



# Summarized IPESA Document

\* This summary is in no way a replacement of the official IPESA document. Instead it is a supplementary document offered to direct you to information or policies of interest

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## **RIGHTS AND RESPONSIBILITIES (pgs. 4-6)**

### Students are responsible for:

- knowing the IPESA and knowing the important information relevant to their classes such as their program/course requirements (which are found in the course outlines)
- knowing important dates and deadlines (eg. course drop deadline, final exam timeline etc.)
- confirming their registration
- keeping a copy of ALL course work until the final grade has been given

### Students' rights include:

- receiving timely feedback and grades on assignments
- receiving an indication of their performance in the early weeks of the semester
- consulting their final examinations until the end of the following semester
- appealing grades

### Teachers are responsible for:

- posting their teaching schedules and office hours at the beginning of each term and being available to discuss difficulties encountered in the course, performance on assignments, tests and other course-related matters with students
- submitting grades according to given procedures and deadlines

## **EVALUATION OF STUDENT ACHIEVEMENT (pgs. 6-13)**

At the course level, evaluation is a means to measure the level of attainment of a student regarding the program competencies that the course is designed to address, and learning objectives as stated in the course outline. Evaluation criteria must be consistent with the standards set out by the College and the Ministry of Education. The course's work must respect the Ministry weighting (pondération). For instance, a weighting of (3-2-3) means three hours of class time, two hours of lab, and three hours of work outside of class time. Student achievement must be evaluated by a minimum of three pieces of graded work throughout the semester, including one graded by the end of the fifth week of the semester. Additionally, once an evaluation has been graded, it cannot be redone to increase grades. Due to the importance of the first semester's impact on subsequent semesters, certain measures should be adapted in order to allow academic success when transitioning to post-secondary studies. For example, having multiple marking schemes so that one may benefit the student.

### Formative vs Summative Evaluation:

- Formative evaluation is an effective way to evaluate the class' level and progress without the pressure of an evaluation that will count towards the final grade. This type of evaluation provides students with feedback, strengths and weaknesses of their performance, how to fix common errors, and areas for improvement.
- Summative evaluation provides students with a graded assessment at regular intervals of the semester of which the grades count towards the final grade. These evaluations are graded and weighted based on the course's marking scheme. Summative evaluations may include a formative aspect.

### Methods of Evaluation:

- Methods of evaluation and the weight associated with each piece of work are determined by the teacher, of course within the limits of present department rules.

#### Participation:

- Class participation might be accorded a certain percentage of the final grade (must be specified in course outline and must not exceed 10%). Attendance cannot be used as the only criterion to determine participation.

#### Submission Deadlines:

- Assignments are due on the dates specified by the teacher. Teachers are not obligated to accept late assignments which can be subject to penalties as specified on the course outline.
- Students who have a serious reason that affects their ability to turn in work in a timely manner should notify the teacher as soon as possible. Relevant documentation may be requested. If the situation is expected to be ongoing or affecting more than one class, the student should contact the Office of the Associate Dean, Student Success.

#### Final Evaluations:

- A final evaluation's purpose is to attest to the student's overall attainment of the course objectives and program competencies, and must carry a minimum weight of 30% of the final grade.
- A final evaluation may be a combination of multiple evaluative components (For example, having a final evaluation including a written exam and a lab component).
- All final evaluations (held in class or during the formal examination period) must follow the College's Examination Rules.
- Final evaluation materials are kept by the teacher until the end of the following semester.
- Final exam schedules are made available six weeks before the last day of class.

#### Final Grades:

- Final grades are reported to students in percentage value.
- The passing grade in a course is 60%.
- Any grade below 60% denotes a failure (notation "EC" will be accompanied).
- When an incomplete ("IN") or a temporary incomplete ("IT") is authorized, the teacher submits the numerical grade earned by the student.

#### R-Score:

- The R-Score is a measure used in Quebec to assess a student's academic performance in Cégep.
- It is calculated by the Bureau de coopération interuniversitaire and is based on factors such as the student's grade, the group average and strength.
- Usually all sections of the same course are grouped together to reduce statistical distortions and ensure equity.
- Under usual circumstances, students receive an R-Score for each of their courses, as well as an overall R-Score.

#### Confidentiality:

- Grades are confidential, and only college faculty that require grades to fulfill their employment tasks may have access to them.

#### Course Outlines:

- Every student is provided with a course outline for each of their courses at the start of the semester.
- A course outline highlights important information such as the course number, title, class content, methodology, credits, prerequisites, required or recommended materials, objectives, evaluation scheme(s), assignment and evaluation deadlines, late penalties, and conduct expectations.

### Attendance:

- Attendance to classes (including virtual synchronous classes) is essential to academic success. Therefore, teachers are encouraged to take note of student attendance.
- In fact, attendance may be necessary to the achievement of a course competency.
- Students absent for the following reasons will usually be excused if they follow appropriate procedures such as providing relevant documentation to the teacher and/or Office of the Associate Dean, Student Success: religious observance of a holiday or obligation, illness or other medical situation, death in the immediate family, college-sanctioned event/activity, and absence of more than three consecutive days. For more specific details on what steps to take in these situations, consult p. 11 of the IPESA.

### Missed Evaluations:

- Being provided with a make-up opportunity for a missed evaluation is not automatic. Students who anticipate (or unexpected) missing an evaluation must inform the teacher (and in some cases, the Associate Dean, Student Success) of the reason immediately and be ready to provide supporting documentation.
- Students in satisfactory College standing who miss an evaluation due to serious reasons may be provided with a make-up evaluation.
- If a student must miss an evaluation due to religious observance, they should inform the teacher and Office of the Associate Dean, Student Success in advance.
- The format of a make-up examination may differ from that of the missed evaluation.
- Make-up evaluations must be scheduled in a way that it does not interfere with the student's attendance in other classes.
- Students in satisfactory College standing who miss a final evaluation for reasons deemed valid by the Associate Dean, Student Success may be provided with a make-up evaluation.
- Final examination make-ups are scheduled after the missed evaluation.

### College Academic Standing:

- A student's overall College standing is determined by academic standing, attendance, participation, effort, and conduct.
- College standing is considered for college trips, requests for make-up evaluations, and other special considerations.
- A student is in satisfactory academic standing if they attain an overall average of 65% each semester.
- A student is in poor academic standing (PAS) if the average is below 65%.
- A student in PAS at the end of a semester may be placed on academic probation if they are returning to the College in any subsequent semester. Then, they may need to sign a contract acknowledging that they must achieve at least 65% in following semesters. The student may be required to follow certain conditions and encouraged to take advantage of the College's support services.
- A student on academic probation for two semesters (even if not consecutive), does not qualify to return to the College without authorization from the Associate Dean, Student Success. In the case that a student is allowed to return, they will remain on academic probation, and possibly be required to have a reduced course load, use support services, or change their program.
- Students who are not permitted to return to College for a certain period of time may re-apply once the time has elapsed. Additionally, a statement of intent must be submitted and authorization from the Associate Dean, Student Success must be granted to be readmitted.

## **ACADEMIC INTEGRITY (pgs. 13-16)**

In keeping with the principles of fairness and honesty and consistent with the standards upheld by institutions of higher learning, the College is committed to promoting and protecting academic integrity.

### Definition:

- Academic integrity means that you should only submit your own work, not work done by others.
- If you use someone else's work, you must cite their work according to your teacher's guidelines (MLA, APA, Chicago, etc.).
- You also shouldn't assist other students (doing their assignments for them), however, you can help peers by explaining theory or helping with similar type problems, for example.
- You must follow your teacher's instructions when doing an evaluation for them (format, citation style, length, etc.).

### Responsibilities:

- Not only are you responsible for upholding academic integrity; so are the staff.
- Teachers must include a statement about academic integrity in each of their course outlines, and they must inform you of any course-specific academic integrity practices.
- You are responsible for understanding the college's rules on academic integrity; if you are unsure about something, you can ask one of your teachers.

### Cheating:

- Cheating is defined as any dishonest or deceptive practice; it is a serious offense (substantially more serious than in most high schools).
- Examples of cheating: having access to prohibited materials, giving or receiving assistance on evaluations that haven't been approved by your teacher or the College, claiming to have submitted work when it is not the case, plagiarism, etc.
- If your teacher permits group work or sharing work, you can do so; if not, it is cheating to do so.
- If you cheat, your teacher will advise the Associate Dean, Student Success, and Department Chair.

### Plagiarism:

- Plagiarism is defined as a form of cheating when you submit the work (partially or fully) of someone else and make it seem as if it's your own work.
- Examples of plagiarism: submitting someone else's work as your own, tutors, parents, siblings, peers or others doing your work for you, and you later handing it in as your own or submitting work that you have already submitted in another course, even if that previous work was not plagiarized.
- If your teacher suspects you of plagiarism, they will discuss the case with you. They will ask you to try to prove that you haven't plagiarized (your sources, notes, other preparatory work). They may also give you a written or oral test to see if you understand the material/arguments of which you submitted.
- Before making a final verdict as to whether you plagiarized, your teacher should discuss the case with the Department Chair. If you are found guilty, you will be reported to the Associate Dean, Student Success.

### Penalties:

- If you are determined to have cheated (including plagiarizing), you will receive a penalty that the Associate Dean, Student Success, and your teacher may decide. It may include but is not limited to a grade of 0% on the evaluation, a grade of 0% in the course, and/or being expelled from Marianopolis.

- If you contest the accusation of your cheating, the Associate Dean and Student Success will conduct a hearing, where you have the right to be present.
- The penalty will be decided based on criteria such as the severity and the nature of the offense.
- If you are found guilty of cheating, you may not do a redo evaluation or any form of makeup work or grade appeal (if you get a 0% for cheating on your paper, you cannot do anything in order to get a higher grade).
- If you are guilty of repeated acts of cheating, you may be suspended or expelled. If so, a record will be placed in your student file for a period of time determined by the Associate Dean and Student Success.

## **CERTIFICATION OF STUDIES (pgs. 16-17)**

Bulletin d'études collégiales (BEC): official cumulative record of grades issued at the end of each semester

- Students have 30 days to report errors or omissions in writing to the Registrar

Diplôme d'études collégiales (DEC): official diploma issued by the Ministry of Education to students who have successfully completed all courses in the program of study, the English Exit Exam and the Comprehensive Assessment

- **DEC sans mention**: awarded in exceptional circumstances to those unable to complete their DEC (refer to p.16 for conditions)
- **Comprehensive Assessment (Épreuve Synthèse)**: assessment in the form of an academic activity that students must pass attesting to their having met the objectives and standards of their program in order to be awarded the DEC
- **English Exit Exam**: exam given by the Ministry of Education to all students in English colleges in Quebec that must be passed in order to be awarded the DEC

## **INDIVIDUAL CIRCUMSTANCES (pgs. 17-20)**

The following may be granted to students due to their individual circumstances:

- **Course Substitution (SU)**: replaces a course from a student's program with another course.
- **Course Equivalence (EQ)**: denotes that a student has attained (either through previous academic studies or through out-of-school training, learning or experience) the objectives of a course required in a program of studies.
- **Course Dispensation (DI)**: granted primarily in cases where a serious medical condition prevents the student from meeting the objectives of a course. A course dispensation carries no credit value but denotes that the student has been granted an official dispensation from a course.
- **Temporary Incomplete (IT)**: granted when a student is unable to fully complete course work prior to the prescribed deadline for submission of grades due to exceptional circumstances (such as a documented illness).
- **Incomplete (IN)**: granted when a serious circumstance beyond the student's control (such as severe and prolonged illness) renders the student incapable of completing one or more courses.

All students, including those with disabilities, are subject to the same course objectives and program requirements. Disabilities must be documented and include physical disorders and illnesses, mental illnesses and learning disabilities. Students with previously diagnosed disabilities and illnesses should contact the AccessAbility Office as soon as possible after being admitted to the College, so that needs can be assessed and accommodations can be determined based on appropriate documentation prior to the start of the term.

The College has a legal obligation to provide accommodations that are within its capacity. An Individual Intervention Plan (IIP), which describes the specific accommodations that the College will be able to provide, will be prepared for each student. Specific accommodations, other than a reduced course load, depend on the student's needs and documentation and may include a quiet room for tests, extra time for tests, use of a laptop for tests, enlarged print, electronic reader and other adaptations.

## **APPEALS AND ACADEMIC COMPLAINTS (pgs. 20-23)**

If you feel unfairly evaluated, you have the right to appeal your grade. The grade cannot be appealed if cheating or plagiarism has been confirmed. You are able to appeal a grade on work during the term or after the final grade is submitted.

### Steps for Grade Appeal: Individual Pieces of Work (pg. 21)

- 1) Discuss the grade with the teacher as soon as possible to reach a resolution.
- 2) If resolution fails, students should submit the work as well as a written statement with reasons for appeal to the appropriate Department Chair (if this is the teacher, submit to Associate Dean, Student Success) within 15 calendar days.
- 3) They will look at both student and teacher perspectives, speak to both parties, and will recommend that the grade to stay the same, raised or lowered within 15 days of receiving the appeal. Regardless of the outcome of the grade appeal you can still appeal final grade at the end of term.

### Steps for Grade Appeal: Final Grades (pg. 21-22)

- 1) Discuss the issue with the teacher
- 2) If resolution fails, discuss with Department Chair
- 3) If the issue is not resolved, the student must submit a written statement with reasons for appeal and all graded work that has been returned to the Office of the Registrar (refer to IPESA for further guidelines). If grounds for appeal are deemed reasonable, the Registrar will convene with a Final Grade Review Board, and from there will organize a meeting with the constituent members and decide within 14 days of their last meeting the outcome of the case.

### Steps for Other Academic Complaints or Appeals (pg. 23)

- 1) Approach the teacher or individual for the issue to be resolved informally.
- 2) If a student finds it impossible to approach the teacher, they should contact the Department Chair. If it is a member of staff or administration, students should contact the immediate supervisor or individual through the Office of the Academic Dean.
- 3) For a formal academic complaint or appeal, submit in writing with documentation the complaint to the Academic Dean
- 4) The Academic Dean will within 15 working days of receiving the complaint render a final decision in writing and inform parties.

## **ROLES (pgs. 23-25)**

Roles: this section outlines how different staff and bodies are responsible for student achievement and academic success.

- Board of Governors: informs the Ministry of who is eligible of receiving a DEC and approves any edits of the IPESA undertaken by the Academic Council.

- Academic Council: issues recommendations to revision of the IPESA to the Board of Governors; initiates the process of reviewing IPESA through the Academic Dean or Board of Governors.

Academic Dean: “responsible for all academic matters” their main role includes:

- ensuring teachers’ evaluations are fair and equitable
- overseeing revisions of the IPESA
- ensuring IPESA is available to all students, teachers and stakeholders
- “transmitting the IPESA and any subsequent revision to the Commission d’évaluation de l’enseignement collégial”
- makes final decisions on final appeals and academic complaints

Associate Dean, Student Success:

- informs teachers of circumstances that affect the scholastic evaluation of individual students.
- will authorize an incomplete (IN) and temporary incomplete (IT)
- determines eligibility for make-up evaluations for final exams
- administers penalties when academic integrity is breached.

Registrar:

- determines the final examination schedule
- collects final grades for all courses
- receives appeals for final grades
- keeps records of students’ final grades
- transmits the bulletin of final grades to the Ministry
- authorizes “course dispensations (DI), substitutions (SU) and equivalencies (EQ)”
- determines eligibility for graduation with DEC, submitting proof first to the Board of Governors, then to the Ministry.

Department Chair and Curriculum Committees:

- examines course outlines to ensure they abide by the IPESA
- ensures equity and fairness in evaluation across academic disciplines in department
- ensures consistency and fairness in “objectives, methodology and evaluation” across sections of any course
- monitors “grades and R-scores for equity and fairness.”

Academic Advisors:

- discuss “equivalencies, substitutions and withdraws” from courses with students
- oversee student course progressions
- assess “academic records to monitor eligibility for a DEC.”

Adapted Services Counselor:

- assesses “documentation submitted by students with disabilities”
- determines “appropriate accommodations”
- communicates “with teachers about accommodations.”