

DAWSON COLLEGE

INSTITUTIONAL

STUDENT EVALUATION

POLICY

Adopted by the Board of Governors on June 13, 2005

Edition Notes

This edition of the ISEP booklet contains revisions to the Comprehensive Assessment Policy as well as the Grading Policy. The procedure for incomplete grades is now included as Appendix III.

The Institutional Student Evaluation Policy can also be found on the Dawson College website:
www.dawsoncollege.qc.ca.



DAWSON COLLEGE INSTITUTIONAL STUDENT EVALUATION POLICY

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Clarifications:

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

DAWSON COLLEGE INSTITUTIONAL STUDENT EVALUATION POLICY

INTRODUCTION

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

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

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

The Dawson College Institutional Student Evaluation Policy is published in the College Calendar and is distributed and available to all members of the College community. Furthermore, reference copies of the policy (and related policies, such as department and program policies) are available to the public in the College library and in academic and administrative departments.

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

I. OBJECTIVES OF THE POLICY

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

II. ROLES AND RESPONSIBILITIES

A. Board of Governors

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

B. Senate

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

In particular, the Senate shall

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

C. Academic Administration

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

D. Students

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

A fundamental responsibility of the student, and one far transcending the issue of evaluation, is to be a full and active participant in his or her education. In practice, this means that the student has the responsibility to question, to challenge, to

reformulate, to disagree, but most of all, to engage in the process of intellectual exchange. In the absence of this engagement, whether or not information is transmitted, no real education can occur.

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

Students own all written and other work they have submitted, and the teacher will return normally 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 Assessment 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 Learning Centre.
- review the course outline carefully at the start of each course, questioning the teacher about anything which is unclear or which seems to be missing.
- meet all requirements of a course, including deadlines for the submission of work, punctuality, attendance, and behaviour.
- abstain from cheating, plagiarism and other dishonest or deceptive practices (as described below).

E. Teachers

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

In particular, teachers are expected to:

- distribute and review with students the course outline during the first week of classes (see Section III - Assessments, Grades and Academic Standing).
- ensure that learning activities satisfy ministerial, College, program, and department requirements and objectives.
- design and order learning activities in such a way as to facilitate achievement of course objectives.

- provide evaluation and regular feedback to students about the quality of their work (e.g., constructive criticism on papers, on exams, in interviews, labs, etc.).
- establish clearly the criteria used in the summative evaluation of student work, including those that go beyond what is stipulated by the Ministry, such as evaluation of presentation/style, the quality of language in student work (literacy component), etc.
- provide students with a clear understanding of what constitutes plagiarism in the context of the course.
- design evaluation instruments which demonstrate students' attainment of objectives.
- identify clearly the grading scheme that will be used, including how letter grades will be interpreted numerically.
- comply with College policies regarding the timing of evaluation feedback (e.g., the interval between a submission deadline and the return of work to a student).
- cooperate with colleagues, department chairs, and Program Coordinators to ensure fairness and equity across multiple sections of the same course and across disciplines within the program.
- participate in carrying out the College mid-term assessment process.

F. Departments

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

To this end, each department shall:

- collect and review course outlines for each course and section offered by the department each semester, verifying that each plan contains all the elements required by the College's Institutional Student Evaluation Policy. Departments will establish mechanisms to ensure that outlines are distributed in accordance with the policy.
- establish course/curriculum committees (or other mechanisms determined by the department to be suitable to their needs) in order to
 - establish content of courses consistent with the objectives and standards of discipline, program, College and Ministry requirements.
 - verify that the means of evaluation specified in the course outline for each course are fair and that the evaluation process is appropriate to the objectives and standards of the course and program.
 - verify that the means of evaluation specified in course outlines are fair and consistent for students in all sections of the course.
- guide and assist new teachers in preparing and organizing courses in accordance with the standards and policies of the department and program.
- as necessary, establish department policies or guidelines regulating such matters as:
 - attendance requirements

- quantity of work to be evaluated before mid-term assessment
- the interval between a submission deadline and the return of work to the student
- the means adopted by the department to promote and evaluate improvement in oral and written English;
- cheating and plagiarism in the context of the discipline(s).
- provide up-to-date information about courses to be offered, or special discipline/program requirements in time to be printed in the College calendar, the schedule and other similar publications.
- participate as appropriate in the elaboration of program goals and objectives, and ensure that courses are integrated into the program and that they advance the goals of the program.
- participate in the development and implementation of the Comprehensive Assessment for the program(s) of which its courses are a part.
- in cooperation with program committees ensure the proper sequencing of material in cooperation with other departments, etc., for the successful coordination of the program.

G. Programs

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

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

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

- develop and recommend specific requirements for admission to the program, subject to the College Education Regulations and the College Admission Bylaw.
- develop evaluation criteria and standards for the program.
- ensure that the design and organization of courses promote students' achievement of program objectives and standards.
- ensure that courses are offered in a logical sequence which facilitates progression from introductory to advanced levels.
- ensure that students are evaluated equitably and fairly in all courses of the program.
- establish cheating and plagiarism policies for the program Comprehensive Assessment consistent with the policies of member departments.
- ensure that evaluation instruments and methods in all courses are in conformity with program and College (e.g., literacy) evaluation policies.

- establish program objectives and standards for programs developed by the College (e.g., AECs).
- develop and implement a program Comprehensive Assessment, a procedure allowing students who have failed their Comprehensive Assessment to appeal their evaluation, and a policy allowing students who have failed their Comprehensive Assessment further opportunity to complete it successfully.
- participate in the process(es) for evaluating programs as required, according to the Institutional Program Evaluation Policy (IPEP).

H. Monitoring the Implementation of the Institutional Student Evaluation Policy

1. Academic Dean

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

2. Senate

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

3. Sector Deans

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

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

4. Departments and Program Committees

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

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

III. ASSESSMENTS, GRADES AND ACADEMIC STANDING

A. Course Outlines

Each teacher in each course will distribute to students a course outline during the first week of classes. In order that students may plan their work, the course outline should be as complete as possible. Students must be fully informed regarding course requirements prior to course change. If changes in course content and/or procedures become absolutely necessary during the term, students will be advised in writing. Discretionary changes to course content and/or procedures shall be negotiated with the class.

The outline will contain at least the following information:

- a. instructor's name, department name, teacher's local and office number
- b. course title and number
- c. the hours (*pondération*) of class, laboratory or practical work, and homework
- d. effective date (e.g., Fall 1999)
- e. prerequisites, if any
- f. course objectives defined in terms of specific competencies
- g. required texts, materials and bibliography
- h. course content
- i. teaching methods (e.g., lecture, discussion, etc.)
- j. tentative schedule of assignments, tests, etc.
- k. class participation requirements
- l. statement of literacy requirement
- m. grade distribution scheme (e.g., 25% for class tests, 40% for major project, 35% for final exam). Notwithstanding the grade distribution, the teacher may specify that certain components must be passed in order to pass the course (e.g., labs, term projects, etc.) Attendance by itself may not be used to form any part of a grade.
- n. standards of performance required for successful completion of course
- o. teacher's rules about lateness and class attendance, and penalties that will apply, if any
- p. statement informing students that cheating and plagiarism are serious academic offences and that 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 teacher's authority. The course outline must identify the specific consequences of cheating and plagiarism for the course. This statement must conform to College policies on cheating and plagiarism.
- q. statement indicating any modifications to planned course activities resulting from the teacher's own religious commitments.
- r. statement to the student informing them that students who wish to observe religious holidays must inform their teacher in writing within the first two weeks of the semester of their intent as prescribed in the religious holiday policy.

B. Ongoing (in term) Evaluation

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

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

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

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

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

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

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

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

C. Religious Holiday Policy

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

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

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

D. Comprehensive Assessment Policy

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

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

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

E. English Exit Examination

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

F. Ministerial Examinations

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

G. Final Examinations

1. Final Examination

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

- a. For special circumstances, the examination coordinator may allow a final examination to be scheduled outside the final examination period (e.g. students who are on a stage during the final examination period).
- b. All examinations taking place during the examination period must be scheduled by the College Scheduler.
- c. Any class tests or examinations that do not take place in the final examination period must take place during regularly scheduled class or lab time.

2. Final Examination Period

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

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

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

3. Examination Schedule

- a. The examination schedule must contain the following information:
 - the course number, section number and title
 - the date of the final exam
 - the time of the final exam
 - the place of the final exam.

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

4. Invigilation

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

5. Responsibility for Exams

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

- submits a written report to the Academic Dean at the end of each final examination period concerning the final examination process.

6. Examination Procedures

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

7. Cheating

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

8. Special Examination Accommodations

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

H. Equivalences, Substitutions, and Exemptions

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

1. Equivalence (EQ)

Definition

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

Criteria

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

2. Substitution (SU)

Definition

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

Criteria

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

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

3. Exemption (DI)

Definition

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

Criteria

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

I. Grading Policy

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

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

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

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

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

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

J. Diplomas

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

- has received either the Secondary V diploma and has passed Secondary IV history and physical science, Secondary V language of instruction, second language, and mathematics (or the Secondary IV equivalent) or what the College deems to be equivalent training or education.
- has met the particular admissions and the standing and advancement requirements for the program from which he/she is graduating.
- has met the program objectives.
- has earned the required credits, including SUs, DIs and EQs, as they appear in the program profile.
- has passed the program's Comprehensive Assessment and the exit examination(s) as set by the Ministry.

K. Standing and Advancement

1. Students in Regular Programs Including AECs (full-time and part-time)

To be in good standing and to register unconditionally

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

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

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

2. Professional Conduct Policy

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

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

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

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

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

The procedure accompanying this policy is available in Appendix X.

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

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

3. Students Outside Regular Programs (080.02, 080.03, 080.04)

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

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

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

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

IV. GRIEVANCE AND MONITORING MECHANISMS (Academic Conduct, Grade Review and Cheating and Plagiarism)

Academic Conduct and Grievance Policy:

A. Courses in Progress — Academic Grievance

This procedure does not apply to disputes over final grades.

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

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

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

B. Completed Courses — Grade Review

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

C. Academic Conduct — Cheating and Plagiarism

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

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

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

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

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

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

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

Definitions

Cheating in Examinations, Tests, and Quizzes

Cheating includes any dishonest or deceptive practice relative to formal final examinations, in-class tests, or quizzes. Such cheating is discoverable during or after

the exercise in the evaluation process by the instructor. Such cheating includes, but is not limited to

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

Unauthorized Communication

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

Cheating and Plagiarism in Course Work

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

D. Rules Governing Outdoor Education Courses

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

APPENDIX I - STUDENTS' RIGHTS AND OBLIGATIONS

STUDENTS' RIGHTS:

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

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

STUDENTS' OBLIGATIONS:

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

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

APPENDIX II - PROCEDURE FOR COMPREHENSIVE ASSESSMENT

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

Goal of the Comprehensive Assessment

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

Objectives of the Procedure

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

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

Responsibilities of the Program Committee and Program Dean

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

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

Scheduling of the Comprehensive Assessment

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

Registration

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

Grading

- If numerical grades are used in the evaluation of the Comprehensive Assessment, the passing grade is 60% in accordance with article 27 of the *Règlement sur le régime des études collégiales*.

- The passing grade will be recorded on the student transcript as RE (*réussi*; passed). The grade EC (*échec*; failed) will be entered on the transcript for a failing grade.

Make-up Assessments

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

Appeals

- (See program responsibilities above)

APPENDIX III - PROCEDURE FOR INCOMPLETE GRADES

1. General Statement

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

2. Procedure

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

APPENDIX IV- INFORMATION ABOUT FINAL EXAMS

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

APPENDIX V- PROCEDURES FOR GRANTING EQUIVALENCES, SUBSTITUTIONS AND EXEMPTIONS

Equivalence, Substitution and Exemption of Courses

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

1. Equivalence (EO)

Definition

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

Criteria

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

Procedure

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

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

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

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

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

2. Substitution (SU)

Definition

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

Criteria

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

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

Procedure

A substitution may be granted in one of two ways:

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

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

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

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

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

3. Exemption (DI)

Definition

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

Criteria

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

Procedure

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

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

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

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

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

4. Comprehensive Assessments

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

APPENDIX VI- ACADEMIC HONOURS POLICY

1. HONOURS (Dean's Honour List)

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

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

- Pre-university programs: a minimum of 6 courses
 - Technical programs: specialization courses and all or all but one of the core/complementary courses required in a given semester as defined by the program grid.
- b. Continuing Education students who take a minimum of four courses in an academic year and maintain an average of at least 85% with no failures receive honours. A letter of congratulations, signed by the Academic Dean and the appropriate dean, is sent to these students.

2. GRADUATION HONOURS

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

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

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

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

APPENDIX VII - ACADEMIC GRIEVANCE AND GRADE REVIEW PROCEDURES

COURSES IN PROGRESS — ACADEMIC GRIEVANCE

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

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

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

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

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

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

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

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

COMPLETED COURSES — GRADE REVIEW

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

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

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

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

At the request of the Sector Dean, the department chair shall convene a grade review committee in conformity with the FAC Collective Agreement.

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

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

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

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

APPENDIX VIII - PHYSICAL EDUCATION PROCEDURE ON STUDENT APPEAL

(for Removal or Long-Term Suspension from Physical Education Courses)

For all Physical Education intensive courses conducted in off-campus facilities students are obliged to sign the Student Agreement and Registration Form. The form indicates the conditions under which the student agrees to participate in these Physical Education courses. This form is introduced and explained during the first lecture, held before the end of course change.

During the first lecture students are given information about the course, how it will be run, the risks and hazards inherent in the activity, the rules of student conduct and the penalties for breach of these rules. The students are asked to sign this document (students under the age of 18 are asked to have one of their parents or guardian co-sign with them) prior to participation in the intensive portion of the course. Students who do not agree to abide by the rules outlined in the document are invited to choose another course at Course Change and are excluded from further participation.

The teacher is expected to enforce these rules during all class activities, to maintain a safe and enjoyable learning situation for all students and to reinforce the importance of the rules of conduct.

As specified by the document; “a breach of the rules set forth in paragraph four of this agreement may result in loss of marks, removal from the course, and/or failure of the course”.

Students who are removed from the course are not eligible to receive a passing grade.

Appeals

Students have the right to appeal their removal from the course. Students must submit an appeal by notifying the Dean responsible for Physical Education. The Dean will notify the Physical Education Department Chair and he/she will be responsible for convening the meeting and establishing the meeting time and date.

The committee will meet to consider the matter within five working days of receipt of a notice from the Dean. The chair of the committee will give the student(s) concerned at least three day's notice of the meeting. At any point, it is the students' option to be accompanied by a College ombuds officer.

The Appeal Committee

Mandate:

- hears cases of student misconduct referred by the Dean in charge of physical education.
- hears appeals of students removed from courses referred by the Dean in charge of physical education.

Composition:

This committee is composed of five members, none of whom are directly involved with the student in question.

- two physical education faculty members;
- a dean;
- Director of Student Services or representative;
- one other member appointed by the Director of Student Services.

The chair shall be the Dean and will not vote except in the case of a tie. The committee will decide whether to uphold the decision of the teacher by a majority vote.

The Chair of the Physical Education Department will be notified of the committee's decision and be required, along with the Dean responsible for physical education to take action, if so warranted.

Debriefing Session

A debriefing session for the teacher will be held by the teacher members and the chair of the committee outlining the decision taken and follow-up procedure.

A debriefing session for the student will be with the Director of Services outlining the decision taken and follow-up procedure. Parents or legal guardians may be present at the student's request.

Should this go to grade review, the decision of this committee will be submitted to the grade review committee.

APPENDIX IX - SAMPLE YEARLY DEPARTMENTAL AND/OR PROGRAM REPORT

Introduction

The following is not being advanced as a suggested standard report. On the contrary, given the diversity of programs and departments, such a standard may be neither feasible nor desirable. It is merely an attempt to be concrete about what might be attempted, how and why, in the hope of mobilizing departments and programs to devise the reports best adapted to their needs.

1. Description of the procedures by which the department or program ascertains that course plans are in accord with College policies.
2. Statistical Portrait of Evaluation in the department or program during the current year:
 - number of courses and sections offered by the department during the academic year
 - number of course plans which were approved as originally submitted
 - number of course plans which were sent back to teachers for revision
 - number of course plans which were not received in a form which could be approved (in this last case, some sort of explanation would be required)
 - number and disposition of requests to change evaluation schedules on less than two weeks' notice
 - statistics (from MIS) documenting the department or program's participation in the mid-term assessment process
 - department/program mean final grade
 - mean final grade for each section
 - list of sections in which mean final grades departed conspicuously from the department or program mean.
3. Description of the procedures by which the department or program scrutinizes variations in grade distributions from course to course or across multiple sections of the same courses:
 - what the department did to determine whether action was required
 - actions taken (if any).
4. Grade Reviews
 - List of grade review requests the department received during the current year
 - List of dispositions (outcomes)
5. General Comments by chair

APPENDIX X - COLLEGE PROCEDURE ON PROFESSIONAL CONDUCT

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

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

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

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

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

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

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

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

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