INSTITUTIONAL

D. Policy on Religious Observances 19
E. Policy on Comprehensive Examination 19
F. Literacy Statement 20
G. Off-Campus Courses 20
H. English Exit Examination 20
I. Ministerial Examinations 21
J. Final Examinations 21
1. Final Examination 21
2. Final Examination Period 21
3. Examination Schedule 21
4. Invigilation 22
5. Responsibility for Examinations 22
6. Examination Procedures 22
7. Cheating 23
8. Special Examination Accommodations 24
K. Equivalences, Substitutions, and Exemptions 24
1. Equivalence (EQ) 24
2. Substitution (SU) 24
3. Exemption (DI) 24
L. Recognition of Acquired Competencies (RAC) 25
M. Grading Policy 25
N. Diplomas and AET Q 0 g 06 g 0 G [( )] TJ ET Q 7g 0 G [( )] TJ Et2 792 r 539.38 440.95 Tm

APPENDIX VII: ACADEMIC GRIEVANCE AND FINAL GRADE REVIEW 43
APPENDIX VIII: INCOMPLETE (IN) FOR AN AUTHORIZED ABSENCE 46

INTRODUCTION

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

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

Evaluation that is equitable is compatible with evaluation that varies among courses, departments, and programs. Moreover, in order to be appropriate and to achieve its formative ends, evaluation must be adapted to specific pedagogical contexts which may require a variety of teaching strategies to achieve the same course objectives. Suitable evaluation mech BT /F1 11.ev0w(s)y42b12 0 612 792 re W Buuitabantf (f)12( )] TJ ardv

I. OBJECTIVES OF THE POLICY

1. To ensure that information about the methods of evaluation of student learning employed at Dawson College is available to the College community and to the public at large.

2. To ensure that students receive clear, timely, and complete information about course and program content, objectives, standards, requirements, grading schemes, and evaluation instruments and methods.

3. To ensure that mechanisms exist for the development and application of suitable and equitable methods of evaluating student learning for each course and each program in the College.

4. To identify the various individuals and groups who are responsible for application of the policy and to define their roles and responsibilities.

5. To state the principles underlying the granting of course equivalences, substitutions and exemptions, as well as the mechanisms by which these principles are implemented.

6. To state the mechanisms which are to be used by the College in granting attestations and recommending the granting of diplomas.

7. To ensure that a Comprehensive Examination has been developed and implemented for every DEC program in the College.

8. To ensure that mechanisms are in place to verify that students graduate from programs have attained the objectives and met the standards set by the Ministry of Education and the College.

9. To ensure the existence and application of program advancement and academic standing policies.

10. To identify the mechanisms to be used in monitoring application of this policy.

II.

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

In particular, students are expected to:

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

E. Teachers

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

In particular, teachers are expected to:

- distribute and review with students the course outline during the first week of classes (see Section IV - Assessments, Grades and Academic Standing);
- ensure that learning activities satisfy ministerial, College, program, and department requirements and objectives;
- ensure that each course includes method(s) of summative assessment adapted to its specific pedagogical context. Summative assessment must have sufficient weight to be meaningful for success in a course;
- design and order learning activities in such a way as to facilitate achievement of course objectives;
- provide evaluation and regular feedback to students about the quality of their work (e.g., constructive criticism on papers, on examinations, in interviews, in labs);
- establish clearly the criteria used in the summative evaluation of student work, including those that go beyond what is stipulated by the Ministry, such as evaluation of presentation/style or the quality of language in student work (literacy component);
- provide students with a clear understanding of what constitutes plagiarism in the context of the course;
- design evaluation instruments which demonstrate students' attainment of objectives;

- identify clearly the grading scheme that will be used, including how letter grades will be interpreted numerically;
- comply with College policies regarding the timing of evaluation feedback (e.g., the interval between a submission deadline and the return of work to a student);
- cooperate with colleagues, department chairs, and program coordinators to ensure fairness and equity across multiple sections of the same course and across disciplines within the program; and
- participate in carrying out the College mid-term assessment process.

F. Departments

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

To this end, each department shall:

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

- participate in the development and implementation of the Comprehensive Examination for the program(s) of which its courses are a part, and
- in cooperation with program committees ensure the proper sequencing of material in cooperation with other departments, etc., for the successful coordination of the program.

G. Programs

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

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

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

III. ACADEMIC INTEGRITY POLICY

Academic Integrity Policy

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

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

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

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

IV. ASSESSMENT, GRADES, AND ACADEMIC STANDING

A. Course Outlines

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

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

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

The outline will contain at least the following information:

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

2. Program Context
   a. Program name(s) (as applicable)

3. Teacher Information
   a. Name
   b. Department
   c. Telephone number and extension
   d. Office number
   e. Electronic address (if used)

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

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

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

7. Learning Activities
   a. Tentative schedule of course content
   b. Description of learning activities and teaching methods

8. Reference Materials
   a. Required and/or recommended text(s) (if applicable)
   b. Required and/or recommended readings (if applicable)
   c. Required materials (if applicable)

9. Course Fees (if applicable)
   a. Additional course fees and refund policy

10. Course/College Policies
    a. ISEP Statement:
       All course outlines must include the following statement:

    b. Literacy Standards:
       Include department policy and teacher requirements on literacy standards.

c. Academic Integrity Policy:

B. Ongoing (in-term) Evaluation

Each student must be evaluated individually.

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

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

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

In every course, students will be asked to submit work on a regular basis. The form of work required is determined by the teacher and should be specified in the course outline, where a tentative schedule of coursework is also provided. No in-class test(s) scheduled in the final two weeks of classes (or the equivalent for courses of less than 15 weeks) shall contribute more than a total of 15% to the final grade for a course.

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

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

Notwithstanding the above, in special circumstances (e.g., illness or unavoidable absence) a teacher and a student may, by mutual consent, make alternate arrangements for evaluation activities. Postponements of evaluation activities may be

e. Final examinations must be scheduled Monday to Friday between 8:30 a.m. and 5:30 p.m. for courses taught during these times.
f. Final exams for courses taught after 5:30pm will be scheduled to start no earlier than 6:00pm. Whenever possible, final exams for these courses should be scheduled the

d. Students may not open the examination booklets or read examination questions prior to the commencement of the examination. The examination coordinator or his/her representative will announce the beginning and the end of each examination.

e.

8. Special Examination Accommodations

Some students with documented disabilities are eligible for special examination accommodations. It is the responsibility of the Student AccessAbility Centre, in conjunction with the examination coordinator, to ensure that these accommodations are provided and are in compliance with College examination procedures. (NOTE: see Appendix IV - Information about Final Examinations.)

K. Equivalences, Substitutions, and Exemptions

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

1. Equivalence (EQ)

Equivalence is the action by which the College recognizes that a student, without having taken a particular course, has attained the objectives or competencies for that n1ai12 92 re W

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

L. Recognition of Acquired Competencies (RAC)

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

RAC is a process designed for individuals who have significant experience in a specific field and who wish to have this experience evaluated and officially recognized with a view to obtaining an academic credential. To be eligible for a RAC process in a given program, candidates must be admissible to the College and to that particular program of studies. They must also demonstrate significant experience in that field. The College will only offer a RAC service for programs when the resources and tools are available. Once admitted to the program and the RAC process, candidates must fulfill the conditions for recognition established by the College (tests, interviews, projects, and/or portfolio submissions) that will allow them to demonstrate that they have acquired all of the competencies in the program and that their performance meets the minimum required standards established for those competencies.

The results of the evaluation of each competency will be recorded as grades for associated courses on the candidate's academic transcript. RAC candidates may also be granted substitutions and equivalencies. Candidates may be required to complete additional training and be reassessed following the results of their initial evaluation. The assessment tools and other materials used in this process will be kept in the student's academic file.

M. Grading Policy

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

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

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

A minimum grade of 60% is required to pass a course and indicates that the student has attained the minimum acceptable level of achievement of objectives as specified in the course outline.

In addition to a numerical grade, a temporary incomplete (remark “IT”,

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

2. Professional Conduct Policy

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

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

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

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

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

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

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

Students expelled from the College on the basis of pr

V. GRIEVANCE AND MONITORING MECHANISMS (ACADEMIC MISCONDUCT, ACADEMIC GRIEVANCE, GRADE REVIEW)

A. Academic Misconduct: Cheating and Plagiarism

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

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

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

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

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

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

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

Definitions

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

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

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

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

B. Academic Grievance: Appeal of Academic Misconduct

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

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

A student can request a grade review once the final grade for the course has been submitted to the College. Students may appeal their final grade in a course if they think that their work

APPENDIX X STUDENTS' RIGHTS AND OBLIGATIONS

STUDENTS' RIGHTS

1.

14. Students have a right to access all graded work with the teacher up to the end of the following semester. In the event that the teacher is away from the College, students are advised to contact the Department Chair.

15. Students have a right to request a grade review, subject to the provisions of the grade review procedures in the Institutional Student Evaluation Policy. If the Sector Dean finds that the request for the grade review is well founded, students have a right to appear before the departmental grade

STUDENTS' OBLIGATIONS:

1. Students have an obligation to know the requirements of their programs of study, including the academic standing requirements, and to seek help from Academic Advising whenever necessary.

2. Students have an obligation to acquaint themselves with the deadlines and the procedures to be followed for registration and course change.

3. Students have an obligation to acquaint themselves with the course outline, objectives, teaching methodology, and evaluation system of each course for which they are registered, and to assume responsibility for completing course requirements.

4. Students have an obligation to respect their teachers' right to determine course content, methodology, and evaluation within the guidelines set by the Ministry of Education and constraints established by the academic departments, programs, and the Institutional Student Evaluation Policy.

5. Students have an obligation to take action to solve academic problems, which they may encounter in their courses, by communicating with their teachers or by seeking help through College services such as Academic Advising, Counselling, the Academic Skills Centre, the First Year Students' Office, or CLÉO

6. Students have an obligation to be honest and to refrain from cheating, plagiarism, and other dishonest or deceptive behaviour. Students have an obligation to inform themselves of all aspects of the College's Academic Integrity Policy

7. Students have an obligation to attend their scheduled learning activities.

8. Students have an obligation to remain informed about what takes place in their regularly scheduled classes. Absence from class does not excuse students from this responsibility.

9. Students have an obligation to make arrangements in advance to meet the requirements of any classes missed as a result of taking an intensive course which forces them to be absent from their regularly scheduled course offerings. Students who take intensive courses may be subject to penalties for missing laboratories or tests prescribed in the course outline.

10. Students have an obligation to respect their teachers' right to formulate and enforce policies on lateness and attendance. Penalties for absences may include failure in the course.

11. Students have an obligation to arrive on time and remain for the duration of scheduled classes and activities.

12. Students have an obligation to wait for the teacher for 15 minutes after the scheduled beginning of a class, unless they have been notified otherwise in a specific instance.

13. Students have an obligation to respect their teachers' right to expect assignments to be neatly and

14. Students have an obligation to respect their teachers' right to set deadlines for assigned work and to establish penalties for failure to comply with these deadlines. Students have an obligation to submit their work at the time specified by the teacher.

15. Students have an obligation to ensure that all assignments are given directly to the teacher and are advised to retain a copy of work submitted as a protection against loss.

16. Students have an

APPENDIX II: PROCEDURE FOR COMPREHENSIVE EXAMINATION

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

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

2. Objectives of the Procedure
   Dawson College has adopted a Procedure for Comprehensive Examinations in order to:
   - identify the roles and responsibilities of all of the participants in the process;
   -

6. Grading
   - If numerical grades are used in the evaluation of the Comprehensive Examination, the passing grade is 60% in accordance with Article 27 of the .
   - The passing grade will be recorded on the student transcript as "PASS" (; passed). The grade "FAIL" (; failed) will be entered on the transcript for a failing grade.

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

8. Appeals
   (See program responsibilities above)

APPENDIX V: PROCEDURES FOR GRANTING EQUIVALENCES, SUBSTITUTIONS AND EXEMPTIONS

Equivalence, Substitution, and Exemption of Courses

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

1. Equivalence (EQ)

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

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

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

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

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

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

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

2. Substitution (SU)

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

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

A substitution may also be granted after the fact where a student has already attained in one or more

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

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

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

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

APPENDIX VI: ACADEMIC HONOURS POLICY

1. SEMESTRAL HONOURS (Dean's Honour List)

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

      *

APPENDIX XII: ACADEMIC GRIEVANCE AND FINAL GRADE REVIEW

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

ACADEMIC GRIEVANCE: APPEAL OF ACADEMIC MISCONDUCT

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

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

ACADEMIC GRIEVANCE: PROCEDURE

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

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

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

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

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

GRADE REVIEW: APPEAL OF A FINAL GRADE IN A COURSE

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

The student should submit a grade review request as soon as possible. The deadline for submission is 30 calendar days after the official grade deadline of the semester or term concerned. A delay in submitting a grade review request may have negative consequences, such as having missed the opportunity to