

**D1636**

**Faculty of Agricultural  
and Environmental Sciences**

**MACDONALD CAMPUS**

**Farm Management and Technology Program  
152.B0**

**Institutional Policy  
on the Evaluation of Student Achievement**

**February 3, 2016**

## **Institutional Policy on the Evaluation of Student Achievement**

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### **TABLE OF CONTENTS**

	PAGE
1. GENERAL INTRODUCTION	4
2. OBJECTIVES OF THIS POLICY	4
3. MISSION STATEMENT AND EDUCATIONAL INTENTIONS	5
4. LANGUAGE GOALS	6
5. THE LEARNING CONTEXT/ROLES AND RESPONSIBILITIES	7
6. EVALUATION	8
7. THE COURSE OUTLINE	9
8. THE COMPREHENSIVE ASSESSMENT	10
9. MINISTERIAL EXAMINATION OF COLLEGE ENGLISH	10
10. STUDENT RIGHTS AND RESPONSIBILITIES	10
11. HARMONIZATION WITH OTHER PROGRAMS IN OTHER INSTITUTIONS	12
12. GRADING SYSTEM	12
13. SUBSTITUTIONS, EQUIVALENCIES, DISPENSATIONS AND INCOMPLETES	13
14. ATTENDANCE	14
15. SUBMISSION OF WORK AND GRADE REPORTING	15
16. CONFIDENTIALITY	15
17. EXAM ACCOMMODATION	16
18. GRADE REVIEW	16
19. CHEATING AND PLAGIARISM	17
20. ACADEMIC STANDING AND ADVANCEMENT	18
21. EVALUATION FOR CERTIFICATION	18
22. EVALUATION OF POLICY	19
23. REVISION OF POLICY	19

**LIST OF APPENDICES**

	PAGE
<b>APPENDIX A</b>	20
<b>COMMITTEE STRUCTURE</b>	
Farm Management and Technology Program Committee (role and membership)	
<b>APPENDIX B</b>	22
Student Rights and Responsibilities Handbook	
<b>APPENDIX C</b>	24
Course Outline Evaluation Grid	

## **Institutional Policy on the Evaluation of Student Achievement**

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### **1. GENERAL INTRODUCTION**

*Farm Management and Technology* is a 3-year collegial program offered on the Macdonald Campus and taught by the staff of the Faculty of Agricultural and Environmental Sciences of McGill University. It is the only college-level program offered at the campus. The Program is authorized by the ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche du Québec and funded by the ministère de l'Agriculture, des Pêcheries et de l'Alimentation du Québec.

This Institutional Policy on the Evaluation of Student Achievement for the collegial program on the Macdonald Campus has been developed to serve the institution and its members. It must be viewed as a charter shared by every individual and group associated with the Program. This policy establishes the objectives of the Program. It defines the principles, values and philosophy behind our educational strategies. It states the responsibilities of every group and individual concerned. It explains the strategy and means that we use to assure equity and fairness of student evaluation and the attainment of the ministerial objectives and standards.

### **2. OBJECTIVES OF THIS POLICY**

This policy has the following objectives:

- a) Establish and explain the principles followed in evaluating student achievement.
- b) Describe the means of translating these principles into practice and establish the required procedures.
- c) Articulate the responsibilities of the ministère de l'Éducation, de l'Enseignement supérieur, et de la Recherche du Québec, the Faculty of Agricultural and Environmental Sciences, the Farm Management and Technology Program Committee, the Director, the Associate Director, the instructors and the students.
- d) Account to students, parents, universities, employers and the ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche du Québec for the standards of learning in the Program.
- e) Create an environment of awareness and free discussion of pedagogical concerns within all segments of the Program.
- f) Provide information which will allow students to understand and participate in the educational process.
- g) Provide the framework within which instructors and academic administrators can exercise their professional judgment in a competent, just and coherent fashion.

### 3. MISSION STATEMENT AND EDUCATIONAL INTENTIONS

Students must have the opportunity to develop their social, ethical and personal potential to the maximum. The courses in the Program are designed to provide the materials and activities which will allow this personal development to occur, while making it possible for the student to attain the objectives and standards set by the Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche du Québec for the 152.B0 program.

Our mission is to offer quality English language education in the area of agricultural management and technology, so that our graduates will become skilled, competent and valued members of the agricultural community and will contribute to their full potential to society.

The educational goals of the Program are:

#### A. To ensure the competence of our graduates in the exercise of their profession.

- To develop the professional competencies needed to operate and manage a modern agricultural enterprise. This will be achieved through learning of new technologies, computer software and robotics, soil and water conservation, machinery and equipment, financial management, risk management, management of human resources and decision making.
- To develop essential skills and attitudes such as a keen sense of observation, an environmental awareness, organizational and planning abilities, a sense of responsibility, a sense of professional ethics and a sense of autonomy.
- To develop entrepreneurial skills, personal growth and the ability to adapt to a changing world.
- To develop intellectual skills which will enable graduates to participate in research throughout their professional and personal lives.
- To perform the tasks and the operations intrinsic to the professions of agricultural producers or farm managers.
- To develop leadership for the well-being of the agri-food sector.

#### B. To help the student's integration into professional life.

We want our students to be aware of the context in which agricultural production takes place and be able to appreciate the points of view of consumers, neighbors and stakeholders.

- To understand agricultural issues and to make critical judgments related to agricultural policies, producers' associations, marketing agencies and marketing boards.

## **Institutional Policy on the Evaluation of Student Achievement**

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- To develop the essential human qualities expected of autonomous and responsible citizens who will be the leaders of the rural community.
- To learn how to communicate effectively in both the English and French languages.
- To understand the complexity of the world in which they must operate.

### **C. To foster professional mobility.**

- To develop a positive attitude with respect to changing technologies and consumer habits. Some of the attributes required are: autonomy, creativity, resilience, good judgment, open mind, keen sense of responsibility and understanding of human interactions and self.
- To attain the ability to tailor their educational choices to their personal tasks and skills.

### **D. To foster an awareness of the necessity for continual development of professional knowledge.**

- To develop the capacity for independent and continuing learning.
- To understand the basic principles upon which the profession of agricultural producer or farm manager are based.
- To appreciate quality of work, quality of life and respect for the environment.

## **4. LANGUAGE GOALS**

All instructors in the Program are involved in the teaching and learning of language. In all subject areas, the use of language involves students in the formation of concepts, the exploration of symbols, the solution of problems and the organization of information. Language provides students with the means for an interaction with their environment. Instructors give students meaningful ways to use language for a variety of purposes. Students are encouraged to read, discuss, present and especially write in a variety of ways and as often as possible.

In its emphasis on the importance of language, the Program acknowledges that education is concerned with the power of thought, and that this power is intimately connected to the power to verbalize, to formulate, to organize, to savour, and to communicate what the mind is capable of perceiving. The Program is committed to developing students who are literate individuals.

### **5. THE LEARNING CONTEXT / ROLES AND RESPONSIBILITIES**

#### **Ministère de l'Agriculture, des Pêcheries et de l'Alimentation du Québec**

It is the role of the ministère de l'Agriculture, des Pêcheries et de l'Alimentation du Québec to fund the Program.

#### **Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche du Québec**

It is the role of the ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche du Québec to authorize the Program and to set the overall program goals as well as the statements of competencies and standards.

#### **Faculty of Agricultural and Environmental Sciences**

The Faculty of Agricultural and Environmental Sciences provides the framework and the support that enables the Program administrators and the teachers to create the curriculum and to deliver this to its clientele.

#### **Farm Management and Technology Program Committee**

This standing committee acts on behalf of the Faculty to establish and interpret the policies for the Program. The role and membership of the Committee is presented in appendix A.

#### **Director**

The Director provides the required leadership and ensures that the necessary resources are available to the instructors and departments to enable them to pursue their academic activities.

The Director ensures that the course outlines comply with the program policies and learning objectives.

The Director chairs the Farm Management and Technology Program Committee.

#### **Associate Director**

The Associate Director is also the Academic Advisor for the Program.

The Associate Director has the responsibility for the application of the *Règlement sur le régime des études collégiales (RREC)* published by the ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche du Québec.

## **Institutional Policy on the Evaluation of Student Achievement**

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### **Associate-Dean, Student Affairs**

The Associate-Dean, Student Affairs acts as the Disciplinary Officer for the Faculty of Agricultural and Environmental Sciences and as such is responsible for the application of the rules and regulations found in the Student Rights and Responsibilities Handbook, including but not limited to, infractions related to cheating, plagiarism and student conduct. He also receives complaints and requests from students, as outlined later in this document.

### **Instructors**

The instructors are responsible for designing learning activities that are appropriate for the developmental level of the students and that are in accord with the learning objectives of the Program (competencies and standards). The instructors are responsible for the evaluation of their students, using assessment tools that measure the attainment of the ministerial objectives and standards of the course. They ensure that these are designed with clear and publicly stated criteria that are congruent with the learning objectives.

The instructors have a professional responsibility to assign a numerical grade to the students in a course. These grades are to be assigned in accordance with the spirit and guidelines contained in this policy.

## **6. EVALUATION**

The evaluation of student achievement is a process by which the instructor collects, interprets and returns information to students regarding their academic achievements. The instructor evaluates work in order to assist the student, and to reflect the student's attainment of learning objectives. This type of evaluation (criteria-based) presents a student's results in reference to the learning objectives, independent of the performance of the other students in the group.

Evaluation goes beyond putting down a grade on the student's transcript. To evaluate student learning is to make a judgment about observed results, relative to given criteria, in order to effect further actions. Evaluation is a continuous process for the student and the instructor, during which the exchange of information allows both parties to make decisions. Without being an end in itself, the evaluation of a student's achievement is an integral part of learning and teaching. Each instructor is encouraged to use an on-going evaluation process throughout the course since this allows both the student and the instructor to adapt their strategies.

Evaluation must be impartial, ensuring equal and fair treatment for all. Evaluation is derived from the reliability and validity of the instruments used to measure a student's performance. A variety of instruments are developed for this purpose, ranging from practical experience on farms, case studies, written essays, complex problem solving situations, oral presentations, and multiple choice and essay examinations. The evaluation is done in a formal manner according to rules and procedures which are announced and followed, and is an integral part of the competency-based approach to education.



## **Institutional Policy on the Evaluation of Student Achievement**

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Taking into account the relative importance of each learning objective and standard defined by the ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche du Québec, the teacher must establish for each course the areas of evaluation, and state the criteria and norms upon which evaluation is based.

Summative evaluations can only start after a substantial portion of a course has been completed. There must be at least one summative evaluation in each course that allows the student to demonstrate the attainment and integration of all the elements of the competency(ies) assigned to that course. Summative evaluations must carry sufficient weight to be determinant in the calculation of the final grade of a course.

### **7. THE COURSE OUTLINE**

During the first week of the term, a printed course outline is distributed to all students for each course in which they are registered. The course outline explicitly describes the ministerial objectives and standards of the course, the course content, the methods used in instruction, the evaluation procedures, the bibliography, the approximate cost for textbooks and other material, the teacher's availability, policies on attendance, cheating, plagiarism and finally, all of the general information associated with any given course.

The segment of the course outline covering evaluation describes the methods used in evaluating the student's work. Where a combination of evaluation methods is used, the weight placed on each method is specified. In all cases, the requirements, dates and deadlines for the submission of major assignments and for all exams must also be clearly stipulated. Where student participation in class is used as an evaluation method, the requirements and the definition of student participation are given along with the proportion of marks that are allocated. In all courses, the total number of means of assessment involved in the calculation of the final grade shall not be less than three, at least one of which must be a summative evaluation as mentioned in Section 6. Where the subject matter of the course allows it, the assessment scheme shall include at least one essay or assignment requiring the writing of continuous prose in English.

All course outlines for a given term are expected to be sent to the FMT office at least 10 working days before the start of the term. These outlines are then reviewed by the Student Affairs Coordinator according to the Course Outline Evaluation Grid presented in appendix C. If any minor discrepancy is found such as typographical or date errors, an email is sent to the course instructor requesting either a correction or an explanation. If any discrepancy related to assessments is found, the Student Affairs Coordinator discusses it with the Director who then resolves the issue with the instructor. A discussion summary is prepared and signed by the Director.

### 8. COMPREHENSIVE ASSESSMENT

#### Objective

The objective of the Comprehensive Assessment is to measure a student's capacity to integrate all aspects of the Program into a coherent and realistic management unit.

The Program is first and foremost oriented toward developing managerial skills. Courses related to the general education component play an increasingly important part in all aspects of our lives and they are an essential part of the comprehensive assessment.

#### Methodology

Since the objective and subject matter of the Comprehensive Assessment are similar to those pursued in the 3 Enterprise Management courses, they have been merged to form a single unit, with a common structure and grading system. This strengthens the whole process by providing an opportunity for increased teamwork between the students and all instructors involved in the Program.

### 9. MINISTERIAL EXAMINATION of COLLEGE ENGLISH

Students must successfully pass the Ministerial Examination of College English administered by the ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche du Québec. Students may write this examination when they are in the process of completing, or have completed their third A-Block (non-program specific) English course. Students who have attended a French language college for part of their studies may make arrangements to take the equivalent French language examination, according to the regulations of the ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche du Québec.

### 10. STUDENT RIGHTS AND RESPONSIBILITIES\*

\* From this point on, this symbol refers to the Handbook on Student Rights and Responsibilities. A summary of the Handbook is presented with the necessary explanations in appendix B and the latest full version in English and French can be found at <https://www.mcgill.ca/secretariat/policies/students/handbook-student-rights-and-responsibilities-le-recueil-des-droits-et-obligations-de-letudiant> .

#### Student rights

It is a fundamental right of all students to have their learning evaluated in a competent and professional manner. The Program recognizes several other associated rights and obligations of students.

## **Institutional Policy on the Evaluation of Student Achievement**

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Every student has the right to:

1. Be informed of what is being evaluated, of the type of measuring instruments to be used and of the weighing of each question or section of any assessment.
2. Receive the results of evaluations in reasonable time in order to consult and make the appropriate decisions and choices.
3. Discuss the results of an evaluation with an instructor.
4. Have access to all work which has been submitted for evaluation.
5. Have the results of evaluations kept confidential.

### Student responsibilities

Every student has the responsibility to:

1. Familiarize themselves with the course outlines provided by their instructors.
2. Meet the requirements presented in these course outlines.
3. Familiarize themselves with the Institutional Policy on the Evaluation of Student Achievement (IPESA).
4. Familiarize themselves with the Handbook on Student Rights and Responsibilities.
5. Be honest and abide by the regulation forbidding cheating and plagiarism as described in section 19 of the IPESA.
6. Follow the rules and regulations specific to their program of study included in the course outlines and described in the IPESA.
7. Respect their teachers' right to determine course content, methodology and evaluations within the guidelines and requirements set by the ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche du Québec and the policies established by the Program.
8. Take action to solve academic problems which they may encounter in their courses, by communicating with their teachers and/or by seeking help through services offered by the Campus.
9. Remain informed about material taught in their regularly scheduled classes even when they are absent.

## **Institutional Policy on the Evaluation of Student Achievement**

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10. Arrive on time and remain for the duration of scheduled classes and activities, and display appropriate behavior.
11. Wait for the teacher for 15 minutes after the scheduled beginning of a class, unless they have been notified otherwise.
12. Submit neat and legible assignments within the assigned deadlines and with appropriate identification.
13. Ensure that assignments are submitted according to the teachers' instructions (including being typed and/or submitted by electronic means when required) and retain a copy of work submitted as a protection against loss.
14. Write tests and final examinations at the times scheduled by the teacher and the Faculty of Agricultural and Environmental Sciences. Students have an obligation to inform themselves of, and to respect, the Program's, the Faculty's and the university's examination procedures.
15. Keep all assessed materials returned to them for at least one semester in the event of a grade review.

### **11. HARMONIZATION WITH OTHER PROGRAMS IN OTHER INSTITUTIONS**

No harmonization is done since the ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche du Québec has not pursued this educational process in designing the 152.B0 *Gestion et technologies d'entreprise agricole* program.

### **12. GRADING SYSTEM**

The final grade is based on an evaluation by the instructor of a student's attainment of the course objectives, in accordance with the evaluation methods and weights described in the course outline. The result of the evaluation process is expressed as a percentage.

The Program utilizes a numerical grading system in which the minimum pass grade is 60%. This indicates that the student has demonstrated the minimum acceptable level of competence in the attainment of the learning objectives of the course. The Comprehensive Assessment is graded using the percentage system but is reported as a *Pass* or *Fail*, as specified by the ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche du Québec regulations.

## Institutional Policy on the Evaluation of Student Achievement

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### 13. SUBSTITUTIONS, EQUIVALENCIES, DISPENSATIONS AND INCOMPLETES

#### Substitutions (SU) AND Equivalencies (EQ)

Students who have completed similar courses at another college-level institution can apply for a substitution or an equivalency to the Associate Director prior to the deadline indicated in the FMT calendar of important dates, which each student receives at the beginning of each semester. Each application is reviewed individually. The student must provide a written request, the outline of the course in question, along with an official grade report indicating that a grade of at least 60% has been awarded for this course. Except for the specific cases indicated below, the Associate Director will then discuss the request with the instructor of the course in question, a final decision will be arrived at, this decision will be promptly communicated to the student and all pertinent documents will be placed in the student's file and in a common file that will serve as an archive to be consulted when similar cases appear.

Any program-specific competency associated with the 152.B0 program which has been completed at another Quebec college offering the same program is accepted automatically since this is the evaluation method used by the Ministère.

General education courses taken at other Anglophone colleges in Quebec are accepted automatically and without the need for any administrative work since they cover the same competencies as the equivalent FMT courses and already appear on the student's academic record held by Socrate.

A specific set of rules apply for language courses taken at a French language college in Quebec. Since the attainment of a sufficient level of competency in the use of the English language is a requirement for success in the FMT program, all students must complete the 4 English courses required under the RREC, whether or not they have already completed core French courses. In view of this, the appropriate *Français - langue d'enseignement* courses taken at another Quebec college can be substituted for *Français - langue seconde* courses if the student so wishes, since the standards of the former are higher. The student must make a formal written request to the Associate-Director to have such an equivalency recognized. This must be done prior to the deadline indicated on the FMT calendar of important dates.

#### Recognition of prior learning

This is handled through the substitution mechanism only. The Campus does not provide any other method of recognition of prior learning.

#### Dispensations (DI)

Dispensations are only granted for medical reasons (with a medical certificate) for Physical Education courses. No dispensations are granted for other courses; these are handled through the substitution mechanism only.

## **Institutional Policy on the Evaluation of Student Achievement**

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A student seeking a dispensation must apply in writing to the Associate Director. All pertinent documents must be supplied with the application. The application must be made before the course withdrawal deadline indicated on the FMT calendar of dates. All decisions are made according to the Handbook on Student Rights and Responsibilities.

### Temporary Incomplete (IT) and Permanent Incomplete (IN)

Students can apply to the Associate Dean, Student Affairs to delay the submission of a final grade or be allowed to withdraw from a specific course after the deadline; the student must provide written reasons and pertinent documents. An IT or an IN may be granted when the student has a valid reason for not completing the course work on time, as determined by the Associate Dean, Student Affairs according to the rules set in the Handbook on Student Rights and Responsibilities. The delay for an IT cannot exceed one year and it is determined according to the specifics of each individual case.

Apart from the exception indicated in the final sentence of this paragraph, an instructor can also submit a grade of IT for valid reasons if an agreement has been reached with the student as to the date of completion of the missing work. The Director and Associate-Director must be consulted on this issue and must be informed in writing of the final decision of the instructor, including the reasons that led to this decision. Only the Associate-Dean, Student Affairs can make a decision regarding an IT related to the final summative evaluation of a course.

A request for IT or IN cannot be submitted after the start of the final examination period for that particular term, unless such a request is directly related to the final summative evaluation for this course.

All decisions related to substitutions, equivalencies, dispensations and incompletes are to be placed in the student's file. A file containing all cases must also be kept in order to ensure that future cases are treated in a manner consistent with past cases.

## **14. ATTENDANCE**

Attendance in courses is mandatory since experience has shown that students who attend classes tend to do better. This means that students are expected to attend all lectures, laboratories, seminars, conferences and presentations. They are also expected to participate in all field trips and other activities associated with every course they are taking.

It is however understood that students may have valid reasons to miss some classes. Such reasons might be:

- Medical reasons.
- Participation in intercollegiate competitions sponsored by the Campus.
- Attendance at funerals of members of their immediate family.
- Any other activities approved (prior to missing classes) by the Director.

## **Institutional Policy on the Evaluation of Student Achievement**

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Depending on the individual course, students who miss more than 20 % of classes may be required to leave the course and be prevented from attending or submitting the final summative course assessment; this leads to automatic failure since the maximum final grade allowed in such a case is 59%. This rule is applied to every course in the first year of the program and according to individual instructor requirements in other courses. The application of this rule must be clearly stated in the course outline of each course.

### **15. SUBMISSION OF WORK AND GRADE REPORTING**

Students are to be given sufficient time to prepare for and to complete final examinations and other assignments and assessments for their courses. The final examination schedule is published early in each term to inform students of the dates and times of these exams. The earliest and latest possible dates for the exam period are published and available to students on the first day of each term.

The final grade attained by each student in each course is submitted by the instructor online using McGill's Minerva system within four working days after the end of the examination period. Students have access to their grades within 2 working days of these grades being submitted by the instructor. Instructors can also post individual assessment grades on their course's confidential grade section in myCourses.

Within a period of one month after the end of each term, the Program issues each registered student a transcript listing all the courses in which they were registered and the final grade issued in each of these courses. This transcript is obtained from the database of the ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche du Québec.

### **16. CONFIDENTIALITY\***

Every student has the right to consult any record of personal information kept by the Program, provided that such information was not transmitted to, or recorded by, the Program, the Campus or McGill University in confidence. Where a student is denied an opportunity to consult personal information, the administration shall inform the student of the existence of this information and of the reasons preventing its disclosure. Upon request by the student, the McGill University Committee on Student Grievances may determine whether the reasons stated by the Program, the Campus or the University conform to this policy.

No personal information shall be disclosed by the Program to a third party in a manner which permits the identification of the student unless such disclosure is required by law, or unless the protection afforded by this section has been waived expressly or by implication by the student who is entitled to it. In the case where a student is under 18 years of age, and upon a request presented in writing by the student's parent(s) or legal guardian(s), the transcript of grades will be released to the parent(s) or guardian(s). Upon a written request by a student, the Committee on Student Grievances may determine whether disclosure is authorized in such a case.

## **Institutional Policy on the Evaluation of Student Achievement**

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Students are responsible for ensuring the confidentiality of their student number, and myMcGill, Minerva and myCourses passwords.

In order to maintain the highest level of confidentiality, only the McGill email systems (regular and myCourses) or sealed paper communications are to be used to communicate with students regarding any matter that could in any way be considered as confidential. Students shall be reminded of this at the beginning of every term through an email and through a statement in course outlines.

### **17. EXAM ACCOMMODATION\***

The Program will ensure that students with disabilities and/or special needs are accommodated according to the recommendations of the McGill University Office for Students with Disabilities. For the Ministerial Examination of College English, special arrangements will be made in accordance with the rules and regulations of the ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche du Québec.

It is the student's responsibility to apply to the Office for Students with Disabilities regarding accommodations for in-course and final exams; they are reminded of this in every course outline. It is also the student's responsibility to apply to the FMT administration regarding the Ministerial Examination of College English; they are informed of this when they become eligible to write the exam.

The program does not offer supplemental exams and does not allow students to submit supplemental work that would change their final grades. The grade obtained by a student is final except for the grade review process under Section 18.

### **18. GRADE REVIEW\***

All requests for final summative evaluation grade reviews are to be made by the student to the Associate Dean, Student Affairs who will deal with them according to the rules and regulations found in the Handbook on Student Rights and Responsibilities. The deadlines are 3 months after the end of the Fall term and 5 months after the end of the Winter term.

Students are encouraged to discuss their concerns regarding grades for all other parts of the evaluation process with their instructors and with the Director or Associate Director, within a period of 10 working days following the reception of the corrected assessment from the instructor or the grades being posted. In cases where a student believes that a blatant bias has been shown by the instructor and where no satisfactory answer is received from the instructor, the Director or the Associate Director, the matter can be brought by the student to the attention of Associate Dean, Student Affairs.

The Faculty's Committee on Academic Standing does not have jurisdiction over FMT students.



## Institutional Policy on the Evaluation of Student Achievement

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### 19. CHEATING AND PLAGIARISM\*

The integrity of academic life at Macdonald Campus is dependent upon the honesty and soundness of the teacher-student learning relationship and of the evaluation process. Conduct by any member of the community that adversely affects this relationship or this process, must therefore be considered a serious offence. The following paragraph must be included in every course outline:

*McGill University values academic integrity. Therefore all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see <http://www.mcgill.ca/integrity/> for more information).*

The following definitions are also to be included in every course outline.

#### Plagiarism

No student shall, with intent to deceive, represent the work of another person as his or her own in any academic writing, essay, project or assignment submitted in a course or represent as his or her own the work of another, whether the material so represented constitutes a part or the entirety of the work submitted.

#### Cheating

No student shall:

- a) in the course of an examination, obtain or attempt to obtain information from another student or unauthorized source, or give, or attempt to give, information to another student or possess, use or attempt to use any unauthorized material;
- b) represent or attempt to represent oneself as another or have or attempt to have oneself represented by another in the taking of an examination, preparation of a paper, or other similar activity;
- c) submit in any course, without both the knowledge and approval of the person to whom it is submitted, all or a substantial portion of any academic writing, essay, report, project, or assignment for which credit has been previously obtained or has been or is being submitted in another course on the Campus or elsewhere.

All matters related to plagiarism and cheating are handled by the Associate Dean, Student Affairs according to the procedures found in the Handbook on Student Rights and Responsibilities. Instructors must contact the Associate Dean directly and quickly following the discovery of a possible case of cheating or plagiarism.

## **Institutional Policy on the Evaluation of Student Achievement**

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### **20. ACADEMIC STANDING AND ADVANCEMENT**

All students are considered to be in Satisfactory academic standing, except for the cases outlined below.

Students who fail one half or more of the courses for which they are registered or obtain a weighed term average below 60% in their first term in the FMT program are placed in Unsatisfactory standing and are required to withdraw from the program for a period of at least one term. The applicable rules below are also in force if and when they are re-admitted to the Program.

In all other cases, when a student's cumulative weighed percent average or term weighed percent average first drops below 60%, or when a student fails one half or more of the courses for which they are registered in any one term, the student receives a letter from the Director and/or Associate-Director indicating the precariousness of their academic standing. The student is required to meet with the Director and/or the Associate Director to discuss remedial action or the advisability of withdrawal from the Program. Students who are allowed to remain in the Program after this meeting are placed on academic probation. Students on probation may be limited to a maximum of 10 credits for the next term, if the Director and the Associate Director believe this action to be in the best interest of the student. Their course registration is subject to approval by the Associate Director for the following term.

Students who fail more than one half of the courses for which they are registered or obtain a weighed term average below 60% for a second consecutive term are asked to leave the Program. They may apply in writing to the Director or Associate-Director for readmission after a 6 to 12-month waiting period, depending on the requirements indicated in the letter sent to them when they were placed in Unsatisfactory academic standing. In exceptional circumstances such as learning or personal difficulties, they may be allowed to continue in the Program for an additional term. Students readmitted after being placed in Unsatisfactory academic standing may be limited to a maximum of 10 credits for the next term.

Any student who is required to withdraw from the Program must do so for the minimum period indicated in the letter sent by the Director and the Associate Director. If the student requests a re-admission into the Program after the prescribed waiting period, a meeting is organized with the Director and/or Associate Director, a decision is made based upon the specifics of the individual case and if the student is readmitted, failed courses must be completed in priority to taking any other courses. Students who are re-admitted are placed on probationary academic standing.

### **21. EVALUATION FOR CERTIFICATION**

Appropriate credits are awarded to any student who has completed all the requirements of a course and has obtained a grade of at least 60%. As the student proceeds through the Program, the courses that have been successfully completed are indicated on a list of courses used specifically for this purpose. This list becomes an integral part of every student's file. The list of courses is periodically

## **Institutional Policy on the Evaluation of Student Achievement**

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verified against the student's *Image de dossier*. This is done to ensure concordance between the information carried by Socrate and SYSEC and, by the student's file.

All students are subject to the rules and regulations of the ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche du Québec concerning the Comprehensive Assessment and the Ministerial Examination of College English. Students must complete both successfully in addition to all other program requirements to be eligible for the Diploma of Collegial Studies.

Once the Associate Director and the secretariat have checked all the appropriate academic records, a preliminary list of graduating students is circulated to instructors for a final verification. The final list is then presented to the FMT Program Committee for approval. When approved by this Committee, it is sent to the Faculty Council for final approval.

The names of the students who have successfully completed all the requirements are then submitted to the ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche du Québec for the production of the Diplomas of Collegial Studies. The Ministry then runs through its own checks before diplomas are issued.

### **22. EVALUATION OF POLICY**

An ad-hoc evaluation and upgrade of this policy is done on a continuous basis. Suggestions can be brought forward for discussions at the FMT Program Committee meetings by any staff member at any time.

A formal evaluation will be done every 5 years or whenever a complete program evaluation is undertaken, whichever comes first. This evaluation will be based on a formal and well-defined mechanism. To effect this evaluation, the Director will chair a working group made up of the Associate-Director and a representative of each field taught in the FMT program. Other persons will be added and/or consulted as needed.

### **23. REVISION OF POLICY**

As was stated under section 22, the practices and procedures included in the policy are open to review and reassessment. The task of reviewing the document will be the responsibility of the Director.

The Director will report to the FMT Program Committee and then to Faculty Council every five years on the extent of compliance with the policy and recommend any necessary changes.

**APPENDIX A: COMMITTEE STRUCTURE**

**Farm Management and Technology Program Committee  
(Role and membership)**

## **Institutional Policy on the Evaluation of Student Achievement**

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### **FARM MANAGEMENT AND TECHNOLOGY PROGRAM COMMITTEE**

#### Role of Committee:

This standing committee acts in the interest of the Faculty to establish and interpret the policies for the Program.

Chair: Director

#### Membership:

Associate Director

Director, Farm Practice

Liaison Officer

Farm Director

Three student representatives

A representative of each field of the Agricultural Component and the General Education Component

Dean

Associate Dean, Academic

Associate Dean, Student Affairs

Manager, Student Affairs

The Program Committee will meet a minimum of five times per year. The Committee will be expanded, when necessary, to involve the Directly Involved Staff (all instructors and chairs of departments). An opening will be crated in the timetable to allow regular meetings.

#### General Terms of Reference:

1. To advise the administration on matters of general policy.
2. To establish and interpret policies and procedures on admission, academic standing and curriculum content.
3. To apply the *Règlement sur le régime des études collégiales (RREC)* published by the ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche du Québec.
4. Prepare reports for Faculty approval as specified under Specific Terms of Reference.
5. To be responsible for the content of the calendar.

#### Specific Terms of Reference:

1. To establish and maintain documentation on admission requirements and to prepare for faculty approval a list of changes, if necessary.  
  
To be responsible for admission procedures, and final decisions on admission of specific individuals.  
  
To determine the credits which may be granted to a student for courses taken outside the FMTP.
2. Evaluate all matters concerning curriculum changes, course changes, new courses, new curricula, and take one of the following actions:
  - a. Return to submitting instructor for revision
  - b. Recommend to Faculty in its submitted form
  - c. Recommend to Faculty in modified form
3. Prepare for Faculty approval a list of curriculum changes.
4. Prepare for Faculty approval a list of students who have met all academic requirements and are to be granted the Diploma of Collegial Studies.

**APPENDIX B:**  
**STUDENT RIGHTS AND RESPONSIBILITIES HANDBOOK**

## Institutional Policy on the Evaluation of Student Achievement

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### STUDENT RIGHTS AND RESPONSIBILITIES HANDBOOK

This Handbook is a compendium of regulations and policies governing student rights and responsibilities at McGill University. It is published jointly by the Dean of Student's Office and the Secretariat. A general theme of this Handbook is a dedication to academic integrity at McGill.

This Handbook is applicable to all students at McGill including those taking the Farm Management and Technology Program.

Since the IPESA must take into consideration the rules and regulations of the ministère de l'Éducation, de l'Enseignement supérieur et de la science, if any conflict arises between the rules stated in this IPESA and the Handbook, the IPESA shall take precedence. In all other cases, the rules stated in the Handbook apply.

The latest version of the Handbook in French and English is available at <https://www.mcgill.ca/secretariat/policies/students/handbook-student-rights-and-responsibilitiesle-recueil-des-droits-et-obligations-de-letudiant> .

[Charter of Students' Rights](#)  
[Charte des droits de l'étudiant](#)

[Students with Disabilities, Policy Concerning the Rights of](#)  
[Étudiants handicapés, Politique visant les droits des](#)

[Accommodation of Religious Holy Days, Policy for the](#)  
[L'accommodement des fêtes religieuses, Politique visant](#)

[Harassment, Sexual Harassment and Discrimination Prohibited by Law, Policy on](#)

[Hazing and Inappropriate Initiation Practices, Policy on](#)  
[Bizutage et les pratiques d'initiation inappropriées, Politique sur le](#)

[Code of Student Conduct and Disciplinary Procedures](#)

[Text-Matching Software, Policy on](#)  
[Logiciels de comparaison de texte, Politique sur les](#)

[E-Mail Communications with Students, Policy on](#)  
[Communications par courrier électronique avec les étudiants, Politique sur](#)

[Responsible Use of McGill Information Technology Resources, Policy on](#)

[Bon usage des ressources informatiques de McGill, Politique relative au](#)

[Library Users' Code of Behaviour](#)  
[Code de conduite des utilisateurs des bibliothèques de l'université McGill](#)

[Conduct of Research, Regulation on the](#)  
[Conduite de la recherche, Règlement relatif à la](#)

[Ethical Conduct of Research Involving Human Subjects, Policy on](#)

[Research Misconduct, Regulations Concerning Investigation of](#)  
[Règlement relatif à l'enquête en matière d'inconduite en recherche](#)

[Conflict of Interest, Regulation on](#)  
[Conflits d'intérêts, Règlement sur les](#)  
*(Replaces the Policy on Conflicts of Interest in Academic Supervision and Evaluation)*

[Safe Disclosure \("Whistle Blowing"\), Policy on](#)

[Ombudsperson for Students](#)

[Ombudsman des étudiants et étudiantes](#)

[Student Grievance Procedures, Code of](#)

**APPENDIX C:  
COURSE OUTLINE EVALUATION GRID**





MACDONALD CAMPUS  
FARM MANAGEMENT AND TECHNOLOGY PROGRAM  
FMT COURSE OUTLINE EVALUATION GRID

Updated document: December 18, 2015

**A. PRESENTATION**

- ✓ Title: Course outline;
- ✓ Institution: Macdonald Campus;
- ✓ Program: Farm Management and Technology (152.B0).

**B. GENERAL INFORMATION**

- ✓ Course number and title (both McGill and MEESR);
- ✓ Scheduling;
- ✓ Classroom number;
- ✓ Ponderation; Number of class, lab, fieldwork and homework hours based on the MEESR requirements;
- ✓ Number of credits;
- ✓ Competency(ies) and code(s);
- ✓ Prerequisite(s), if any;
- ✓ Semester/Year;
- ✓ Name of instructor(s);
- ✓ Office, telephone number, local, email address;
- ✓ Instructor availability to students;

**C. INTRODUCTION (PROGRAM RELATED INFORMATION)**

- ✓ Course description;
- ✓ Summary of the course from the instructor's perspective;
- ✓ Role and place of the course in general education.

**D. MINISTERIAL OBJECTIVES**

- ✓ Statement of the competency with their elements and the standards and performance criteria.

**E. COURSE CONTENT (If not covered in section C)**

- ✓ Description of the material to be covered during the semester;
- ✓ Tentative timetable to be included.

## Institutional Policy on the Evaluation of Student Achievement

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### F. REQUIRED TEXT(S) AND ASSOCIATED COSTS

- ✓ List of all texts required for the course and their approximate costs must be supplied.

### G. BIBLIOGRAPHY

- ✓ Suggested readings.

### H. TEACHING METHODS

- ✓ Methods to be used in teaching the course should be stated, e.g., lectures, multi-media presentations, seminars, readings, class presentations by students, group work, etc.

### I. ATTENDANCE POLICY

- ✓ Attendance is mandatory. This means that students are expected to attend all lectures, laboratories, seminars, conferences and presentations.

### J. EVALUATION PLAN

- ✓ Number and type of evaluations, e.g., short or long term papers, multiple-choice or other objective exams, productions, in-class presentations, at least one essay or assignment requiring the writing of continuous prose, etc.
- ✓ If students are to be evaluated on their participation, a definition of what constitutes participation and how this will be graded must be given. This may include the accomplishment of formative tasks that are not graded.
- ✓ Weighting given to each of the evaluations in the final grade (grading scheme).
- ✓ Summative evaluation task (s):
  - Indicate which activities constitute the summative evaluations.
- ✓ Approximate dates of all evaluation tasks worth 15% or more of the final grade.

### K. MISCELLANEOUS COSTS

- ✓ Provide the student with a clear idea of what the course will cost: required materials, field trips, transport, clothing and equipment.

### L. CAMPUS POLICY ON CHEATING AND PLAGIARISM *(Please note that since January 2003, the University requires that we include this statement on all course outlines)*

- ✓ **INTEGRITY:** McGill University values academic integrity. Therefore all students must understand the meaning and consequences of cheating, plagiarism and other academic offenses under the Code of Student Conduct and Disciplinary Procedures (see [www.mcgill.ca/integrity](http://www.mcgill.ca/integrity) for more information.) Farm Management and Technology students must also be familiar with the Institutional Policy on the Evaluation of Student Achievement (IPESA) at Macdonald Campus.

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## Institutional Policy on the Evaluation of Student Achievement

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- ✓ **CHEATING:** Cheating means any dishonest or deceptive practice related to examinations, tests, quizzes, lab assignments, research papers or other forms of evaluation tasks. Cheating includes, but is not restricted to, making use of unauthorized material or devices and/or obtaining or providing unauthorized assistance in writing examinations, papers or any other evaluation task.
- ✓ **PLAGIARISM:** Plagiarism is the intentional copying, paraphrasing or other use of another person's work or ideas without acknowledgment. Plagiarism can be from any source including books, magazines, newspapers, the Internet, or another student's paper work.
- ✓ **McGill MC2 policy:** please indicate your expectations and limits for the use of electronic devices in class (cell phones, tablets, computers, voice recording devices, etc).

**OSD statement:** As the instructor of this course I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and the [Office for Students with Disabilities](http://www.mcgill.ca/osd) at [www.mcgill.ca/osd](http://www.mcgill.ca/osd) or 514-398-6009. Students already registered with OSD do need to contact them, using the web form, to make arrangements for accommodations for any assessments (midterms, lab exams, in-class essays/finals) that fall outside the official final examination period.

### **Pilot project for W-2016 term**

**Sickness/illness during the term:** Please visit Student Services (CC1-124) at Macdonald Campus if you are suffering from any mental or physical health-related issues during the term. If you need to seek accommodation for in-course assignments, for medical or other emergencies, please bring medical documentation to the Student Affairs Office (106 Laird Hall).