make alternate arrangements, provided that official documentation is submitted. Absences for non-medical reasons will be considered at the discretion of the teacher.

A student who wishes to request a make-up must contact the teacher as soon as possible, normally before the assessment date, to notify them of the circumstances pertaining to the absence.

For medical absences, as soon as possible, the student must bring the teacher an official document pertaining to the absence and the teacher will make alternate arrangements for the assessment. If the teacher has doubts regarding the authenticity of the document, the teacher must bring the document to the faculty dean's office. The dean's office will verify the document.

For non-medical absences, the teacher will use his or her discretion to decide if documentation is necessary and whether the reason for the absence justifies a make-up assessment.

### **2.3. MEASURES FOR ADDRESSING STUDENT ACADEMIC COMPLAINTS AND EVALUATION INEQUITY**

#### **2.3.1. CLARIFYING THE TYPE OF COMPLAINT**

1. Students should note that complaints that relate to a teacher's failure to fulfill his or her contractual obligations (such as meeting classes) should be taken directly to the Faculty Dean as soon as possible.
2. Complaints that relate to Mark Updates and Grades Review have specific procedures outlined in later sections of this IPESA.
3. Complaints that relate to discrimination and harassment should be taken to the Human Rights Office.
4. Student Academic Complaints appropriate for Mediation are defined in the policy that follows, as are the procedures for dealing with these kinds of complaints.

#### **2.3.2. DEFINITION OF STUDENT ACADEMIC COMPLAINTS**

Complaints may relate to any and all academic concerns about the teaching and learning experience. Typical complaints covered by this policy may include (but are not limited to) the following:

- Teacher behaviour that does not encourage a positive teaching-learning environment
- Course Outlines not being followed throughout the course.

### **2.3.3. PRINCIPLES GOVERNING TREATMENT OF STUDENT ACADEMIC COMPLAINTS**

1. Students have the right to a fair and expeditious hearing of their academic complaints.
2. Students are encouraged to approach the teacher with whom they have the problem, before seeking help from any outside persons or bodies. Wherever possible, the discussion between teacher and student should always be the first step.
3. Mediation is an effective means to address many academic complaints and interpersonal concerns. Students are encouraged to attempt mediation to resolve their academic complaints.
4. Mediation Committees are available to all students. The College provides for the existence of two types of Mediation Committees: Departmental and Faculty. Departments are encouraged to establish their own Department Mediation Committee. Faculty-based Mediation Committees will be established by the Deans in consultation with the Faculty to mediate where there is no Departmental Mediation Committee, and for departments who choose to use the Faculty committees. The composition of any Student-Faculty Mediation Committee (SFMC) is two teachers and two students. The SFMC is chaired by a teacher. For the purposes of courses in Continuing Education, the day-time Department or Faculty Mediation Committees will be used as much as possible: the Director of Continuing Education is responsible for ensuring that there is a Student-Faculty Mediation Committee available during Summer School.
5. The teacher who agrees to participate in the mediation process has the choice of having the complaint heard by the Department Mediation Committee (if it exists) or by the Faculty Mediation Committee.
6. The confidentiality of both parties must be respected by all individuals involved in the resolution of the complaint. Confidentiality must be distinguished from anonymity. One of the requirements of natural justice is that an individual accused of an offense be informed of the allegations and the identity of the individual who is making the allegations.
7. For the purposes of this policy, the Director of Continuing Education shall be considered equivalent to a Faculty Dean.

### **2.3.4. PROCEDURES GOVERNING STUDENT ACADEMIC COMPLAINTS**

#### **A. Informal Procedure**

1. The student should describe his/her problem to the teacher, and there should be an attempt to solve the problem informally between them.
2. In cases where a student approaches someone other than his/her teacher (for instance, the Department Coordinator, the Student Advocate, or Faculty Dean), then that person will emphasize the importance of #1, and inform the student how to contact a member of the Student-Faculty Mediation Committee (SFMC).
3. If the student has seen the teacher or is unwilling to do so, then the student may approach any member of the SFMC.
4. The student should be informed at this point that s(he) can request either informal mediation from any member of the SFMC or formal mediation.
5. The committee member must inform the chairperson of the SFMC that informal mediation is taking place.
6. During this informal mediation, the student should be willing to be identified to the teacher.
7. If an informal resolution is reached to the satisfaction of both parties, a formal SFMC meeting will not be called.

#### **B. Formal Mediation**

1. If an informal resolution is not reached, the student may request formal mediation. The request for formal mediation can be made to any member of the mediation committee and must be in writing, signed, dated and specifically outlining the nature of the problem. The member will pass the request to the chairperson of the committee.
2. Complaints are normally resolved in the semester in which they occur. (For ACS/AEC and Summer School courses, the dates will be determined according to the start and end days.)
  - (a) Complaints must be made before the mid-term date of the semester following the problem, and
  - (b) if a student wishes to have a complaint from the winter semester processed before the start of the summer holidays for faculty, the complaint must be received by June 1st of that calendar year.
3. The chairperson shall select a time and place for the first meeting and notify in writing all parties involved at least 48 hours in advance. This notice should inform both parties of their rights.
4. This first meeting will be held within 10 school days of the submission of the complaint.
5. Any member of the committee who has a personal interest is required to step down before proceedings take place. An alternate is then requested.
6. The meeting must be held in a neutral place (e.g., a classroom).
  - Both parties have the right to bring someone from within the College community to help them present their case and, if need be, to speak on their behalf.
  - Both parties have the right to present any witness and/or written material that they feel supports their case. Witnesses will be called one at a time and asked to wait outside the hearing until called by the committee.
  - Both parties have the right to be present when information is being presented about the problem.
  - If the complaint is made by more than two students, the group appoints one or two individuals as spokesperson(s) on their behalf.
7. The committee determines the extent and nature of the problem and the validity of the complaint. If the majority of the SFMC considers that there is a successful resolution, then they make purely verbal recommendations and only to the concerned parties and the case is considered closed. Such recommendations are made within 10 school days of the first meeting. Specific reports will be kept within the committee and destroyed after the end of the year.
8. The student may make a formal complaint to the Faculty Dean in cases where:
  - the SFMC does not follow procedure
  - the SFMC cannot resolve the problem
  - one of the parties does not accept the recommendations of the SFMC
  - the same problem which was resolved by the SFMC reoccurs within the same semester.

### **C. Formal Academic Complaints to the Faculty Dean**

1. The Faculty Dean will investigate formal complaints including, as part of the investigation, discussion with both parties, the Department Coordinator, and the chair of the Mediation Committee. The Faculty Dean will attempt to ascertain, among other things, the following:
  - whether a successful resolution to the problem has been reached as determined by the SFMC and accepted by the parties concerned;
  - whether the nature of the problem presented to the Dean was the same as the one heard by the SFMC;
  - whether there was a recurrence within the semester of the same problem originally resolved by the SFMC.

The Faculty Dean will then take appropriate action. The parties will be informed in writing of the outcome of the investigation within 10 school days.

2. At the end of each academic year the SFMC will submit to the coordinator an annual report listing the number of cases handled.

3. All mediation committees must be struck by September 15 (by June 15 for the purposes of Summer School). The Faculty Deans will forward the composition of the Department and Faculty Committees to the Academic Dean, Student Services, the Student Advocate, the VCTA and the Academic Officer of the VCSA.

#### **D. Appeal**

The student may appeal the actions of the Faculty Dean. Such an appeal is made in writing to the Academic Dean. Appeals must be submitted to the Academic Dean within 10 working days of the Faculty Dean's decision

#### **E. Publicity**

It is the responsibility of the Academic Dean to inform the students of this policy. It is the Department's/Dean's responsibility to ensure that a list of the names of the Department/Faculty SFMC members are posted in areas that are readily accessible to students.

*Note:* For the purposes of this procedure, a school day is any non-holiday, within the period of teacher availability.

### **2.3.5. MARK UPDATES**

1. Students should keep all graded work from every course until they are certain that they have no reason to challenge their final grades. They should also make copies of all work submitted for marks during or at the end of a term.

2. If they are not returned to students, faculty members should keep all assignments which count as part of the final grade for at least two semesters. If faculty are to be officially unavailable, they must arrange departmental access to all pertinent records and student work.

3. Students who wish to question their final grades may file a request for a Mark Update by filling out a Mark Update request at the Registrar's Office. The student will explain why he or she thinks a change of grade is justified. Mark Update requests must be made within 15 working days of the date of issue of transcripts.

4. The Registrar forwards the request to the teacher, who has 10 working days to respond. The teacher will either change the grade as requested or give reasons why the adjustment should not be made. Students who are unwilling to accept the teacher's decision may request a Grades Review.

### **2.3.6 GRADES REVIEW**

Regulations for a Grades Review process are as follows:

1. The first step in a Grades Review is always the Mark Update request, made within 15 working days of the transcript date of issue.

2. Students requesting a Grades Review for a particular course have until the mid-point of the following semester to file with the Registrar the request for Grades Review.

3. All departments will have a Grades Review Committee of two standing members and the teacher whose work is being reviewed (or a substitute for him or her).

4. Students may indicate on the Grades Review Request form the wish to make a presentation to the Grades Review Committee, and may be accompanied by anyone from the Vanier community. Both student and companion have the right to remain in the meeting while all information is being presented.

5. If the student has made such a request, the Grades Review Committee must organize a meeting to be held in a neutral place within 10 working days. Written notice of the meeting must be received at least 48 hours in advance and the meeting must take place within 5 working days of the notice.

6. If the student does not request a meeting, then the Grades Review Committee will review the work submitted and give its decision within 15 working days of their receipt of the request form.
7. Students must submit with their request the original of all corrected work in their possession which they wish to have reviewed.
8. Faculty members must provide to the Grades Review Committee the Course Outline, assignments, marking criteria, originals of student work still in their possession, and any other documents relevant to the case.
9. The Grades Review Committee is empowered to change the final grade, and this decision is open to review by the Academic Dean only if proper procedures are not followed.
10. The reason for the decision and the decision itself are communicated in writing or orally by one of the members of the committee.
11. The student, the teacher and the Registrar will receive a copy of the form providing the decision within 7 working days of the final committee meeting. All decisions will be made by the 14th week of the semester following the one in which the grade is given.
12. All activities of the committee are carried out in confidence. Minutes are kept by a member of the committee for one year and then destroyed.

## **2.4. MAINTAINING GOOD ACADEMIC STANDING**

In order to continue their studies, students must remain in good standing at the College. The definition of good standing at Vanier College is set forth in College By-Law #8: Academic Success.

Maintaining Good Academic Standing is defined as follows:

(a) Diploma of College Studies (DCS)/Diplôme d'études collégiales (DEC) full time students

- Pre-university Programs  
Each Autumn and Winter semester, pre-university program students must pass the equivalent of a full time load (minimum 4 courses).
- Professional (Technical) Programs  
Each Autumn and Winter semester, professional (technical) program students must pass more than 50% of the courses in which they are registered and more than 50% of their Professional Program courses.

(b) Attestation of College Studies (ACS)/Attestation d'études collégiales (AEC) Programs full time students

Each semester, ACS/AEC students must pass more than 50% of the courses in which they are registered. Program may have very specific Additional Requirements. These are made known to students in program requirement documents.

Students who fail to meet the criteria for Good Academic Standing in the College a FIRST time are placed on Academic Probation immediately and must sign a Probation Contract before being permitted to register in any subsequent semester. Students not in Good Academic Standing in any one semester retain this on their record.

Students who fail to meet the criteria for Good Academic Standing in the College a SECOND time will be suspended from full-time student status for a specific time, usually one academic year, and must fulfill certain conditions prior to being considered for re-admission to full-time studies. To be re-admitted to the College as a full-time student after the specified time, students must formally apply to the College. Students re-admitted to full-time status in a Diplôme d'études collégiales or an Attestation d'études collégiales Program following suspension for failure to achieve Good Academic Standing, retain their Academic Probation status upon readmission.

Students who fail to meet the criteria for Good Academic Standing in the College for a further THIRD time will be suspended from full-time student status once again.



Students in Good Academic Standing in the College who fail to meet any Additional Program Requirements must follow the Program Review Process implemented by the Program before registering in their Program. Such students may be required to transfer to another Program in the College.

## **2.5. PROCEDURES FOR AWARDING DIPLOMAS**

### **2.5.1. DIPLOMA OF COLLEGE STUDIES (DCS)/DIPLÔME D'ÉTUDES COLLÉGIALES (DEC)**

The Minister of Education grants a DCS/DEC to a student upon recommendation of the College, which, through the Academic Advising body and the Registrar, verifies the following:

1. The student has earned, prior to studies at Vanier College, the Secondary School Diploma (SSD) or has been recognized to possess a level of education deemed equivalent to an SSD.
2. The student satisfies the specific admission requirements defined by the Minister for the respective program. These requirements are published in the College Catalogue.
3. The student has satisfied the objectives and standards of the program studied.
4. The student has passed the English Exit examination set by the Ministry of Education.
5. The student has successfully completed the Comprehensive Assessment.
6. The student has been granted all the credits pertaining to the programs of studies. These credits allocated can also consist of equivalencies (EQ), substitutions (SU) and dispensations (DI).

In addition, Academic Advising will assist the student in verifying that he/she possesses all the registration requirements for specific courses (published in the College Catalogue) where necessary. The Advisors will check the student's academic profile during each registration session. The Academic Advisors will review the academic progress and status of all the students who are completing their program requirements. Lastly, Academic Advising, when determining a student eligible for the DCS/DEC, will ensure that the student has fulfilled the requirement for the minimum length of stay at the College as defined for both pre-university and professional students in Policy # 7220-9.

### **2.5.2. ATTESTATION OF COLLEGE STUDIES (ACS)/ATTESTATION D'ÉTUDES COLLÉGIALES (AEC)**

The College grants an ACS/ACE to a student who has fulfilled the following:

1. The student satisfies the specific admission requirements (published in the official catalogue) defined by the Minister for the respective program.
2. The student has satisfied the objectives and standards of the programs.
3. The student has been granted all the credits, which may also be in the form of equivalencies (EQ) or substitutions (SU) or dispensations (DI), pertaining to the program of studies.

Academic Advising, when determining the student eligible for an ACS/AEC, will ensure that the student has fulfilled the requirement for the minimum length of stay at the College.

## **3. RIGHTS AND RESPONSIBILITIES**

Everyone in the community has a responsibility to be familiar with and to adhere to this policy. It is an important part of the students' education to learn how student achievement is evaluated, and to become an active participant in the process. Individuals and groups in the College have rights and/or responsibilities in the system.

### **3.1. STUDENTS**

At the college level, students bear the primary responsibility for their learning. Accordingly, they are afforded both rights and responsibilities with respect to the evaluation of their achievement.

#### **Rights:**



**3.1.1.** To have access to a College Catalogue which describes the basic content of courses and their prerequisites and which provides information on College policies, academic regulations, graduation requirements and university requirements.

**3.1.2.** To receive a Course Outline during the first week of classes. The Course Outline must contain the information as listed in section 2.1.3 of this IPESA and in the Vanier College Course Outline Policy (<http://www.vaniercollege.qc.ca/acadean/policy/7210s10.pdf>). Discretionary changes to course content and/or procedures shall be agreed upon between the students and teacher, with written notification provided to the Department/Program Coordinator and Faculty Dean or Continuing Education Coordinator.

**3.1.3.** To expect the full number of hours scheduled for their classes to be fulfilled by the teacher scheduled to teach the course or by a substitute teacher in the event of a prolonged absence.

**3.1.4** To have their learning evaluated in a competent and on-going manner.

**3.1.5.** To have the results of their evaluations kept confidential.

**3.1.6.** To have all course assignments and tests graded and returned within a reasonable period of time.

**3.1.7.** To have access to their graded assignments and tests, an opportunity to discuss results of an evaluation with the teacher, and an indication of their current standing in each of their courses at the midpoint of the semester.

**3.1.8.** To participate in the areas of policy making and governance that have an impact on their lives.

**3.1.9.** To utilize grievance procedures and to seek redress in the event that they believe their academic rights have been violated.

**Responsibilities:**

**3.1.10.** To follow the procedures and requirements specific to their programs of study to ensure the completion of their DCS/DEC or ACS/AEC.

**3.1.11.** To comply with the course requirements as given in Course Outlines.

**3.1.12.** To respect the teacher's right to determine course content, methodology, evaluation procedures and attendance policies within the guidelines set by the Ministry of Education and the College.

**3.1.13.** 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 the Library, The Learning Centre, Counselling, resource centres, etc.

**3.1.14.** To be honest and to refrain from cheating, plagiarism and other dishonest or deceptive behaviours.

**3.1.15.** To arrive in class on time and remain for the duration of scheduled class time.

**3.1.16.** To wait for the teacher for 15 minutes after the scheduled beginning of a class, unless they have been notified otherwise.

**3.1.17.** To behave respectfully in class in accordance with appropriate standards of behaviour. Appropriate standards of behaviour in the classroom/learning environment include but are not limited to the following actions:

- To observe and be aware of the Code of Conduct Policy (<http://www.vaniercollege.qc.ca/policies/7110s2.pdf>) regarding the following:
  - Unauthorized Use of Alcohol/Illegal Drugs
  - Violence against Persons or Property
  - Possession of Weapons
  - Verbal or Written Abuse or Intimidation
  - Theft
  - Gambling
- To respect the rights of all members of the College community (this includes refraining from any behaviour that would disrupt the learning environment)

- To turn off all unauthorized electronic devices while in class, other teaching/learning environments and other areas as indicated.

**3.1.18.** To take responsibility for the material covered in the classes and labs they miss.

## **3.2. TEACHERS**

Teachers play a major role in the students' assessments. Their rights and responsibilities, if well-defined and followed, ensure that the students will be judged and assessed in a just and equitable way.

### **Rights:**

**3.2.1.** To choose any teaching methods and tools, provided that Ministerial, College, program and departmental objectives are met and their guidelines are followed.

**3.2.2.** To use any assessment tools, within departmental and program guidelines, that they feel will help the students in the learning process to achieve and satisfy the requirements of their courses.

**3.2.3.** To define their own grading system provided that the College policy dealing with the grading system has been followed and any requirements of the department and/or program are met.

**3.2.4.** To insist on appropriate attendance, appropriate class conduct and timely completion of course tasks by the students in their classes (see Student Responsibility 3.1.16 of this policy for further details). The Student Misconduct in the Classroom Policy (7210-19) may also be helpful for procedural guidelines in this area (<http://www.vaniercollege.qc.ca/acadean/policy/7210s19.pdf>).

### **Responsibilities:**

**3.2.5.** To develop the Course Outlines for the courses they give.

- 1.1. The Course Outlines must be consistent with the Course Outline Policy (<http://www.vaniercollege.qc.ca/acadean/policy/7210s10.pdf>), departmental standards and guidelines and Article 20 of the REC.
- 1.2. Each Course Outline is submitted to the College electronically via the appropriate college messaging system at least five working days before the beginning of classes in each semester.
- 1.3. Teachers should review the Course Outlines with the students in each of their courses during the first week of classes.

**3.2.6.** To establish the foundations for good classroom management. This includes a clear presentation and discussion during the first class of accepted standards of student behaviour.

**3.2.7.** To check on the learning process of the students by giving them regular feedback. At the midpoint of the semester, this feedback must include an indication of each student's current standing in the course given both to the student and to the College (the latter in the form of a Mid-Term Assessment: see the Giving Students Indication of Standing in a Course before Midpoint of Semester policy for further details - <http://www.vaniercollege.qc.ca/acadean/policy/7210s2.pdf>).

**3.2.8.** To be available to students outside of class and to post their office hours clearly.

**3.2.9.** To teach during the designated class room period: to arrive on time, to conduct class for the entire period, and to allow an appropriate break at the end of the period so that everyone can get from class to class on time.

**3.2.10.** To assess students by using appropriate formative/summative assessments.

**3.2.11.** To collaborate with other teachers when they are teaching the same course in different sections in order to maintain consistency and reliability.

**3.2.12.** To provide students with written instructions for major assignments.

**3.2.13.** To define and communicate to students the marking criteria of each task in order to ensure reliability, validity and justice.

**3.2.14.** To define and communicate to their students, in writing (Course Outline), the meaning and consequences of cheating and plagiarism and to include a statement of the importance of the policy on Cheating and Plagiarism (<http://www.vaniercollege.qc.ca/acadean/policy/7210s31.pdf>) in all Course Outlines.

**3.2.15.** To report all incidences of cheating and/or plagiarism to the appropriate College body according to the policy on Cheating and Plagiarism (<http://www.vaniercollege.qc.ca/acadean/policy/7210s31.pdf>).

**3.2.16.** To mark their assessment tasks in a fair and just way to ensure that the students who pass a course have really achieved the standards defined by the appropriate department, following the guidelines of the Minister of Education.

**3.2.17.** To submit final grades on or before the prescribed submission deadline.

**3.2.18.** To respond to Mark Update requests in a timely manner and to cooperate with the Grades Review Committee.

**3.2.19.** When the comprehensive assessment is part of the teachers' course, to cooperate in preparing the working or testing activities that will be used for the assessment.

**3.2.20.** When the comprehensive assessment is part of the teachers' course, to mark comprehensive assessment activities in accordance with the objectives and standards of the program and inform the Registrar whether the student has passed or failed.

**3.2.21.** To keep up with the knowledge and skills involved in teaching and in their teaching discipline.

### **3.3. DEPARTMENTS**

The main role of the departments is to support the mechanisms used in the assessment process of the students studying in their respective programs. The departments have their own rights and responsibilities as well.

#### **Rights:**

**3.3.1.** To suggest policies on student attendance, on the number and types of student exercises to be evaluated and the interval between those exercises, in accordance with the various College policies pertaining to these matters.

**3.3.2.** To participate in planning the form of the comprehensive assessment and in the modalities of administering it, such as the duration, the timing, and the student exercises involved.

**3.3.3.** To establish its own procedures in accordance with the Collective Agreement for the election of committees pertinent to this policy.

#### **Responsibilities:**

**3.3.4.** To review the Course Outlines of courses offered by their department to determine if they comply with the ministerial, collegial and departmental policies and guidelines before the start of classes.

**3.3.5.** To ensure the distribution of the Course Outlines in accordance with this policy.

**3.3.6.** To verify that all the assessment tasks and evaluation systems described by the teachers are fair, follow accepted standards and are equitable for students in all sections.

**3.3.7.** To monitor student success, including a review of the rendement scolaire (for example, pass/fail rates in courses).

**3.3.8.** To establish a curriculum committee to create guidelines that will ensure that the courses and the assessment tasks are reviewed regularly and that there is coherence among the various courses in the program.

**3.3.9.** To establish a Mediation Committee to provide guidance to students and teachers when there are unresolved academic complaints and/or interpersonal concerns.

**3.3.10.** To provide information about any changes made in the program to any other departments involved in the student learning process.

**3.3.11.** To guide teachers in preparing and organizing courses in accordance with the standards and policies of the department and the College.

**3.3.12.** To prepare the students for the comprehensive assessment.

**3.3.13.** To help establish guidelines to ensure that the comprehensive assessment is marked in a just and fair manner.

**3.3.14.** To choose a coordinator whose main job is to ensure that all the policies pertaining to the department are applied, and that an annual report on departmental matters is prepared.

**3.3.15.** To assume responsibility for the quality of education that is offered by its teachers.

### **3.4. PROGRAM COMMITTEES**

Each college program is responsible for establishing a Program Committee. The Program Committee contains 4 members from general education, 4-6 members from specific program courses, and the Faculty Dean. This Committee meets at least once a semester. The mandate of the Program Committee is to focus on curriculum and pedagogy, ensuring that the following are addressed:

#### **Responsibilities:**

**3.4.1.** To ensure that all of the program's objectives and standards or competencies are adequately represented in the curriculum presented to students and the curriculum is coordinated amongst the disciplines.

**3.4.2.** To ensure the development and implementation of comprehensive assessments that equitably assess whether the student has integrated the program. Students new to the program are made aware of the comprehensive assessment. Mechanisms exist for registering students in comprehensive assessment activities. Students are informed of their progress/status in a timely manner.

**3.4.3.** To ensure that the learning activities developed by the departments are consistent with the needs of the students and the goals of the program, and are coherent with those of all departments contributing to the program.

**3.4.4.** To ensure that model Course Outlines are developed that maximize equity of assessment between:

- different sections of the same course taught by different teachers
- different courses having the same competency but taught by different teachers and different departments

**3.4.5.** To ensure, in consultation with departments, that characteristics of incoming students are monitored and curriculum, pedagogy, evaluation and services are modified as required.

**3.4.6.** To ensure that student success is monitored. This includes a review of the rendement scolaire (for example, pass/fail rates in courses), retention rates, graduation rates access to and success rates in university programs and employment rates for graduates.

**3.4.7.** To ensure that recommendations are made to the College regarding admissions and standing and advancement.

**3.4.8.** To ensure that programs determine new, adjusted or changed Additional Program Requirements for Standing and Advancement as required and that the appropriate templates of such information are up-to-date.

**3.4.9.** To ensure that programs with Additional Program Requirements conduct and document their Program Review Process.

**3.4.10.** To ensure that liaisons are established and maintained with other CEGEPs and other levels of education with respect to the development of curriculum.

**3.4.11.** To ensure, where appropriate, that liaisons are established and maintained with the workplace and professional bodies.

**3.4.12.** To ensure that liaisons are maintained with academic and other support services with respect to pedagogical and curricular changes.

**3.4.13.** To ensure that program evaluations are conducted as required and indicated adjustments to the program are made.

### **3.5. FACULTY DEANS**

The Faculty Deans and Director of Continuing Education are responsible for overseeing and coordinating the practices and procedures of the departments and programs in their respective areas. With respect to the evaluation of student achievement, the responsibilities of the Faculty Deans and Director of Continuing Education (or designates) are listed below.

#### **Responsibilities:**

**3.5.1.** To review, each semester, the Course Outlines for their area to ensure that they have all been submitted and that they comply with the ministerial, collegial and departmental policies and guidelines. This review should be completed no later than four weeks after the start of the semester. Electronic copies of each Course Outline should be archived in the Faculty/Continuing Education offices.

**3.5.2.** To verify that all teachers submit mid-term assessments, follow up Mark Update requests, fulfil committee responsibilities especially in such areas as Mediation and Grades Review, submit their marks in a timely manner, and participate appropriately in the Academic Review Process.

**3.5.3.** To follow up, where necessary, on matters pertaining to student complaints about faculty or faculty complaints about students, to ensure that proper procedures are followed for the timely and equitable resolution of all such difficulties.

**3.5.4.** To ensure that the Registrar receives correct information with respect to scheduling of courses and reporting of grades.

**3.5.5.** To meet with program/department coordinators to assist in the approval of new courses, course planners, decisions regarding assessment equity, formulations and implementation of comprehensive assessment measures, and evaluations and/or refinements to this policy.

**3.5.6.** To advise teachers, program and department coordinators, and students who are experiencing difficulty in the interpretation or implementation of this policy.

**3.5.7.** To organize and conduct Academic Probation Processes for students who are not in Good Academic Standing.

**3.5.8.** To oversee the Program Review Process for Programs with Additional Requirements.

**3.5.9.** To report to the Academic Dean on all matters pertaining to the evaluation of student achievement that fall within their jurisdiction.

### **3.6. REGISTRAR**

The Registrar has the responsibility of overseeing the following matters pertaining to the evaluation of student achievement.

#### **Responsibilities:**

**3.6.1.** To prepare and distribute admissions materials.

**3.6.2.** To organize and conduct the admissions process including Admissions Probation and related procedures.

**3.6.3.** To oversee registration and access to courses for which appropriate pre-requisites have been granted.

- 3.6.4.** To store all Course Outlines from all previous semesters in electronic version and to provide official copies upon request (for which there is a charge).
- 3.6.5.** To collect and record student grades.
- 3.6.6.** To keep records for each student about the comprehensive assessment requirements and its schedule. Students who have not yet satisfied the requirements by the end of their last semester shall be so informed by the Registrar, in consultation with Academic Advising, and the Program. Arrangements should be made so that such students have another chance to satisfy the requirements.
- 3.6.7.** To assist students in understanding and complying with the IPESA.
- 3.6.8.** To maintain student records concerning suspensions until their graduation from the College and to refer cases involving a second notice of suspension to the Academic Dean. In the case of a student under 18 years of age, the Registrar will send to the parent or guardian a copy of the notice of suspension or expulsion from the College.
- 3.6.9.** To provide student transcripts when appropriate.
- 3.6.10.** To produce lists and files of students who fail to meet the criteria for Good Academic standing and any Additional Program Requirements.
- 3.6.11.** To keep student records in an orderly and confidential manner.
- 3.6.12.** To prepare student records for making decisions about student eligibility to receive diplomas.
- 3.6.13.** To report to the Academic Dean on matters pertaining to this policy.

### **3.7. ACADEMIC DEAN**

The Academic Dean ensures that all programs of study act in accordance with the objectives and procedures outlined in this policy, and oversees its evaluation through strategic planning, reviews of Course Outlines, annual reports and regular meetings with Faculty Deans. The Academic Dean has the responsibility to ensure that the rights and responsibilities articulated in this document and the policies subsumed under it are respected in full. The Academic Dean is responsible for publicizing academic policies as required.

### **3.8. DIRECTOR GENERAL**

The Institutional Policy on the Evaluation of Student Achievement is ultimately the responsibility of the Director General. He/she must ensure that the policy is followed, that it is evaluated and updated in an appropriate manner, and that it is well understood by the community. The Director General will act in a manner that preserves the autonomy of teachers, departments and programs while ensuring that there is both quality and equity in the educational experience of students in all programs.

### **3.9. BOARD OF DIRECTORS**

It is the responsibility of the Board of Directors to review and approve all changes to the Institutional Policy on the Evaluation of Student Achievement.

## **4. SELF-EVALUATION AND REVISION OF THIS POLICY**

Specific measures outlined in this IPESA ensure that the policy is subject to on-going institutional self-evaluation for compliance, effectiveness and equivalence. These measures are summarized as follows:

### **4.1. COMPLIANCE**

Compliance with the principles, objectives, and rules and regulations of the IPESA is the responsibility of all members of the community. The specific tools for ensuring conformity with the policy include, among others, the following instruments, practices and reports:

1. The official adoption and publication of the IPESA, made available in a coherent and readable format to all members of the community;
2. Course Outlines prepared by teachers, approved by departments/programs and distributed to students;
3. Formation of Mediation and Grades Review Committees by all departments/programs;
4. Meetings and informal discussions within departments;
5. Meetings and informal discussions at all College-wide committees;
6. Minutes recording decisions dealing with development and evaluation taken at these meetings;
7. Annual Reports and Strategic Plans prepared by departments, programs, faculties and the institution as a whole.

#### **4.2. EFFECTIVENESS**

Ensuring that student achievement is evaluated with valid, coherent, effective and just methods and instruments is primarily the responsibility of the teachers. It is their obligation to evaluate the objectives of the programs, under the direction of the Faculty Deans, the Academic Dean, and the Director General. The effectiveness of this enterprise depends upon the following institutional practices:

1. Adequate dissemination of the information regarding the criteria for success in each course, the Ministerial Examination of College English, and the Comprehensive Assessment for each Program;
2. Review of Course Outlines to ensure that each course contains both formative and summative evaluation tools and measures;
3. Assurance that teachers give appropriate feedback to students on their achievement status during the process of each course;
4. Follow-through whenever departments and programs fail to give careful and sensitive feedback to students seeking redress of grievances of whatever nature;
5. Annual review of administrators by their superiors to ensure that they are prepared to deal with issues involved in the evaluation of student achievement. It will be noted that these practices are all subject to evaluation and revision through formative assessments of teachers, on-going departmental and program self-scrutiny, program evaluations, and careful review of student complaints. It is the Administration's responsibility to ensure correct procedures are followed.

#### **4.3. EQUIVALENCE**

Vanier College strives to attain equivalence of evaluation from course to course and program to program while respecting the principle of diversity in the methods of evaluation. Such equivalence is the responsibility of the teacher, the department, the program, the Faculty Dean and the Academic Dean. The means for monitoring this equivalence include the following:

1. Teachers within departments/programs meet frequently to discuss evaluation tools and methods, standards of marking, weighting of assignments, choice of problems and textbooks, etc.
2. Department/program meetings involve annual scrutiny of the rendement scolaire, and discussion of any apparent aberrations in grading.
3. Faculty Deans and the Academic Dean ensure that teachers follow these practices, and facilitate teachers in undertaking them by providing appropriate documents and resources.
4. Academic Council and the Academic Dean review any proposed changes to Comprehensive Assessments and consider each assessment process in the light of the obligation to ensure equity across programs.

5. Programs and administrators study Academic Success Rates (particularly graduate rates) in light of the obligation to ensure equal opportunity for success within the objectives and standards of the various programs.

#### **4.4. REVISION**

It is the responsibility of the Academic Dean or his/her delegate to initiate review of the IPESA, to consult the community with respect to problems in clarity, compliance, effectiveness and equity, to make revisions as are deemed necessary, to seek approval of appropriate academic bodies, and to ensure final approval by the Board of Directors. This review should take place every three years, though revision may not be required. Where pertinent policies are changed, it will be particularly important to make corresponding changes to the IPESA.



## APPENDIX 1: VANIER COLLEGE POLICIES PERTINENT TO THIS IPESA

*Note:* This IPESA take precedence over other College Policies, as listed below. Vanier College Policies appear in full on the Vanier College website. Members of the community are reminded that they should consult these full policy statements for a more detailed treatment of rules and regulations pertaining to the evaluation of student achievement.

POLICY TITLE	POLICY NUMBER	POLICY LINK
Human Rights	7110-1	<a href="http://www.vaniercollege.qc.ca/policies/humanrightspolicy.pdf">http://www.vaniercollege.qc.ca/policies/humanrightspolicy.pdf</a>
Code of Conduct		<a href="http://www.vaniercollege.qc.ca/policies/7110s2.pdf">http://www.vaniercollege.qc.ca/policies/7110s2.pdf</a>
Examination Retention	7210-1	<a href="http://www.vaniercollege.qc.ca/acadean/policy/7210s1.pdf">http://www.vaniercollege.qc.ca/acadean/policy/7210s1.pdf</a>
Giving Students Indication of Standing in a Course before Midpoint of Semester	7210-2	<a href="http://www.vaniercollege.qc.ca/acadean/policy/7210s2.pdf">http://www.vaniercollege.qc.ca/acadean/policy/7210s2.pdf</a>
Grading	7210-3	<a href="http://www.vaniercollege.qc.ca/acadean/policy/7210s3.pdf">http://www.vaniercollege.qc.ca/acadean/policy/7210s3.pdf</a>
Missed Examinations/Tests	7210-4	<a href="http://www.vaniercollege.qc.ca/acadean/policy/7210s4.pdf">http://www.vaniercollege.qc.ca/acadean/policy/7210s4.pdf</a>
Standing and Advancement	7210-7	<a href="http://www.vaniercollege.qc.ca/acadean/policy/7210_2006.pdf">http://www.vaniercollege.qc.ca/acadean/policy/7210_2006.pdf</a>
Student Academic Complaints	7210-8	<a href="http://www.vaniercollege.qc.ca/acadean/policy/7210s8.pdf">http://www.vaniercollege.qc.ca/acadean/policy/7210s8.pdf</a>
Course Outline	7210-10	<a href="http://www.vaniercollege.qc.ca/acadean/policy/7210s10.pdf">http://www.vaniercollege.qc.ca/acadean/policy/7210s10.pdf</a>
Physical Education and Adaptive Curricula	7210-11	<a href="http://www.vaniercollege.qc.ca/acadean/policy/7210-11.pdf">http://www.vaniercollege.qc.ca/acadean/policy/7210-11.pdf</a>
Formative Assessment	7210-13	<a href="http://www.vaniercollege.qc.ca/acadean/policy/7210s13.pdf">http://www.vaniercollege.qc.ca/acadean/policy/7210s13.pdf</a>
Grades Review	7210-16	<a href="http://www.vaniercollege.qc.ca/acadean/policy/7210s16.pdf">http://www.vaniercollege.qc.ca/acadean/policy/7210s16.pdf</a>
Tests During the Last Two Weeks of the Semester	7210-18	<a href="http://www.vaniercollege.qc.ca/acadean/policy/7210s18.pdf">http://www.vaniercollege.qc.ca/acadean/policy/7210s18.pdf</a>
Student Misconduct in the Classroom	7210-19	<a href="http://www.vaniercollege.qc.ca/acadean/policy/7210s19.pdf">http://www.vaniercollege.qc.ca/acadean/policy/7210s19.pdf</a>
Student Absences for Religious Holy Days	7210-20	<a href="http://www.vaniercollege.qc.ca/acadean/policy/7210s20.pdf">http://www.vaniercollege.qc.ca/acadean/policy/7210s20.pdf</a>
Professional Unsuitability	7210-23	<a href="http://www.vaniercollege.qc.ca/acadean/policy/7210s23.pdf">http://www.vaniercollege.qc.ca/acadean/policy/7210s23.pdf</a>
Comprehensive Assessment (ESP)	7210-25	<a href="http://www.vaniercollege.qc.ca/acadean/policy/7210s25.pdf">http://www.vaniercollege.qc.ca/acadean/policy/7210s25.pdf</a>
Cheating and Plagiarism	7210-31	<a href="http://www.vaniercollege.qc.ca/acadean/policy/7210s31.pdf">http://www.vaniercollege.qc.ca/acadean/policy/7210s31.pdf</a>
Recommending a DEC or an AEC for Students Who Have Not Completed all Their Academic Work at Vanier College	7220-9	<a href="http://www.vaniercollege.qc.ca/policies/7220s9.pdf">http://www.vaniercollege.qc.ca/policies/7220s9.pdf</a>
Mark Updates	7220-15	<a href="http://www.vaniercollege.qc.ca/policies/7220s15.pdf">http://www.vaniercollege.qc.ca/policies/7220s15.pdf</a>
Incomplete Grade	7220-16	<a href="http://www.vaniercollege.qc.ca/policies/7220s16.pdf">http://www.vaniercollege.qc.ca/policies/7220s16.pdf</a>
Credit Equivalence	7220-17	Not Available on the website
Code of Conduct		<a href="http://www.vaniercollege.qc.ca/policies/8010s1.pdf">http://www.vaniercollege.qc.ca/policies/8010s1.pdf</a>
Student Advocate	8010-7	Not available on the website

## APPENDIX 2: GLOSSARY

[A](#) | [B](#) | [C](#) | [D](#) | [E](#) | [F](#) | [G](#) | [H](#) | [I](#) | [J](#) | [K](#) | [L](#) | [M](#) | [N](#) | [O](#) | [P](#) | [Q](#) | [R](#) | [S](#) | [T](#) | [U](#) | [V](#) | [W](#) | [X](#) | [Y](#) | [Z](#) |

### A

#### **Academic Probation:**

The status given to students who do not meet the criteria for Good Academic Standing in the College in any one semester (Vanier College Standing & Advancement Policy # 7210-7 - [http://www.vaniercollege.qc.ca/acadean/policy/7210\\_2006.pdf](http://www.vaniercollege.qc.ca/acadean/policy/7210_2006.pdf)).

#### **Additional Program Requirements:**

Notwithstanding being in Good Academic Standing in the College, students in certain Programs may be obliged to meet Additional Requirements in order to remain or advance in their Program. These Additional Program Requirements are defined by the Program as detailed in *Appendix P* of the Vanier College Standing & Advancement Policy # 7210-7 (Vanier College Standing & Advancement Policy # 7210-7 - [http://www.vaniercollege.qc.ca/acadean/policy/7210\\_2006.pdf](http://www.vaniercollege.qc.ca/acadean/policy/7210_2006.pdf)).

#### **Assignment:**

A method for assessing student acquisition or mastery of all or part of a competency.

#### **Attestation of College Studies (ACS) /Attestation d'Études Collégiales (AEC):**

Type of certification awarded by the colleges since 1984. Programs leading to the ACS/AEC are developed by each institution to meet local technical training needs (MELS website - [http://www.mels.gouv.qc.ca/ens-sup/ens-coll/sanction/lexique\\_a.asp](http://www.mels.gouv.qc.ca/ens-sup/ens-coll/sanction/lexique_a.asp)). ACS/AEC's are credited and recognized collegial programs of study that are shorter in duration and built from existing DCS/DEC programs. They have been specially created for adults, to reflect the most recent job market reality (SRAM website - <https://aec.sram.qc.ca/informations/en/>).

Description to be used by Communications:

ACS/AECs are fully credited CEGEP technical programs that are generally of shorter duration than the three-year technical DCS/DECs. They are composed of credited courses. Some ACS/AECs may be taken part-time. Some are also available in a full-time basis either as intensive or fast-track programs.

ACS/AECs are designed for mature students who have completed Secondary V at least twelve months previously and want to re-orient themselves professionally or re-train to improve their career advancement or employment opportunities.

ACS/AECs are created by colleges in response to various technical educational needs demonstrated by industries, businesses, and other work related areas. Most ACS/AECs are created by colleges and can be unique to the CEGEP that creates them and some ACS/AECs are also developed by the Ministry of Education, Leisure and Sport and offered at Cegeps throughout the province.

ACS/AECs may or may not be subsidized by MELS. When they are not funded by MELS they are self-financed and students must pay tuition fees determined by the College.

## C

### **Career and Technical Programs:**

Career and technical three-year programs that lead to the job market while leaving open the possibility of further studies at university (Vanier College Catalogue 2010-2011, page 240 - <http://www.vaniercollege.qc.ca/publications/catalogue/glossary.pdf>).

### **Cheating:**

Intentional violation of academic integrity or evasion of established rules governing assessments. It includes, but is not limited to: copying of another student's work; possessing unauthorized material during a test or examination, regardless of whether the student uses this material; impersonating another person or being impersonated by another person at any test or examination, or in connection with any other form of academic work; and forging, altering or falsifying any academic record, or making use of any false record whether the record is in print or electronic form (Vanier College Cheating & Plagiarism Policy #7210-31, <http://www.vaniercollege.qc.ca/acadean/policy/7210s31.pdf>).

### **College Catalogue:**

A publication that the College produced on an annual basis that provides general information about the College and its policies and procedures. It is available online (<http://www.vaniercollege.qc.ca/publications/catalogue/catalogue.pdf>).

### **Competency:**

In the program-specific component of a technical program, a competency is the ability to act successfully and evolve in order to adequately perform work-related tasks and activities based on an organized body of knowledge, skills in a variety of fields, perceptions, attitudes, etc. (*Élaboration des programmes d'études techniques, Cadre-général – Cadre technique 2002*, p. 15).

In pre-university education, a competency is based on knowledge, skills, attitudes and so on, whose acquisition or mastery is necessary for success in specific fields in university (MELS Social Science Program Revision Document, 2002).

### **Comprehensive Assessment:**

Assignment, examination, test or project designed to assess whether a student has attained and integrated the objectives/competencies of a program. This examination is drawn up by the College for each program leading to a DCS/DEC that it offers. Passing this examination is one of the conditions for obtaining the DCS/DEC (MELS website - [http://www.mels.gouv.qc.ca/ens-sup/ens-coll/sanction/lexique\\_a.asp](http://www.mels.gouv.qc.ca/ens-sup/ens-coll/sanction/lexique_a.asp)). Also called Épreuve synthèse de programme (ESP).

### **Course Outline:**

The College is responsible for having each teacher draw up, in compliance with the program, a detailed description for each course. The Course Outline should contain the course objectives (competencies and elements of the competency), course content, the teaching methods, a bibliography, class participation requirements and evaluation activities. The outline should be distributed to students registered in the course during the first week of the semester. (Article 20 of the Règlement sur le régime des études collégiales - [http://www2.publicationsduquebec.gouv.qc.ca/dynamicSearch/telecharge.php?type=2&file=%2F%2FC\\_29%2FC29R4\\_A.htm](http://www2.publicationsduquebec.gouv.qc.ca/dynamicSearch/telecharge.php?type=2&file=%2F%2FC_29%2FC29R4_A.htm)). Additional requirements are listed in the Vanier College Course Outline Policy # 7210-10 - <http://www.vaniercollege.qc.ca/acadean/policy/7210s10.pdf>)

## D

### **Diploma of College Studies – DCS (also called Diplôme d'Études Collégiales -DEC):**

Type of certification awarded since 1967 by the Ministère for technical or pre-university studies. Programs leading to a DCS/DEC have a general education component that is common to all programs, a component of general education that is specific to each program, a component of general education that is complementary to the other

components of a program and a specific program component. Between 1967 and 1993, the Ministère prescribed the courses for the programs leading to a DCS/DEC that it developed. Since 1994, the Ministère has defined such programs in terms of objectives and standards, and the colleges have determined the learning activities (courses) required to attain the objectives and standards (MELS website - [http://www.mels.gouv.qc.ca/ens-sup/ens-coll/sanction/lexique\\_a.asp](http://www.mels.gouv.qc.ca/ens-sup/ens-coll/sanction/lexique_a.asp); *College Education Regulations*, Division 1 [http://www2.publicationsduquebec.gouv.qc.ca/dynamicSearch/telecharge.php?type=2&file=%2F%2FC\\_29%2FC29R4\\_A.htm](http://www2.publicationsduquebec.gouv.qc.ca/dynamicSearch/telecharge.php?type=2&file=%2F%2FC_29%2FC29R4_A.htm)).

**Discrimination:**

Any treatment that has the effect or purpose of imposing burdens, obligations or disadvantages on an individual or group; has no bona fide and reasonable justification; describes an act, behaviour or practice that treats an individual or group unequally on the basis of the prohibited grounds specified in the Quebec Charter of Human Rights and Freedoms; and can be overt and admitted or covert and denied, or can be intentional or unintentional.

A requirement, qualification or factor that is 'reasonable and bona fide' is one that is imposed honestly and in good faith and one which is rational and based on non-impressionistic and objective criteria. The onus for showing that a requirement, qualification or factor is not reasonable and bona fide in the circumstances is on the complainant (Vanier College Human Rights Policy & Complaint Resolution Procedures - <http://www.vaniercollege.qc.ca/policies/humanrightspolicy.pdf>).

**Dispensation (DI):**

Notation that appears on a transcript and program planner that indicates that a student has been exempted from a particular course. No grade or credits are assigned but the course does not have to be replaced (Vanier College Catalogue 2010-2011, page 240).

**E**

**Elements of a Competency:**

The main aspects of the competency. They include only what is necessary in order to understand and attain the competency (MELS Program Documents).

**Equivalence (EQ):**

Notation that appears on a transcript and program planner to indicate that a student has been given an equivalence for a course done at a post-secondary institution other than a CÉGEP. No grade is recorded but credits are assigned.

**Evaluation:**

A process used to assess whether a student has met program competencies according to a set of predetermined standards.

**Examination:**

A method for assessing student acquisition or mastery of all or part of a competency.

**Expulsion:**

The most severe punishment a college can hand out. Access to the College and its services is denied.

**F**

**Failure to attain course objectives (Échec) (EC):**

Notation that appears on a transcript to indicate a failing grade. The grade is recorded, no credits are assigned (Vanier College Catalogue 2010-2011, page 240 - <http://www.vaniercollege.qc.ca/publications/catalogue/glossary.pdf>).

**Formative assessment:**

Aimed at providing feedback to the student in the course, identifying weaknesses and misunderstandings, and guiding and motivating the learning process. In addition, formative assessment gives the teacher ongoing feedback on which concepts or skills are not being grasped; this enables modifications to the teaching strategies in order to clarify topics which seem to be poorly understood (IPESA section 2.2.4).

## G

### General Education Component:

Programs of studies leading to the Diploma of College Studies (DCS) include two main components: the general education component and a program-specific component. General education is an integral part of each program. The educational aims of the general education component are to assist students to live responsibly within society, to integrate cultural knowledge into their studies and to master language as a tool for thought, communication and openness to the world (MELS General Education Cahier, June, 2009). This component of a program includes the compulsory four English, two French, three Humanities, three Physical Education and two complementary courses.

### Good Academic Standing in the College:

Diploma of College Studies (DCS) /Diplôme d'études collégiales (DEC) full-time students - Each Autumn and Winter semester,

- **Pre-university Program students** must pass the equivalent of a full-time course load (four courses);
- **Career and Technical Program students** must pass more than 50% of the courses in which they are registered and more than 50% of their Professional Program courses.

Attestation of College Studies (ACS) / Attestation d'études collégiales (AEC) full-time students - Each semester  
**ACS/AEC students** must pass more than 50% of the courses in which they are registered (Vanier College Standing & Advancement Policy # 7210-7 - [http://www.vaniercollege.qc.ca/acadean/policy/7210\\_2006.pdf](http://www.vaniercollege.qc.ca/acadean/policy/7210_2006.pdf)).

### Grades Review Request:

Request made by students to review their final grade in a course (for details of the process, see the Grades Review Policy #7210-16 - <http://www.vaniercollege.qc.ca/acadean/policy/7210s16.pdf>).

### Grades Review Committee:

Each academic department/program forms a Grades Review Committee consisting of two standing members and the teacher whose mark is being reviewed, as well as a substitute in cases of non-availability of the teacher whose mark is being reviewed. The purpose of this committee is to provide for a review of final grades upon the request of the student or of the College and to decide to retain or change a final grade that was assigned in a course by the teacher (for details of the process, see the Grades Review Policy #7210-16 - <http://www.vaniercollege.qc.ca/acadean/policy/7210s16.pdf>).

## H

### Harassment:

Abusive, unfair and/or demeaning treatment of a person or group that has the effect or the purpose of unreasonably interfering with a person's or group's status or performance or creating a hostile or intimidating environment with such treatment: abuses the power that one person holds over another or misuses authority; abuses or demeans a person or group on the basis of the prohibited grounds specified in the Quebec Charter of Human Rights and Freedoms; or has the effect or purpose of threatening or intimidating a person or group (Vanier College Human Rights Policy & Complaint Resolution Procedures - <http://www.vaniercollege.qc.ca/policies/humanrightspolicy.pdf>).

## I

### **Incomplete (IN):**

Notation that appears on a transcript to indicate that there are documented serious extenuating reasons for a student not having completed a course. No grade or credits are assigned (Vanier College Catalogue 2010-2011, page 240 - <http://www.vaniercollege.qc.ca/publications/catalogue/glossary.pdf>).

## L

### **Learning activity:**

The aspects of learning activities which MELS determines in whole or in part are the field of studies, the discipline or disciplines, the course weighting, the number of contact hours, the number of course credits, and such specific indications as are deemed essential (MELS Social Science Program Revision Document, 2002).

### **General goal:**

The general goals of pre-university programs guide the development of each program by indicating outcomes that should result in consistency, integration and the transfer of learning. By facilitating the coordination of the educational intent of general education with that of specific education, the general goals clarify the aim of the program, which is for the students to acquire skills essential for success in university (MELS Social Science Program Revision Document, 2002).

### **Learning outcome:**

What students should know and be able to do for recognition of the attainment of the objective. These must reflect the performance criteria provided by MELS. All performance criteria must be respected for the objective to be attained.

## M

### **Mark Update Request:**

An official request by a student to change a grade, which can be made up to the winter course delete deadline for courses taken in the previous fall semester and up to the fall semester course delete deadline for courses taken in the previous summer or winter semester (Vanier College Mark Updates Policy - <http://www.vaniercollege.qc.ca/acadean/policy/mark-update.pdf>).

### **Mediation Committee:**

The mandate of this committee is to provide a fair and expeditious hearing for students' academic complaints. The composition of any Student-Faculty Mediation Committee (SFMC) is two teachers and two students. Mediation Committees are available to all students. The College provides for the existence of two types of Mediation Committees: Departmental and Faculty (Student Academic Complaints Policy - <http://www.vaniercollege.qc.ca/acadean/policy/7210s8.pdf>).

### **Mid-term Assessment:**

The teacher's assessment of the status of each student in each of their courses at the midpoint of the semester. There are three options: passing, failing, at risk of failing. These reports are sent to the Registrar's office and are used to enable the College to obtain an overall view of the student's academic performance and to contact those at risk of poor standing to offer appropriate support services (Giving Students Indication of Standing in a Course at Midpoint of Semester Policy - <http://www.vaniercollege.qc.ca/acadean/policy/7210s2.pdf>).

### **Ministerial Examination of College English (also called the English Exit Exam):**

Examination to assess whether, after three English/literature courses in the general education component common to all programs, a student has acquired enough proficiency in reading and writing to understand literary texts and to defend his or her point of view in a statement that is relevant, coherent and well written. Passing this

examination is one of the conditions for obtaining the DCS/DEC. For more information, consult the Ministère's épreuves uniformes, Ministerial Examination of College English Language of Instruction and Literature website (MELS website - [http://www.mels.gouv.qc.ca/ens-sup/ens-coll/sanction/lexique\\_a.asp](http://www.mels.gouv.qc.ca/ens-sup/ens-coll/sanction/lexique_a.asp)).

## O

### **Objective:**

A description of the competency to be acquired, including the statement of the competency as well as the elements needed to understand it (MELS Program Documents).

## P

### **Performance Criteria:**

The requirements, as provided by MELS, for recognition of the attainment of the objective. All the criteria must be respected for the objective to be attained (MELS Social Science Program Revision Document, 2002).

### **Plagiarism:**

Plagiarism is a violation of academic integrity. Plagiarism is submitting or presenting work in a course as if it were the student's own original and individual work done expressly for that course when, in fact, it is not (Vanier College Cheating & Plagiarism Policy #7210-31, <http://www.vaniercollege.qc.ca/acadean/policy/7210s31.pdf>).

### **Ponderation:**

The number of hours per week in a course devoted to class work, laboratory work and homework.

### **Pre-requisite:**

A course that must be passed before a subsequent course may be taken (Vanier College Catalogue 2010-2011, page 240 - <http://www.vaniercollege.qc.ca/publications/catalogue/glossary.pdf>).

### **Program:**

An integrated set of learning activities leading to the achievement of educational objectives based on set standards (*College Education Regulations*, Division 1 - [http://www2.publicationsduquebec.gouv.qc.ca/dynamicSearch/telecharge.php?type=2&file=%2F%2FC\\_29%2FC29R4\\_A.htm](http://www2.publicationsduquebec.gouv.qc.ca/dynamicSearch/telecharge.php?type=2&file=%2F%2FC_29%2FC29R4_A.htm)).

### **Pre-university Program:**

A program, usually two years in length, that leads to further studies at university (Vanier College Catalogue 2010-2011, page 240 - <http://www.vaniercollege.qc.ca/publications/catalogue/glossary.pdf>).

### **Program Committee:**

Each College program is responsible for establishing a Program Committee. The Program Committee contains four members from general education, four to six members from specific program courses, and the Faculty Dean. This Committee meets at least once a semester. The mandate of the Program Committee is to focus on curriculum and pedagogy to ensure that several requirements as listed in section 3.4 of this policy are addressed.

### **Program Review Process:**

The student review processes that are established and implemented by Programs in which Additional Program Requirements exist. Guidelines are shown in *Appendix C* of the Vanier College Standing & Advancement ([http://www.vaniercollege.qc.ca/acadean/policy/7210\\_2006.pdf](http://www.vaniercollege.qc.ca/acadean/policy/7210_2006.pdf)).

## Q

### **Quiz:**

A method for assessing student acquisition or mastery of all or part of a competency.

## R

### **Rendement scolaire:**

School or academic achievement. For courses, this is often measured using the course pass rates (i.e. the percentage of students registered in a course that pass the course) or the class average grade for each section of a course.

## S

### **Specific education/program component:**

A set of learning activities (courses) specific to a program.

### **Standard:**

The level of performance at which an objective is considered to be achieved (*College Education Regulations, Division 1* - [http://www2.publicationsduquebec.gouv.qc.ca/dynamicSearch/telecharge.php?type=2&file=%2F%2FC\\_29%2FC29R4\\_A.htm](http://www2.publicationsduquebec.gouv.qc.ca/dynamicSearch/telecharge.php?type=2&file=%2F%2FC_29%2FC29R4_A.htm)). It is by attaining objectives at the required standards that students acquire or master the competencies specific to the college level.

### **Statement of the competency:**

The statement of the competency is the result of an analysis of the needs of general education and those of university education (MELS Social Science Program Revision Document, 2002).

### **Student Academic Complaint:**

Complaints from students related to any and all academic concerns about the teaching and learning experience. Examples of areas of concern include teacher behaviour that does not encourage a positive teaching-learning environment, Course Outlines not being followed throughout the course etc.

### **Substitution (SU):**

Notation that appears on a transcript and program planner to indicate that a course passed in a student's previous program is being used to replace a course in the student's present program; no grade or credits are assigned for the replacement course (Vanier College Catalogue 2010-2011, page 240 - <http://www.vaniercollege.qc.ca/publications/catalogue/glossary.pdf>).

### **Summative evaluation:**

The principal means in each course of arriving at a final grade for the student; the grade is a quantitative measure of how well the student has achieved the specified competencies of the course.

### **Suspension:**

Access to the College and its services is temporarily denied.

## T

### **Temporary incomplete (IT) (also called Incomplet temporaire):**

Notation that appears on a transcript and program planner to indicate that a final grade for a course has not yet been submitted (Vanier College Catalogue 2010-2011, page 240 - <http://www.vaniercollege.qc.ca/publications/catalogue/glossary.pdf>).

### **Test:**

A method for assessing student acquisition or mastery of all or part of a competency/objective.

### **Transcript (also called a Statement of Marks):**



Official document issued by a college to a student at the end of each term. This document, whose form is prescribed by the Minister, sets out the results obtained by the student in each course. Where appropriate, the report may also indicate the college-level examinations students have taken, the objectives and standards they have attained, the internships they have completed as part of work-study programs, and any other form of certification they have earned at the college-level (MELS website - [http://www.mels.gouv.qc.ca/ens-sup/ens-coll/sanction/lexique\\_a.asp](http://www.mels.gouv.qc.ca/ens-sup/ens-coll/sanction/lexique_a.asp)).

## **W**

### **Withdrawal for medical reasons (IN):**

Notation that appears on a transcript and program planner to indicate that after an absence for a month or more, the student has been granted an incomplete for medical reasons. The student must file the appropriate forms, and the Registrar, in consultation with the teacher, grants the IN, subject to Ministerial approval.

### **Working days:**

In the case of a teacher, this includes the days that they are technically available to the College. During the academic semesters, this would typically include Monday to Friday with the exception of statutory holidays.