



St. Lawrence
College

ACADEMIC POLICY MANUAL
2020-2021

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1. Range of Credentials

St. Lawrence College delivers programs of study and courses that which when successfully completed result in a specific credential being granted to the student. Credentials awarded are limited to those outlined within this policy.

1.1 Ministry Approved Credentials [rev. 2015-2016]

In accordance with the Ministry of Advanced Education and Skills Development Framework for Programs of Instruction, the College will issue the following credentials:

Ontario College Certificate

Typically the duration to achieve this credential is two (2) academic semesters or approximately 600 to 700 equivalent instructional hours.

Ontario College Diploma

Typically the duration to achieve this credential is four (4) academic semesters or approximately 1200 to 1400 equivalent instructional hours.

Ontario College Advanced Diploma

Typically the duration to achieve this credential is six (6) academic semesters or approximately 1800 to 2100 equivalent instructional hours.

Ontario College Graduate Certificate

Typically the duration to achieve this credential is two (2) academic semesters or approximately 600 to 700 equivalent instructional hours.

Degrees

Degrees issued by St. Lawrence College are approved by the College's Board of Governors and meet degree level standards of the Postsecondary Education Quality Assessment Board (PEQAB). At St. Lawrence College degrees are typically nine (9) academic semesters in duration or 2400 to 2800 equivalent instructional hours.

1.2 St. Lawrence College Locally Approved Credentials [rev. 2020-2021]

In addition to Ministry approved Credentials, the College will issue the following locally approved credentials:

St. Lawrence College Certificate

Board approved certificate that is typically 5 to 12 courses or approximately 240 to 500 equivalent instructional hours.

Statement of Achievement

Typically awarded when the duration of instructional hours is under 240 hours; evaluation component and grades are retained on the student's record.

Acknowledgement of Participation

Typically awarded when the duration of instructional hours is under 240 hours; evaluation does not occur and/or grading records are not retained on a student record.

2. General Definitions

2.1 Student - Full-Time, Part-Time [rev.2020-2021]

At St. Lawrence College, a student is someone enrolled in a course.

Full-Time Student

- a) Is enrolled in an approved program leading to a credential, granted by the College's Board of Governors;
- b) Is enrolled in a college program of instruction for at least 70 percent of the credits or 66 2/3 percent of the courses required for the program of instruction in a given semester or reporting period. A student granted advanced standing, transfer credit or an exemption from a course is not considered to be enrolled in the course;
- c) Has paid fees or made arrangements for their payment.

Part-Time Student

- (a) Is enrolled in one or more courses and in less than 70 percent of the credits and in less than 66 2/3 percent of the courses required for a full-time program of instruction in a given semester or reporting period; and
- (b) Has paid fees or made arrangements for their payment.

2.2 Students with a Disability [rev.2020-2021]

St. Lawrence College will accommodate students with temporary or permanent disabilities as defined in Section 10 (1) of the *Ontario Human Rights Code*, 1990. Accommodations will be based on the functional limitations associated with a disability which interfere with academic functioning. Students who receive accommodations must still meet the essential course and program requirements in order to be successful. St. Lawrence College will accommodate to the point of undue hardship. Accommodations do not guarantee a level of achievement or alter the College's academic integrity policies.

Where such a student enrolled in a full-time program requires a reduced course load due to their individual needs, St. Lawrence College grants that student the rights, benefits, and responsibilities of a student with full-time status and regarded in all ways that are within the jurisdiction of the College.

2.3 Program [rev.2020-2021]

A series of learning experiences designed to permit an individual to achieve a defined level of competence. Recognition is granted through the awarding of a range of credentials. (see section 1.0) Ministry approved credentials include the following: Ontario College Certificate, Ontario College Diploma, Ontario College Advanced Diploma, Ontario College Graduate Certificate, and Applied Degrees. Credentials locally approved by the College's Board of Governors include a: St. Lawrence College Certificate, a Statement of Achievement, and an Acknowledgement of Participation and Microcredentials. Credentials awarded through joint collaborative programming partnerships adhere to the policy guidelines of the issuing institution. All credentials adhere to Ministry guidelines and reflect the scope of the curriculum outcomes as well as the breadth and depth of the program.

2.4 Course [rev.2020-2021]

An educational unit dealing with a particular subject that meets specified learning outcomes.

2.4.1 Credit Course

A course in which a letter grade or an administrative grade is awarded. Grades recognize the achievement of a part of or the total requirements for a course or learning module.

2.4.2 Non-credit/Non-Graded Course

A course in which no grades are assigned, as in general interest courses. Non-credit courses generally contribute to personal or occupational development and typically are not applicable to a College credential.

2.4.3 Non-credit/Graded Course

A non-credit course in which grades are assigned. Non-credit courses generally contribute to personal or occupational development and typically are not applicable to a College credential.

2.4.4 Audited Course

A course for which a student applies to audit the course (no examinations or assignments) and that will be denoted on the academic record by AU. The request to audit a course must be declared at the time of registration. Fees for auditing courses are generally double the regular fee.

2.4.5 Course Pre-Requisite

A course pre-requisite is a course or other requirement (such as First Aid, CPR, WHMIS or other certifications), that must be fulfilled prior to enrollment in another course.

2.4.6 Course Co-Requisite

A course that must be completed concurrently while enrolled in another course. If a student is unsuccessful in passing one of the co-requisite courses, he/she will be assigned the grade earned for each course, but the courses must both be repeated. For example, Course A and Course B are co-requisites taken at the same time. Student fails Course A and passes Course B. The student must repeat both Course A and Course B concurrently and successfully pass both courses.

2.4.7 Dual Credit

The PASS (Partnering to Achieve Student Success) program is funded under the School College Work Initiative and provides secondary school students the opportunity to register in St. Lawrence College level courses through their high school guidance department. Upon successful completion of a dual credit course, a student will be granted a college credit and a high school credit.

2.5 Academic Policies [rev.2020-2021]

Academic Policies at St. Lawrence College ensure that protocols for grading, advancement and related academic elements are established, reviewed and publicly communicated.

Students affected by academic decisions have a right to have those decisions reviewed through the Student Academic Appeal Procedure.

Joint and Collaborative Partnerships

Credentials awarded through joint or collaborative programming partnerships adhere to the policy guidelines of the issuing institution.

2.6 Changes to Policies [rev.2020-2021]

Students are subject to changes made in policies after their initial registration. All inquiries regarding academic policies should be directed to the Associate Dean/Campus Dean of the appropriate school.

The most up-to-date and complete Academic Policy Manual is held by the office of the Senior Vice-President, Academic. In addition, the most current version is posted on the [College's web site](#).

2.7 Review of Academic Policy Manual [rev.2020-2021]

An Academic Policy Committee* will meet at least monthly September to May to review new policy submissions and possible amendments to existing policies for the upcoming academic year. The amendment process adheres to the timelines outlined in the ***APM Timeline for Revision – Next Publication***.

APM Timeline for Revision – Next Publication

September:	Initial meeting of current academic year.
October to January:	Regular meetings to review, develop, and monitor status
February:	Final status update. Policies deferred if incomplete
March:	Deadline for amended or new policies to be considered for upcoming APM
End of March:	All amendments and new policies to be included in upcoming APM go before Academic Council for support and recommendation.
Mid-April:	All amendments and new policies to the College Executive Team for approval.
End of April:	Revised APM posted to web site
July:	Key academic policies are sent to College degree students as part of PEQAB's Student Protection Standard.

All policies are reviewed every five years.

*The Academic Policy Committee consists of the Sr. Vice-President, Academic, the Registrar, the Director of Student Services, a Dean, and is supported by the Executive Assistant to the Sr. Vice-President, Academic.

3. Admission

The Admission Policy of St. Lawrence College has been established to conform to the intentions and directions of the Ministry of Colleges and Universities, set out in the Minister's Binding Policy directive admission criteria, effective April 1, 2003. The criteria are outlined in section II (I) of O. Reg. 34/03 under the *Ontario Colleges of Applied Arts & Technology Act* 2002. These procedures are maintained by the Registrar.

3.1 General Admission Policy [rev.2020-2021]

The admission policy of St. Lawrence College requires the following:

- (a) The acceptance of all who are qualified within established program limits;
- (b) The use of a ranking procedure where the number of qualified applicants exceeds that limit,
- (c) A clear statement to all unsuccessful applicants as to why they were not admitted.
Further, changes to admission requirements require Academic Council endorsement and College Executive Team approval, and,
- (d) Changes in admission requirements which are of greater stringency become effective only in the academic year after their publication on the College web site.

3.2 Admission Requirement [rev. 2020-2021]

To be eligible to apply for admission to college programs, an applicant must meet the following requirements:

- 1) Must be the holder of an Ontario Secondary School Diploma or its equivalent; or
- 2) Must be 19 years of age or older on or before the commencement of the program in which the applicant intends to enroll (mature student) and have credits in college level grade 11 Mathematics and grade 12 English (program specific requirements still apply);
- 3) Does not meet the criteria set out in clauses (1) or (2) but is the holder of an admission requirement established by the Board of Governors for a specific program of instruction.

In practice this means that the holder of an Ontario Secondary School Diploma is eligible for admission regardless of age.

In addition, many programs have program specific admission requirements. These may include specific secondary school courses, portfolios, etc. As requirements vary from program to program, an applicant should refer to the specific admission requirements for each program located on the College web site.

3.3 Admission Priorities [rev.2020-2021]

Admission of qualified applicants will be in accordance with provincial policy and College priorities as established by the Board of Governors.

- (a) Subject to the above, equal consideration will be given to all complete and qualified applications received by February 1 for all programs.
- (b) Applications received or completed after the equal consideration date shall be considered if spaces are available in the program.
- (c) Where further differentiation among qualified candidates for a particular program is necessary, it will be based on the College's assessment of each candidate's relative probability of success in the program. The College believes that the most valid single predictor of future academic performance is a candidate's past academic performance. The assessment and subsequent order of acceptance will be based on one or more of the following as approved by Academic Council;

- a. Demonstrated academic achievement in a majority of designated prerequisite subject areas
- b. Academic achievement generally.
- c. Graduates of the St. Lawrence College Academic Career Entrance (ACE) Certificate program and applicants who have completed a full-time semester of the Arts and Science program, or the Pre-Health Sciences Pathway to Certificates and Diplomas, or Pre-Health Sciences Pathway to Advanced Diplomas and Degrees programs with a minimum GPA of 3.0 will be awarded an additional 10 % in their admission assessment when applying to any post-secondary diploma program at St. Lawrence College (program specific requirements still apply). Applicants awarded the additional 10% must successfully complete the two-semester program, and be granted the respective certificate, with a minimum GPA of 3.0 or their admissibility for the program will be re-evaluated without the additional 10%; the offer of admission may be revoked if the applicant is no longer competitive.
- d. Grade 10 math in India will be considered equivalent to grade 11 C/U level math.

Applicants will be admitted in the following order of preference:

1. Permanent Ontario residents
2. Permanent residents from other Canadian provinces and territories
3. Applicants from other countries

3.4 Facilitated Admission for Indigenous Students [rev. 2020-2021]

This pathway for Indigenous applicants will consider applications to highly competitive programs placing less weight on academic performance. Applicants in this category must meet the minimum entrance requirements for the program they are applying to, however, they are not required to meet the competitive average for the admission year.

Up to 5 percent of admission spaces will be offered to Indigenous applicants through this admission pathway.

For more information, including the application process please see www.stlawrencecollege.ca/Indigenous

3.5 Admission to Part-Time Studies in a Full-time Program [rev. 2020-2021]

- 3.51 Applicants who wish to study part-time in a full-time program are required to meet the College's and the respective program's admission requirements as outlined in 3.1 and 3.2 above. Not all programs are available for study on a part-time basis.
- 3.52 Admission to Part-time studies as a pathway to a credential or Full-time Studies
Persons who are at least 19 years old and who do not meet the College's or the program's admission requirements will be permitted to take up to two courses per semester from the following programs:
 - General Arts and Science, One-year certificate program
 - Business Fundamentals, One-year certificate program

After successful completion of six courses with an overall minimum GPA of 1.51, including a minimum of 1 communication course and 1 math course with minimum grades of C-, students can apply to be recognized as registered students in the respective program and may study part-time or full-time subject to course availability.

3.6 English Language Proficiency Policy [rev.2020-2021]

All applicants must be fluent enough in English to understand instructors and the technical language used in their subject area. Therefore, for applicants whose first language is not English or whose previous education has been conducted in another language, demonstrated proficiency in English is required. This can be done by undertaking and submitting the results of a recognized assessment for the program to which application is

being made. Please note that scores for the standardized English language tests are only valid for a 24-month period from the date of testing. Conditional acceptance for admission to designated St. Lawrence College Programs to students for whom English is not a first language may be granted to eligible students. To be eligible for this conditional acceptance students will have satisfied all other admission requirements, and will be reasonably able to achieve language proficiency, within one calendar year. Please see the College's website for a current list of proficiency assessments recognized for admission to St. Lawrence College programs.

<https://www.stlawrencecollege.ca/how-to-apply/admissions/proof-of-english-proficiency/>

3.7 Re-admission [rev.2020-2021]

A student at St. Lawrence College who interrupts their studies or has not graduated within 200% of the normal program duration (see Section 14.1) or whom the College has withdrawn is subject to the current admission requirements for the program in question and the order of priority of admission applicable to the program.

Note: In circumstances where previous college academic progress or conduct has been unacceptable, a further admissions review may be required. In such a review, an applicant must be able to demonstrate evidence of the ability to perform at an acceptable standard in the program in question.

See APPENDIX A for program specific re-admission policies where applicable.

3.8 Admission Appeal Procedure [rev.2020-2021]

Applicants denied admission to the College can receive the specific reason for the denial by submitting a request in writing to the Associate Registrar. The Associate Registrar, or appropriate designate, will investigate the circumstances and provide a detailed written summary of the reasons for the denial of admission within a reasonable time frame, in consultation with the relevant Associate Dean/Campus Dean or designate, as required.

When the written explanation is not satisfactory to the applicant the following process is available:

- Submit a written request to the Registrar for review.
- The Registrar will convene and chair a meeting of the Admission Review Committee.
- The Committee will include the Associate Dean or Campus Dean for the program to which admission was denied and others as required.
- The Registrar will notify the applicant requesting the review of the date, time and location of the meeting.
- The applicant may present arguments to support their request in writing or in person.
- Based on the results of the review, the Registrar will communicate a decision to the applicant, including pertinent supporting rationale.

Note: The decision of the Admission Review Committee is final and binding.

3.9 Advanced Standing/Recognizing Relevant Learning [rev.2020-2021]

It is recognized that competence may be acquired in a variety of ways including formal programming and through practical experience. St. Lawrence is committed to recognizing relevant learning regardless of how it is accomplished. Requirements of many programs can be achieved through Transfer of Credit, Exemptions and/or PLAR subject to the Residency Requirement.

3.10 Residency Requirement [rev.2020-2021]

Students must complete at least twenty-five (25) percent of the credits required in a program of study registered as a student at St. Lawrence College. Some programs may have other residency restrictions related

to accreditation, licensing or credentials. Program details can be found at <http://www.stlawrencecollege.ca/programs-and-courses/>

3.11 Transfer of Credit [rev.2020-2021]

Course credits from publicly funded colleges and universities in Ontario may be eligible towards a program of study at St. Lawrence College. All other institutions will be considered on a case-by-case basis, unless an articulation agreement exists; specifically, in the case of transfer credits to college degree programs the credits must be from institutions acceptable to the Postsecondary Education Quality Assessment Board (PEQAB). If a student has such outside credits, and the credits are related to the program in which they are interested, they may wish to be considered for credit transfer.

In order to have previous credits evaluated the student must submit:

- an Application for Transfer Credit which is available either online, through their Academic Office or at Student Services
- official transcripts;
- course outlines (including course descriptions, objectives/learning outcomes and assessment criteria).

Applications for transfer credit into a college degree program will be assessed in accordance with PEQAB standards and guidelines. In particular, applications for transfer credits within a college degree program will be assessed for the proportion of affinity with and/or applicability to the specialist content of the program and other curricular requirements. Transfer credits must be equivalent to a degree level credit.

International students will need to have their credential assessed through International Credential Assessment Service of Canada (ICAS) before the request can be completed.

The Application for Transfer Credit is expected to be submitted upon acceptance to the program. The deadline for submission is the 10th day of classes after semester start. If the student applies by the deadline, and the credit is approved, the course being replaced will be removed from their transcript. If the student applies after the deadline, but before the academic penalty deadline, then a “W” grade will be applicable for the course being replaced. If the student applies after the academic penalty deadline (usually two thirds of the way through the course), then an “F” grade would be applicable. The transfer credit can still be used to satisfy graduation requirements.

Students may also be asked to provide other documentation to assist in the evaluation of previous credits, for example: assignments, tests, etc. In addition, once the equivalency is established credit will normally be granted on the basis of the other institution’s transcript and supporting documentation but demonstrated proof of competence may be required. The program faculty will assess the student’s documentation and recommend for transfer any relevant credits for equivalent courses. Credits transferred to a program at St. Lawrence College contribute to the requirements for graduation and appear on the academic record as “T”. “T” grades do not count towards a student’s GPA. Contact the Credit Transfer Advisor for further information.

A course to be transferred must satisfy 80% of the learning outcomes of the St. Lawrence College course (this will be determined by a subject matter expert); however, 80% similarity is not required for General Education courses. In addition, it normally must have been completed within the last 5 years to qualify as an equivalent, unless noted otherwise by the program coordinator (e.g. General Education courses). All courses evaluated as equivalent will be re-evaluated every 5 years and/or with any significant program/course changes. In order for a course to be accepted as a transfer credit the student must have achieved a minimum grade of 60%/C- for college courses, or the passing grade for the St. Lawrence College course, whichever is higher. For St. Lawrence College Degree Programs the minimum acceptable grade or level of achievement to qualify for transfer credit is 67% for core courses and 60% for non-core/breadth courses in college degree programs.

Performance designations other than letter or percentage (number) grades are not acceptable for transfer credit, such as in the case of work experience, co-op or internship, unless the equivalent course is graded the same. Transfer credits will not be granted for high school courses unless the course is dual-credit, however, there may be opportunity for exemptions. Transfer credits will not be granted for courses completed at private career colleges, however, there may be opportunity for exemptions. No partial credits will be granted for transfer credit requests and credits cannot be used towards more than one course in the same program once accepted as equivalent.

Note: Students in the Bachelor of Science in Nursing and Bachelor of Business Administration Laurentian collaborative programs follow Laurentian University's Transfer Credit Policy.

Note: The decision made based on a submitted transfer credit request is not subject to an appeal.

Note: Students in the Honours Bachelor of Behavioural Psychology (HBBP) program who have completed two Ontario College General Education courses (or the equivalent) and earned a minimum grade of 60% in each course will be awarded a credit equivalency of one introductory Liberal Studies Elective. Students may earn a maximum of two Liberal Studies Elective credits through the General Education-to-Liberal Studies transfer. Credits only satisfy the requirements of the Degree Breadth Policy at the introductory level in each of the designated fields of study and will not be given credit consideration towards core degree programs of study.

3.12 Exemption [rev.2020-2021]

An exemption is a broader academic assessment than Transfer of Credit and may be awarded to a student based on prior education and in recognition that the course requirement is waived through academic assessment and testing or assessment on prior academic achievements. In order to have possible exemptions evaluated, the student must complete an Application for Exemption, available either online, through their Academic Office, or at Student Services. Program coordinators will advise students on exemption requirements. Exemptions awarded for courses required for a program contribute to the requirements for graduation and appear on the academic record as "EX". Exemptions awarded to a student do not contribute to the GPA.

It is the responsibility of the student to initiate the request for exemption and to furnish the necessary proof of competence. Exemption requests should be submitted upon acceptance to the program to avoid delays in the decision process. The submission deadline is 10 days after semester start.

Note: Students must remain in the course until the exemption examination/assignment has been completed and graded as a pass.

3.13 Prior Learning Assessment and Recognition (PLAR) [rev.2020-2021]

Background

St. Lawrence College recognizes that learners may acquire college level learning through a variety of life experiences, such as employment, volunteer activities, self-directed study, or travel. The PLAR process is designed to assist learners in receiving course credits toward a certificate or diploma program/degree of their choice by demonstrating how they have achieved learning equivalent to the course learning outcomes through previous life and/or work experiences. PLAR credits are awarded for appropriate learning that can be demonstrated, not just from the various experiences themselves. Applicants who wish to apply for PLAR must submit a PLAR application along with the required documentation and assessment fees.

Eligibility: To be eligible for PLAR candidates must be 19 years of age or older, or have an Ontario Secondary School Diploma or equivalent. Students may apply for PLAR for failed courses only after one year has elapsed and they are able to demonstrate additional learning has taken place during that year.

PLAR Assessment: The PLAR candidate's prior learning is assessed by Subject Matter Experts (SMEs), who are academic staff with subject matter expertise in the area. If the learning is deemed equivalent to all course learning outcomes, credit(s) with grade values are awarded if those courses would typically result in a grade value. Where it is not possible to assign a grade level, a "G" grade will be awarded for success or an "NG" grade will be assigned if unsuccessful.

Availability of Courses for PLAR Assessment: A number of College/degree courses are available for candidates to earn credit through PLAR. In some cases, programs may designate a course as one that is not eligible for PLAR. This will be indicated on the course outline. Additional information is available through the Academic School offices (Kingston), Student Services (Brockville and Cornwall)..

Payment: Payment for PLAR is required before the assessment portion of the PLAR process can begin. Fees charged for the PLAR assessment will be based on Ministry guidelines. The office of the Registrar updates the fees yearly in the Non-Compulsory Ancillary fees schedule. Fees are non-refundable and non-transferable.

Registration Requirements: PLAR applicants are not required to be registered College Students to qualify for an assessment. In addition, PLAR does not provide enrollment into a College program. To become a registered College student, they must go through the regular admission process to gain entrance into a College program.

Appeals Processes: Candidates may appeal the assessment results and may contact the PLAR contact within 5 working days of the notification of the results. For specific information on the Appeals process please refer to the Academic Appeals Policy on the college website or consult with the PLAR adviser at: PLAR@sl.on.ca.

Document Storage: All documents submitted by the PLAR Candidates are kept securely stored in the office of the PLAR Advisor for a period of two years following the conclusion of the PLAR process.

Please contact Student Services for more information or by email at: PLAR@sl.on.ca .

3.14 Previous Education at St. Lawrence College [rev.2020-2021]

Students who transfer from one St. Lawrence program to another program can be given credit in all courses common to both programs.

3.15 Internal Transfer Applications [rev.2020-2021]

Any student who wishes to transfer from one St. Lawrence College postsecondary program into level/semester 1 of another St. Lawrence College program must submit a new application to Ontario Colleges (www.ontariocolleges.ca) or update their current application (if applicable).

Students wishing to transfer into a program beyond level/semester 1 and who have completed a successful full time semester at St, Lawrence College must complete a St. Lawrence College Application for Full-Time Advanced Level Entry form.

Transfers within program clusters (common first level/semester or common first year) are administered by the applicable Academic School (Kingston Campus) or Student Services Office (Brockville and Cornwall Campuses).

In all cases listed above, the normal admission requirements and order of priority apply to admission into the new program.

4. Fees

4.1 Tuition and Ancillary Fees [rev.2020-2021]

The Tuition and Fee Schedules are approved by the Board of Governors on an annual basis and are in effect from September 1 to August 31. The complete fee schedule can be found on the St. Lawrence College website under [Pay For College](#).

4.2 Money Owing to the College [rev.2020-2021]

Before students are recommended for a credential or promotion, or issued reports or transcripts all money owing to the College must be paid in full. This includes but is not limited to outstanding tuition, compulsory and non-compulsory ancillary fees, and library fines.

4.3 2020-2021 Withdrawals/Refunds [rev.2020-2021]

- 4.3.1. For students studying in a full-time program, withdrawal and refund requests prior to the start of the term must be in writing to the Registrar's Office. The tuition deposit is non-refundable. After the start of the term, withdrawal and refund requests are initiated in writing through the Academic Office/Student Services.

A full refund less the non-refundable tuition deposit is granted if a written request is received within 10 working days from the start of the term. No refund is given to students who withdraw after the first 10 working days of the start of a term. Penalty fees are not refundable. Students are liable for payment of outstanding fees if they withdraw after the 10 day period. Failure to attend classes does not constitute an official withdrawal.

- 4.3.2. For students studying part-time, withdrawals are also subject to a non-refundable fee. The withdrawal fees and charges applicable to part-time studies, including Continuing Education, Ontario Learn, and part-time studies in a fulltime program, are published on the College's website.
- 4.3.3. Corporate and contract training refunds will be negotiated as part of the contract.

5. Curriculum

5.1 General Education [rev.2020-2021]

General Education courses expose students to disciplines outside their main field of study. Through General Education, students become more conscious of the diversity, complexity, and richness of human experience, and as a result, become able to contribute thoughtfully, creatively, and positively to their communities. General Education also strengthens Essential Employability Skills such as critical analysis, problem solving, and communication. General Education courses are required elements of most college programs. These courses aim to increase students' awareness of and engagement with the society and culture in which they live and work.

General Education courses explore five distinct themes:

- Arts in Society
- Civic Life
- Social & Cultural Understanding
- Personal Understanding
- Science & Technology

5.2 Essential Employability Skills [rev. 2017-2018]

Essential Employability Skills (EES) are skills that, regardless of a student's program or discipline, are critical for success in the workplace, in day-to-day living, and for lifelong learning. (Source: As defined by the ACCC/HRDC EES committee July 2003).

To capture these skills, the following six categories define the essential areas where graduates must demonstrate skills and knowledge.

- Communication
- Numeracy
- Critical Thinking and Problem Solving
- Information Literacy
- Interpersonal and Intrapersonal
- Personal

(See [APPENDIX C: Essential Employability Skills.](#))

5.3 Course Outlines [rev. 2015-2016]

At the beginning of each semester, St. Lawrence College students are provided with a current course outline for each course in which they are enrolled. The course outline forms the basis for a contract between students, faculty, and the College.

The course outline provides a framework of understanding for the course structure, learning outcomes, learning activities, required resources, assignment requirements, and the evaluation methods that will be used to measure student achievement relative to the required course learning outcomes. The document also communicates the program standards established for the program of study.

Note: Course outlines are the property of St. Lawrence College.

5.4 Online Student Experience [rev. 2020-2021]

Every full-time Certificate, Diploma and Advanced Diploma program at St. Lawrence College has been designed to provide students with an online learning experience as preparation for the world of work or further online studies. This is normally a fully online course and any exception must be approved by the Sr. Vice President Academic. The online course can be a vocational course or a General Education course. If a student has a transfer credit for the identified online course there is no requirement to complete an additional course. If a student wants access to an online course offered by the College, but not identified by their program of study as applicable to that student, students can only register, space permitting, two weeks after registration opens for students who are scheduled to take an online course in that semester.

Students who wish to register for an online version of a course that is scheduled in their program of study as a face-to-face, will be required to pay all additional tuition and ancillary fees for that course in addition to their fulltime program tuition and fees. Any exceptions due to extraordinary circumstances requires the written recommendation of the Campus/Associate Dean.

6. Attendance and Participation

6.1 Attendance [rev. 2015-2016]

Attendance refers to presence in scheduled classes. It is not tied to evaluation of learning outcomes and shall not be used in calculation of final grades. Taking attendance is at the discretion of the faculty.

Any requirements for attendance shall be written in the course outline and clearly explained to students.

When attendance is taken, these records may be used to determine eligibility for re-writes, supplemental tests/assignments, field placement or to identify students at risk. If attendance is used to determine eligibility for re-writes, supplemental tests/assignments, or field placement, the minimum required attendance standard shall be stipulated in the course outline and clearly explained to students.

Some programs are subject to attendance policies of external institutions or regulatory bodies that may supersede St. Lawrence College policy. In such cases, the governing policy pertaining to attendance shall be written in the course outlines and clearly explained to students.

When compulsory attendance recording is required by a sponsoring agency, it is the student's responsibility to collect confirmation of attendance from professors.

6.2 Participation [rev. 2015-2016]

Participation refers to student engagement in learning activity tasks that contribute to the achievement of stipulated learning outcomes. Participation may be assessed and may contribute to final evaluation. If participation is used as an assessment strategy, the participation criteria must be objective and measureable. The expected participation elements and the method of evaluating the stated elements shall be written in the course outline and clearly explained to students.

6.3 Labs/Field Placement/Clinical Practice [rev. 2016-2017]

Each program will establish policy and procedures related to participation in labs, field placements, and clinical practice. Penalties for non-participation shall be clearly stipulated. These policies and procedures shall be communicated in all applicable course outlines and clearly explained to students.

The College supports the principle of reasonable accommodation and makes all reasonable efforts to meet the disability related placement needs of its students. In collaboration with the academic schools, Accessibility Services will play a leadership role in instituting practices that respect each student's dignity, inclusion opportunities and independence. The college strives to eliminate attitudinal, academic, and physical barriers that hinder the placement success of students with disabilities.

See Policy AC820: Academic Accommodations for Students with Disabilities.

Criminal Records and/or Vulnerable Sector Check

For placements that require a Criminal Records and/or Vulnerable Sector Check¹, it is the responsibility of the student to supply the placement coordinator/clerk with the required documentation before a placement match will be attempted.

Please Note: It is not the responsibility of the College to accept or deny any Criminal Record or Vulnerable Sector Check documentation; the College responsibility is to ensure a student provides a current Criminal Record or Vulnerable Sector Check document. Criminal Record or Vulnerable Sector Checks are requested by the Placement Agencies and ultimately it is the Placement Agency's decision to accept or decline students with unclear checks and the College cannot be held accountable in these instances. In some cases, placement

hosts have pre-determined that only clear Criminal Record or Vulnerable Sector Checks be forwarded to them for consideration, and SLC will comply with this request.

Number of Placement Matches

If a student is not accepted by a placement agency, or if a student refuses to accept an appropriate placement, the Placement Clerk/College Placement Representative will make no more than two additional attempts to reach out to alternate Placement Agencies to initiate a new placement.

All attempts to obtain a new placement will be clearly documented in the Student's file. If a placement match is not made after three attempts, the matter will be referred to the Associate Dean/Campus Dean.

7. Library

7.1 Circulation Policies [rev. 2020-2021]

The library is open to everyone and all may make use of library collections during operating hours. Borrowing rules exist to ensure access to and sharing of library collections. This includes the designation of specific loan periods, the restriction on circulation of certain library materials, and the definition of borrowing privileges. Information about the borrowing activities of library users, including materials used, is not released to any person, institution or agency, except where required by law.

All faculty, staff, students, alumni, and community members are granted borrowing privileges upon presentation of valid photo identification. Valid identification includes a St. Lawrence College Student or Staff ID Card, St. Lawrence College Library Card, or Government Photo ID.

All library users assume responsibility for the items they choose to borrow. Penalties, including the levying of fines, the assessment of charges for the replacement of library materials, suspension of borrowing privileges, and/or a hold placed on a student's college account, may be applied. Inquiries regarding any penalty should be directed to the Library Service Desk. Borrowers, who feel a fine and/or charge was applied unfairly, have a right to appeal. Appeals must be made in writing to library management or designate.

7.2 Overdue Materials and Fines [rev.2020-2021]

Students, faculty, staff, and all other library users are responsible for returning materials on time and in good condition.

- Due dates are clearly indicated at the time of loan and can be reviewed online or by contacting the library.
- Overdue notices are emailed to college email accounts.
- Fines are charged as soon as items are overdue.
- Fine rates vary by item type and are posted on the Library Website.

Borrowing privileges are suspended for any of the following reasons:

- Fines/bills owing accrue to \$15.00 and over.
- Failure to return an overdue item.
- Repeated violation of borrowing rules may lead to suspension of privileges.

Transcripts and graduation confirmation may be withheld if items are not returned or if fines owing exceed \$30.00.

Destruction, damage, theft, disposal or holding/hiding of library resources, including deliberate non-return of library items, is considered a form of academic misconduct and may be handled according to the **Academic Integrity Policy (AC831)**.

7.3 Lost and Damaged Materials [rev.2020-2021]

Students, faculty, staff, and all other library users are responsible for lost and damaged library materials. Costs are designed to encourage respect for college property and to replenish the library collection for other borrowers.

- Lost or damaged materials must be reported to the library.

- Items are assumed lost after being overdue for one month.
- The borrower is billed the replacement value for each lost or damaged item.
- Replacement costs vary by item type and are posted on the Library Website.
- If the item is returned, the borrower will be charged the lesser of either the overdue fine or the replacement cost.
- Replacement charges will be refunded if a lost item is returned within one year.

7.4 Copyright [rev.2020-2021]

Students must comply with copyright law and publisher licensing terms for print and online materials. Copyright means the sole right to produce or reproduce a Work or substantial part thereof in any material form (print or digital) or to perform the work or substantial part thereof in public. The St. Lawrence College Fair Dealing Policy AC860 provides guidelines for permitted uses, including copying and communicating copyright-protected works, by students and employees in post-secondary educational institutions. Details of this policy and permitted uses are posted at all college photocopiers and printers, in the library, and on the Library Website.

The Library provides education and guidance on copyright to students and employees.

Copyright infringement and failure to comply with laws regarding copyright, trademark and licensing agreements are considered forms of academic misconduct and may be handled according to the **Academic Integrity Policy (AC831)**.

7.5 Library Use [dev. 2020-2021]

Students must comply with library staff directions, posted signage, and posted rules relating to the use of the library. This includes use of library furniture and equipment, noise levels, room booking rules and library services. Deliberate non-compliance with posted rules and signage may be handled according to the **Student Code of Conduct (AC830)**.

8. Grading

8.1 Assessment/Evaluation and Student Achievement [rev.2020-2021]

The purpose of assessing and evaluating student achievement is twofold:

- (a) To indicate the student's level of knowledge, skills, and abilities in a program and within an individual course based on identified course and program learning outcomes;
- (b) To ensure that the student has met the minimum educational learning outcomes established for a specific course, and for the program.

The assessment/evaluation process is continuous throughout the course. This process may include in class tasks, written and oral quizzes, essays, reports, group projects, and other types of projects that support the course learning outcomes. A minimum of three different assessment strategies are implemented for each course. The student passes each course by demonstrating that the learning outcomes as outlined in the Course Outline have been achieved to the required standard.

Faculty post grades on the Learning Management System (Blackboard).

The final evaluation is the record of each student's semester achievement. Corrections for grades must be brought to the attention of the applicable faculty. There is an appeal process that may be used to resolve disputes about academic issues (refer to [section 12 - Academic Appeals](#)).

8.2 Grading Policy [rev. 2020-2021]

The college is accountable for evaluating student achievement based on established standards and for communicating these results. The assigning of college defined grades formalizes a student's status within a course and/or program and provides a basis for decisions regarding recognition of excellence, promotion, academic probation and withdrawal.

1. Evaluation of student performance is an academic activity, which culminates in the assigning of grades. Grades are earned by students and represent a measure of achievement in reference to the standards established for programs and courses.
2. The College-wide grading system described in this document is to be applied in all credit courses.
3. Students' final grades are not official until recorded and released by the Registrar.
4. Once released by the Registrar, the final grades are part of the students permanent record and cannot be removed outside of a successful academic appeal as outlined in section 12.

Each faculty member will distribute the course outline complete with evaluation criteria and learning outcomes. Such material is usually distributed during the first week of classes. The student's final grade in the course will be determined by the total performance evaluation of the student and a final grade will be entered on the student's record.

8.2.1 Student Assessment Feedback [rev. 2020-2021]

Providing effective feedback on tests, assignments, and other evaluative tools is an integral part of student learning and is essential to the learning process. This policy provides the framework for effective feedback to students that is timely, continuous, focused, relevant to the assessment criteria for the task, developmental, and personal to each student. See [Appendix H](#) for complete policy statements.

8.2.2 Student Reassessment [dev. 2020-2021]

Students are expected to meet the originally scheduled course requirements for writing tests and examinations as scheduled and submitting assignments by the due date. Opportunity for reassessment is not a right and in many cases is not possible.

Course appendix/learning plans, which are provided to students at the beginning of the term, will indicate if reassessment is a normal option for that course.

Reassessment, due to exceptional circumstances, will be reviewed on a case-by-case basis and is at the discretion of the professor.

8.3 Grading/Assessment Description [rev. 2020-2021]

Grade Description and Definition of Terms

Effective September 1, 2005 the following percentages and grade point equivalents are used:

Official Grades	Grade Points	Equivalent Percentages
A+	4.00	90 %– 100%
A	3.90	85% – 89%
A-	3.70	80% – 84%
B+	3.30	77% – 79%
B	3.00	73% - 76%
B-	2.70	70% - 72%
C+	2.30	67% - 69%
C	2.00	63% - 66%
C-	1.70	60% - 62%
D+	1.30	57% - 59%
D	1.00	53% - 56%
D-	0.70	50% - 52%
F	0	0% - 49%

Other Administrative grades and descriptions (no grade points or equivalent percentage assigned):

AU (Audit)

Recorded on the student record to designate those courses for which the student has applied to audit.

EX (Exemption)

Awarded to a student in recognition that the course requirement is waived through academic assessment on a test or assessment of past academic experiences. Exemptions awarded for courses required for a program contribute to the requirements for graduation from the program.

G/NG (Requirements Met/Requirements Not Met)

This designation is used for postsecondary courses in which student learning is evaluated against the outcomes of a course or learning module where it is inappropriate to differentiate further (no numeric grade). In these circumstances, “G” signifies successful completion, whereas “NG” signifies that students have been unsuccessful.

N (No Credit)

Recorded on the student record for courses in which no evaluation occurs and no grades are assigned. This is often used in continuing education noncredit courses.

T (Transfer)

Designates a St. Lawrence academic course credit earned via completion of a similar course at another postsecondary institution.

W (Withdrawn)

Assigned to a student who withdraws formally from a course within the prescribed deadline (usually two thirds of the way through the course). If a placement is terminated and results in a failure, the student will receive the failing grade (F) and will not be permitted to withdraw from the course.

I (Incomplete)

Assigned with conditions attached for a student still completing the course. Some circumstances which may result in an “I” grade being awarded include, for example, illness, bereavement, or other extenuating personal circumstances. The “I” grade will not be used to provide a time extension for a student who has completed all course elements with a failing status, has not attended class or for graduating students. The faculty member, in discussion with the student, will establish the conditions that must be met by the student in order for the “I” grade to be converted to a passing grade. A realistic date for the completion of the conditions will be established by the faculty and student and approved by the Associate Dean or Campus Dean as per process. The maximum completion date of the conditions attached is not to exceed 30 days. A request must be made to the Registrar’s Office for an exception to the 30 day maximum. The student will receive written notification of the “I” grade, its attached conditions, and agreed completion date from the faculty member.

Successful completion of the conditions, within the specified time period, will result in the awarding of an official grade. If a new grade is not submitted to the Registrar’s Office by the end of the specified time period, an “F” grade will be posted. A student who has an “I” grade in a course that is pre-requisite to a course in the succeeding term will not be permitted to register in that course. An I grade may be used to provide an extension to a student who is passing and in good standing at the end of the term.

R (Provisional Credit):

Assigned In situations where a student had been successful up until the point of disengagement, but clearly had difficulty based on a situation beyond their control and was unable to meet the minimum learning outcomes for the course. The R grade will remain on the transcript as a permanent grade provision. The R grade will not count against the student’s GPA and allows them to proceed in their program; however, they will need to repeat the course or part of the course in order to fulfill the requirements of the program. The R is not for circumstances where the student was not performing well before the interruption, had not been attending class or had not been in otherwise good standing. An example of where an R grade may be applied would be for a student in good standing who was unable to complete or participate in specific learning, modules or work required to demonstrate competency of specific learning outcomes due to exceptional circumstances but still need to participate in an active learning environment to gain and demonstrate the competencies.

Aegrotat Standing (AG):

Aegrotat standing applies to students whose performance over a significant proportion of the course has been more than satisfactory, but where, because of compelling personal reasons such as documented illness, or exceptional circumstances beyond the student's control, the student is unable to complete the course. Aegrotat standing is recommended by the Program Coordinator, approved by the Dean/Associate Dean and submitted to the Registrar's Office. The AG grade will remain on the transcript as a permanent grade provision. The AG grade will not affect the student's grade point and allows them to proceed in their program. The AG is not for circumstances where the student had not been performing well, had not been attending class or had not been in otherwise good standing. An AG may be applied in a situation where a student has become terminally ill but has remained in good standing to that point and demonstrated appropriate competency in meeting the required course outcomes.

IP (In Progress)

Assigned with conditions attached for a student still completing the course. Some circumstances which may result in an "IP" grade being awarded include, a course with a planned continuum from a previous term (courses which run for the whole academic year but final grading does not occur in the first enrollment term) or for pre determined courses where students work at their own pace and may continue their studies in further terms.

8.4 Repeated Courses [rev. 2020-2021]

All attempts at a course will appear on the student's transcript. The term GPA calculations will include all attempts in the calculation. The Degree GPA will only include the highest grade achieved in the calculation. The Degree GPA will not change after a credential has been conferred if courses are repeated.

8.5 Grade Point Average (GPA) [rev. 2020-2021]

The Grade Point Average (GPA) is a weighted average. Each course is assigned credits; the number of grade points per course is determined by multiplying the credits by the numeric grade point value of the official grade earned for that course. The grade point total is then divided by the attempted credits. The resultant quotient is the grade point average.

8.6 How GPA is calculated [rev. 2020-2021]

Each letter grade is assigned a numeric grade point value.

Letter Grades to Grade Points

Numeric Grade	Official Grade	Grade Points
90%-100%	A+	4.00
85%-89%	A	3.90
80%-84%	A-	3.70
77%-79%	B+	3.30
73%-76%	B	3.00
70%-72%	B-	2.70
67%-69%	C+	2.30
63%-66%	C	2.00
60%-62%	C-	1.70
57%-59%	D+	1.30

Numeric Grade	Official Grade	Grade Points
53%-56%	D	1.00
50%-52%	D-	0.70
0%-49%	F	0.00

Example:

Course(s) Enrolled in	Letter Grade Earned	Grade point Value	Credits	Total Points
ACCT 1	A-	3.7	45	166.5
ECON 1	A	3.9	45	175.5
COMM 10	G	0	0	0
COMP 1	A+	4	30	120
MATH 35	F	0	45	0
MARK 201	B+	3.30	45	148.5
COMM 20	A-	3.7	45	166.5
Totals			255	777

Total points are divided by the total credits – $777/255 = 3.0$ GPA

Graduation with Distinction = GPA must be 3.50 or higher.

Course credits are included in the total credits when an “F” grade is assigned, but total points are 0. An “F” grade lowers the GPA.

Course credits are not included in the total credits when a “G”, “T”, “EX”, “N”, “AG”, “R”, or “IP” administrative grade is assigned. These grades do not affect the GPA.

Note: Only the highest grade achieved in a repeated course is included in the program GPA calculation, while all attempts at the course will appear on the student’s transcript and be included in the term and cumulative GPA calculations.

8.7 Recognition of Special Achievement [rev. 2020-2021]

Governor General’s Academic Medal

Recognizes ONE graduate, across the three campuses, who has achieved the highest grade point average in any diploma program. In the event of a tie, the college will ensure selection is in line with the Canadian Governor General’s Academic Medal Directives.

Graduate Cum Laude

This status is designated to a degree graduate who has performed at a high academic achievement level with a minimum percentage of 80.

Graduation with Distinction

Graduation with Distinction recognizes superior educational performance and achievement by students in Ontario College Certificate programs, Ontario College Diploma programs, Ontario College Advanced Diploma programs, Ontario Graduate Certificate programs, Ontario Applied Degree programs and St. Lawrence College Certificate programs. To be eligible for such recognition, the student must have successfully completed an approved program of studies and have achieved a grade point average of 3.50 of the required courses.

Graduation with Merit

Graduation with Merit recognizes superior educational performance and achievement by students receiving Statements of Achievement. To be eligible for such recognition, the student must have successfully completed an approved program of study and have achieved a grade point average of 3.50 of the required courses.

President's List

The President's List recognizes graduates who have rendered valuable and distinguished service to the college community. Eligibility is based on academic excellence including graduating with distinction, along with interest and activities involving leadership, citizenship and community service.

Dean's List

Students enrolled in an SLC certificate, diploma, advanced diploma, graduate certificate or degree program (this does not include Laurentian University degrees) who obtain a GPA of 3.50 or higher for an academic year (September-August) will be placed on the Dean's List and will have this noted on their transcripts. To be eligible for the Dean's List the following conditions must be met:

- a) Students must have registered full-time in a diploma or degree program for at least two academic terms during the academic year.
- b) The GPA for the entire academic year will be calculated on a weighted basis, shall include all courses studied and must be 3.50 or higher.

Ontario College Athletic Association (OCAA) All-Academic Award

Presented to a full-time varsity student-athlete who has achieved a grade point average of 3.5 in the required courses.

Canadian College Athletic Association (CCAA) All- Academic Canadian Award

Presented to a full-time varsity student-athlete that has been named to their respective member conference all-star team (1st or 2nd) in a CCAA Sport and achieved a grade point average of 3.5 in the required courses.

9. Program Changes

9.1 Request to Change Certificate or Diploma Program [rev. 2017-2018]

Full-time students enrolled in level 1 who wish to enter level 1 of a new program, must contact the Ontario College Application Service (OCAS) and amend their application to add the new program request. New program requests are subject to the admission requirements and selection processes for the programs involved.

Full-Time Students enrolled in level 2 or higher may request consideration for advanced standing into a program beyond semester 1. Students must complete an internal advanced standing application form available through the Academic Office. A fee is required before the application is forwarded to Admissions for processing.

OSAP students must inform the Financial Aid/OSAP office whenever a change is made to their program.

The steps to transfer between programs are outlined in the Program Transfer Chart found in section 9.9.

9.2 Leaving then Returning [rev. 2017-2018]

Full-time students in good academic standing who discontinue their studies and then wish to return must complete an internal advanced standing application form and pay the processing fee to be considered for re-admission into their program. Re-admission is dependent on the availability of space in their program.

9.3 Repeating a Program [dev. 2017-2018]

In exceptional circumstances, students may wish to register in a program from which they have graduated previously. Before applying, students should consult with the Program Coordinator and/or Associate Dean regarding the feasibility of registering in the program and to determine if space is available. Students should also consult with Financial Aid to determine if there are any restrictions related to OSAP funding. Students must apply for admission to the program through the Ontario College Application Service.

9.4 Letter of Permission for Transfer of Credit [rev. 2017-2018]

Students registered at St. Lawrence College may be able enroll at their own expense in courses at another College of Applied Arts and Technology or at a university for the purpose of gaining transfer credit. It is strongly recommended that students have the course(s) approved by the Associate Dean/Campus Dean of the program prior to enrolling.

9.5 Status/Course Changes Initiated by the Student [rev. 2017-2018]

Students wanting to change their status in a program (full-time to part-time or vice versa) or to make any course changes must consult with their Academic School (Kingston) or Student Services (Brockville, Cornwall).

9.5.1 Full-Time to Part-Time Status

Students seeking to change their status from full-time to part-time in a program must obtain and complete a Full-time Program Withdrawal/Status Change form, available from their Academic School (Kingston) or Student Services (Brockville, Cornwall).

Before changing status from full-time to part-time or withdrawing from a program, students should consult with their Program Coordinator, Student Success Facilitator, or with Student Services. OSAP students must inform the Financial Aid/OSAP office whenever a change is made to their program.

9.5.2 Part-Time to Full-Time Status

In normal circumstances, approval to change status from part-time to full-time in a program is granted only upon completion of all courses for one or more semesters of the “full-time program.” Such status change requests will only be considered if space is available in the “full-time program.”

9.6 Program Changes Initiated by the College [rev. 2015-2016]

When changes are made to existing College programs and these changes affect the graduation requirements for that program, every effort will be made to minimize any adverse effects on students currently active in the program. Students currently active in the program will be notified in writing of the proposed changes and how these changes will affect their requirements for graduation.

Students currently active in the program are defined as those who (a) Are currently registered as a full-time student in that program or (b) Are on an approved leave of absence from that program or (c) Are registered in the program and have earned credit within the past six months for one or more courses required for completion of that program, and have not yet met all requirements for graduation.

Where program changes are made after publication on the St. Lawrence College website, but before newly admitted students commence their studies, each student will be informed in writing of the changes by the Associate Dean/Campus Dean.

9.7 Program Cancellation [rev. 2015-2016]

When a full-time program leading to a degree, diploma, certificate, or statement of achievement is to be phased out, students currently active in the program will be given a specific time frame to complete graduation requirements.

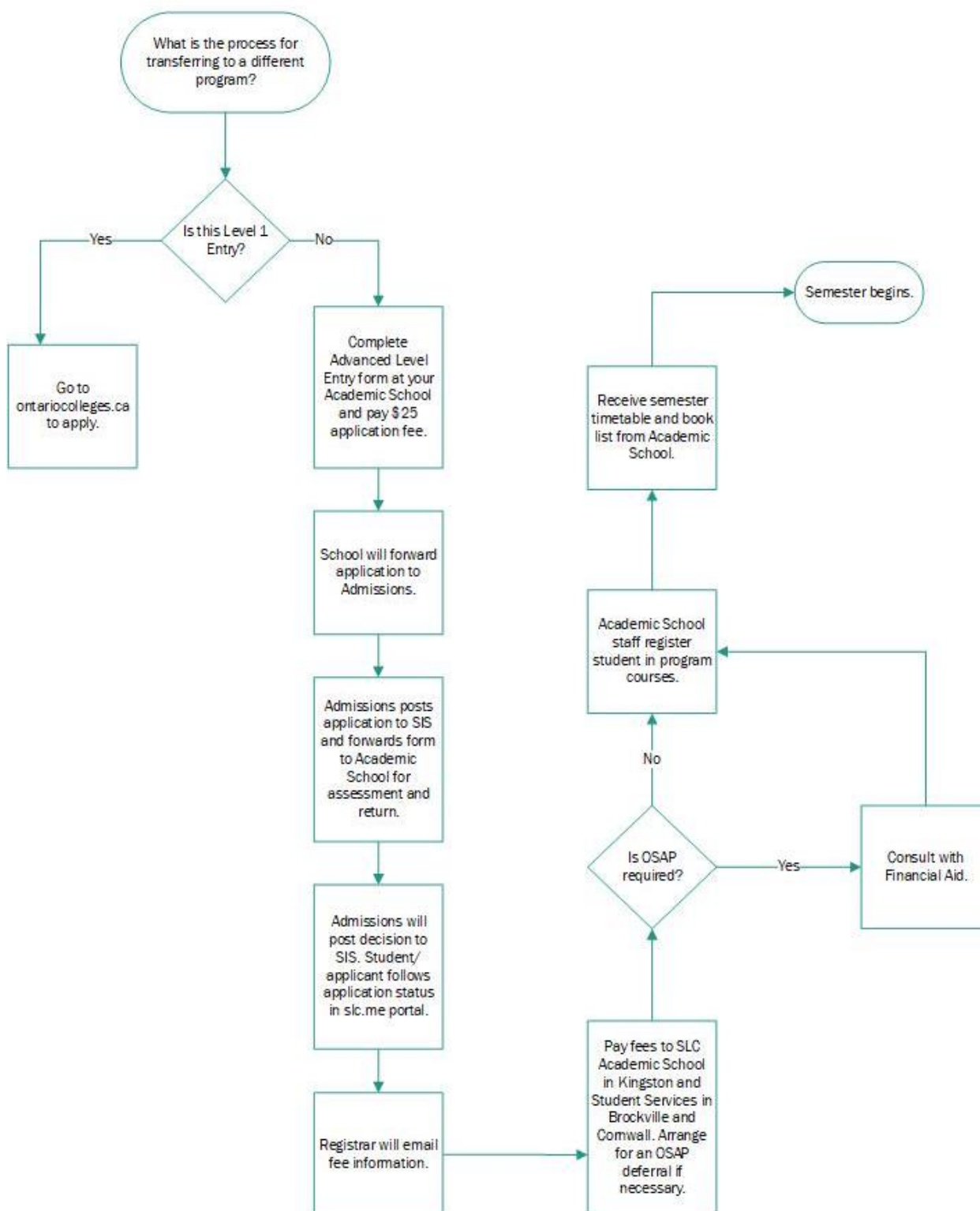
Students will be notified in writing by the Associate Dean/Campus Dean of the outstanding requirements and the time limit for completion of those requirements.

9.8 Ministry Approved Program Name [rev. 2017-2018]

Except as noted in Section 14.2, Recognition Granted, only the “Ministry Approved” program name may be used in all official correspondence and documentation (e.g. letters, transcripts, diplomas, certificates, etc.) and should be the ONLY name used at any other time.

Program name changes are effective September 1st and are applied to the incoming cohort. Students currently enrolled in the program will graduate with the previous program name on their credential.

9.9 Program Transfer Chart [rev 2017-2018]



10. Student Promotion and Status

10.1 Academic Requirement for Continuation as a Full-Time Student

[rev. 2016-2017]

Full-time Status means: a student is enrolled in courses from their program of study, with a course load equivalent to at least 70% of the normal course credits or two thirds of the normal course load (calculated on number of courses) for each semester of their program.

In order to **Continue with Full-time Status:** a student is required to successfully complete 70% or two thirds (as defined above) of courses from their program of study in any given semester.

Please note that while this is the rule, there are some exceptions: Programs which require more specific factors for continuance or advancement, such as prerequisites, or required grades are listed in [Appendix C](#) which gives details for program-specific continuance.

If a student does not meet the requirements to continue with full-time status, they will receive notification from their Associate Dean/Campus Dean, and will be advised to speak to a Student Success Facilitator to explore options to continue studies.

A student may choose to transfer to another program (for which they have the pre-requisites and/or admission requirements).

A student may choose to continue part-time if they meet course requirements, and seats are available.

If a student has the required pre-requisites and courses from their program of study are available to make up 70 % or two-thirds of a regular semester course load, the Associate Dean/Campus Dean, **may** permit them to continue in the program for one more semester.

If a student is unable to meet the requirements for continuance as a full-time Student, in any program or programs, for two sequential semesters, they will be required to withdraw, or reduce their studies to part-time for one full semester (Fall or Winter).

Any student who is required to transfer to part-time, or is required to withdraw must apply for re-admission to full-time status. -

All requirements of the program of study must be successfully completed prior to graduation.

10.2 Additional Courses [rev. 2017-2018]

Full-time students will be required to pay fees for each course taken in excess of the normal full-time load for the current term of their program and for any non-credit course(s) they wish to take. Courses may include additional material fees (varies per course) and/or online course fees.

Students who wish to register for an online version of a course that is scheduled in their program of study as a face-to-face, will be required to pay all additional tuition and ancillary fees for that course in addition to their fulltime program tuition and fees. Any exceptions due to extraordinary circumstances requires the written recommendation of the Campus/Associate Dean.

10.3 Student Eligibility - Varsity Athletics– OCAA Operations Manual 2019/2020 edition [rev. 2020-2021]

Academic Eligibility

As the OCAA acknowledges that the goal of education is the total development of the individual (academic, personal, social, etc.); that an athlete's experience can and should contribute to the participant's education and personal development; that athletics is only part of the total development which cannot stand alone; and that each member institution has the right and responsibility to determine a standard of academic eligibility for its student athletes; the student athlete, to be eligible, shall have met the academic standards of their institution. Where OCAA and institutional academic eligibility requirements differ, the higher academic standard shall be applied to determine eligibility.

In relation to academic standard, it shall be the responsibility of each member institution to declare its student eligible or ineligible for OCAA competition according to the decision and stated criteria of the institution. As per Bylaws, Item 1.5, Pg. 45 each member's current academic policy outlining eligibility requirements of student athletes is on file with the Central Office.

Student Eligibility - OCAA

In order to participate in any game involving OCAA or CCAA schools in full season sports, all players must be a full-time student and meet OCAA eligibility requirements (22.1.1 from OCAA OPM).

Definition of Full Time Program (22.1.11 from OCAA OPM):

- a. Post-secondary and post-diploma programs leading to a diploma, degree or a certificate
- b. Tuition-short/Adult retraining programs
- c. Apprenticeship programs
- d. Off-audit college programs.

The OCAA/CCAA defines "full-time status" as being enrolled in a minimum nine (9) credits or as defined by the institution's Registrar, see Section 2, 2.1 (the higher full-time status requirement will be applied to determine eligibility), in each semester in which they participate in OCAA/CCAA competition (22.1.12 from OCAA OPM).

The OCAA defines the calculation of credits as follows (22.1.14 from OCAA OPM)

- 15 hour course = 1 credit
- 45 hour course (1 semester) = 3 credits
- 90 hour course (full year) = 6 credits

Varsity Season Breakdown

One Semester Sports:

Outdoor Soccer
Indoor Soccer (winter semester)
Men's Rugby
Women's Rugby 7's
Cross-Country
Golf

Two Semester Sports:

Basketball
Badminton
Hockey

Successful Academic Progress – OCAA

Two Semester participation

To be a student in good standing, a student athlete must pass eighteen (18) credits (270 units) in an academic year to be eligible to participate in the subsequent semester and must pass a minimum of nine (9) credits (135 units) in the September – December semester to be eligible for the January – April semester.

If the student athlete does NOT earn the required nine (9) credits (135 units) between September to December, the student athlete is immediately ineligible for participation in the winter semester and is subject to the conditions of the Reinstating Academic Eligibility.

If the student athlete passes nine (9) or more credits (135 units) in the fall semester, academic progress is measured again by August 31 to determine if the student athlete has earned the required eighteen (18) credits (270 units) over the academic year.

Student-athletes must be registered in a minimum of nine (9) credits (135 units) each semester (full-time status).

One Semester participation

A student athlete who begins play for an OCAA/CCAA team in September (and only participates for one semester), must pass a minimum of either:

- a) Nine (9) credits (135 units) in the semester of participation; or
- b) Eighteen (18) credits (270 units) over the full academic year in order to be eligible for participation in the subsequent academic year.

A student athlete, who starts participating for the first time in academic year in January, must pass nine (9) credits (135 units) in that semester of participation or eighteen (18) credits (270 units) before the start of the next academic year.

Academic eligibility for a one semester participant is assessed at the conclusion of each semester and at the conclusion of the academic year, August 31. If the student athlete fails to earn the eighteen (18) credits (270 units) over the academic year, or nine (9) credits (135 units) in the semester of participation, the Reinstating Academic Eligibility is applied on August 31 and participation in the subsequent fall semester is denied.

Exemptions for One and Two Semester Participation:

- a) A student athlete in a post-graduate degree program must have the graduate office/registrar confirm full-time status to be eligible to participate in the subsequent academic year
- b) Recognizing the institutional duty to provide reasonable accommodation and protected grounds under the Human Rights legislation, successful academic progress for a student with a disability shall be determined by the institution.

Reinstating Academic Eligibility

To re-establish academic eligibility, the student must either:

- a) Have completed one (1) academic semester at an accredited post-secondary institution with a minimum of nine (9) credits (135 units) passed in a single semester to be eligible to participate in the subsequent semester.

OR

- b) Have not participated at a postsecondary institution in the twelve (12) months immediately prior to the date of current registration. NOTE: this reinstatement clause can be used by any student athlete only once during their five (5) years of athletic eligibility.
 - a. Interpretation – a student athlete who did not participate for 12 months following being declared academically ineligible (regardless of enrolment or non-enrolment status) may begin participation following the 12 months (to be used only once during the student athlete's five years of athletic eligibility).

Exemptions:

- a) A student athlete in a post-graduate degree program must have the graduate office/registrar confirm full-time status to be eligible to participate in the subsequent academic year
- b) Recognizing the institutional duty to provide reasonable accommodation and protected grounds under the Human Rights legislation, successful academic progress for a student with a disability shall be determined by the institution.

Withdrawals

Student-athletes granted a complete academic penalty free withdrawal from an institution, by the institutions registrar or designate, will not be held to the OCAA/CCAA academic progress rule for that semester. As per OCAA/CCAA eligibility rules the student-athlete will still have consumed a year of eligibility.

Student-athletes, who by their own choice and without a complete academic penalty free withdrawal with cause, withdraw from their institution, and/or stop attending courses prior to the completion of a semester and after competing in a minimum of one regular season competition will be held to the academic progress rule and will have consumed one (1) year of eligibility.

11. Ethical Research with Human Subjects [rev. 2017-2018]

All research involving human subjects requires ethics review and official approval from the College's Research Ethics Board (REB) prior to commencement of the research.

Typical research scenarios calling for REB approval include the following: surveying of staff or students for a course project with low risk (the REB delegates authority for approval to course instructors who must keep a record of their decision-making) ; off-campus surveys by St. Lawrence staff or students; on-campus surveys by external researchers; tests of bodily fluids, cells, or physical endurance tests; formal studies including examinations of humans or requests of humans involving college students, personnel, or facilities in any way; and examinations of student data for purposes other than typical college business or quality assurance.

Typical scenarios not requiring REB approval include investigations not involving human subjects, or performance of standard college business such as course examinations, or quality assurance such as studies of student performance rates.

There are many other research scenarios involving human subjects that arise and for which students and staff are encouraged to seek further guidance for appropriate direction.

See Appendix E: [Ethical Research Involving Humans](#)

See Appendix F: [Research Integrity Policy](#)

12. Academic Appeals

See [Policy 832: Academic Appeals](#)

13. Scholarships, Bursaries and Awards

13.1 Policy [rev. 2020-2021]

It is the policy of St. Lawrence College to encourage and recognize the distinguished educational achievement of individual college students and significant contributions made by the students to campus and community life.

Bursaries and Scholarships that are monetary in nature are the responsibility of the Alumni and Development Office. Disbursement is facilitated by Financial Aid on behalf of the College.

The College actively encourages private donors and organizations to participate by establishing and maintaining an ongoing program of monetary and non-monetary support for scholarships, bursaries and awards.

13.2 Scholarship [rev. 2020-2021]

A scholarship is a specific gift of money to help a person pursue their studies. Scholarships are awarded on the basis of academic performance. Many donor-sponsored scholarships require an application.

13.3 Bursaries [rev. 2020-2021]

A bursary is a specific gift of money or other aid to help a person pursue their studies. Most bursaries require an application and they are awarded on the basis of financial need and the applicant's ability to meet the criteria of the award.

The two types of bursaries are as follows:

- 1) Donor-supported bursaries, which are specific in qualifying requirements and amounts and are administered through the Alumni and Development Office; and,
- 2) College-supported bursaries which are the result of government programs designed to meet specific needs and audiences and are administered through Financial Aid, Student Services.

13.4 Awards [rev. 2020-2021]

Awards are specific gifts, tokens, medals, amounts of money, or other formal recognition awarded to a College student to recognize academic performance, contribution to College or community life, and other achievements that, in the opinion of the College, are worthy of recognition.

The two types of Awards are as follows:

- 1) Donor-supported awards that are primarily monetary in nature and recognize a combination of financial need, academic excellence or other achievements or circumstances identified by the Donor, and may require an application;
- 2) College awards in recognition of academic performance, contribution to College and other achievements that, in the opinion of the College, are worthy of recognition.

13.5 Refusal of Award [rev. 2020-2021]

Individual students can refuse any award. The refusal must be in writing and submitted to the Alumni and Development Office. In such cases, the College will recognize the next best qualified person unless the terms of the award specifically do not allow this.

14. Graduation and Convocation

14.1 Requirements for Graduation [rev. 2020-2021]

The recommendation for graduation is determined by the Registrar, on the advice of the Dean/Associate Dean, based on completion of the program. Credentials are awarded in recognition of the attainment of clearly established levels of competence. These levels are defined in terms of program objectives and performance standards (learning outcomes). It is the student's responsibility to be aware of all graduation requirements for the program from which they expect to graduate.

To graduate from a program, the following conditions must be satisfied:

- a) Students are usually required to complete their program within 200% of the normal program duration. For example, a two (2) year program would have a maximum completion timeframe of four (4) years. Failure to complete the program within the timeframe would require the student to have their courses evaluated for currency and would be subject to the curriculum in place at the time of review. The completion timeframe for students who have an approved reduced course load through the Tuition Fee Subsidy Program for Students with Disabilities (TFSPD) is determined on a case-by-case basis by the Program Coordinator in consultation with Student Wellness and Accessibility Services.
- b) Students must meet the Residency Requirement outlined in Section 3.10 Residency Requirement.
- c) Students must have successfully completed the requirements of the program in effect at the time of graduation unless the Dean/Associate Dean has approved alternative arrangements in writing prior to the student's commencement of the last semester of studies. The graduation requirements will include any changes made to advanced semesters while the student is "in progress" in a program but would not include changes in semesters that have already been completed.
- d) Students who interrupt their fulltime studies will be required to meet the program requirements in effect at the time of their return to the College. Students who have interrupted their studies will not be eligible to graduate from a program that is no longer offered by the College. (See also Section 3.7 Re-admission).
- e) Students who completed all program requirements but did not apply to graduate in their graduating term, may apply, via the applicable Academic School (K) or Campus Student Services (B, C) for their credential. Their record will be evaluated and if applicable, a credential will be conferred and dated accordingly.

14.2 Recognition Granted [rev. 2020-2021]

St. Lawrence College assigns credentials as outlined in 1.1 for all certificates, diplomas, and College degrees, statements of achievement and acknowledgements of participation consistent with the Ontario Qualifications Framework issued by the Ministry of Colleges and Universities.

As a general principle, students completing the same terminal performance objectives shall receive the same credential. Subject to this principle, graduates of programs that lead to a separate and distinct career/occupational field, normally as defined by the National Organizational Classification (NOC), may be recognized by a diploma or certificate.

In recognition of the attainment of a clearly established professional specialization, Academic Council may approve the addition of a descriptor to official College correspondence and documentation.

14.3 Graduation Timelines [rev. 2020-2021]

Students are usually required to complete their program within 200% of the normal program duration (See Section 14.1). Part-time postsecondary programs have a time limit for completion of 60 months (Some exceptions do apply). Contact individual Academic Departments for more information). Failure to complete a program within these timelines would require a student to apply for re-admission. Students would then have their courses evaluated for currency and would be subject to the program of studies and curriculum in place at the time of re-admission. For students who are resuming studies after a break of two or more academic semesters, the learning plan resulting from their course evaluation must be approved by the Associate Dean/Campus Dean and Registrar. St. Lawrence College does not permit the backdating of diplomas.

14.4 Clearance for Graduation [rev. 2020-2021]

The recommendation for clearance for graduation happens three times per year, corresponding with the end of each semester: Fall, Winter and Spring/Summer (as published annually in the College's academic calendar). Outside of these times, recommendations will be made only in exceptional circumstances.

14.5 Application to Graduate [rev. 2020-2021]

Convocation recognizes all graduates of college degree, diploma and certificate programs at the campus where the program requirements were completed. Each graduate's name will appear in the convocation program. To graduate and participate in Convocation ceremonies, students must meet all program requirements and are required to self-identify by completing an Application to Graduate. Instructions are sent by email to all students regarding the application process.

14.6 Valedictorian [rev. 2020-2021]

"Valedictorian" is an academic title conferred upon a high ranking student within a graduating class. The Valedictorian can be nominated by staff, faculty, fellow students, or they are able to nominate themselves. One Valedictorian may be selected for each Convocation ceremony.

The Valedictorian must:

- demonstrate the highest quality of work in their academic program
- contribute regularly to the College through committees, competitions or other College-sponsored activities
- participate in student organized events and activities
- display a positive attitude

14.7 Awarding of Posthumous Credentials [rev. 2020-2021]

Background

The death of a student is a particularly tragic situation. Every student at St. Lawrence College is undertaking studies to fulfill a unique potential in their own particular area of academic interest. When their learning is unexpectedly cut short, the loss is always keenly felt by fellow students, staff and faculty, and of course the family and friends of the deceased. The awarding of a posthumous credential may help to ease the sense of loss and sadness of such an occasion for those left behind, while also recognizing and honouring the education that was achieved.

Eligibility Criteria

The College will consider granting a posthumous credential (certificate, diploma or College degree), provided the following:

- Student is enrolled in the final semester of their program and in the opinion of the program faculty, had a high likelihood of achieving the credential being sought.
- Exceptions may be made at the discretion of the Registrar and the Sr. Vice-President, Academic. The student's financial account with the College must be in good standing.

Process

The process is coordinated by the Registrar's Office. The College does not automatically act to award a posthumous credential in the event of a student's death. This process may be initiated by a College faculty or staff member, or by the deceased student's family.

Step 1 - Confirmation of eligibility per criteria above.

Step 2 - Confirmation of interest and desire on the part of the deceased student's family to accept the credential. Family may be contacted by either a program staff or faculty member or by the Registrar.

Step 3 - Credential is produced and where possible presented at the next regular convocation ceremony, accepted by a representative of the family. At the request of the family, the document may be presented privately at a time of their choosing.

Step 4 - Student's name would be included in the next Convocation program booklet and identified as posthumously awarded.

15. Freedom of Information and Protection of Privacy [rev. 2015-2016]

St. Lawrence College has a responsibility to ensure personal information about students is protected, and to facilitate timely public access to information or decision-making of a general nature. Details can be found at: <http://www.stlawrencecollege.ca/about/college-administration/fippa/>

16. Student Code of Conduct and Academic Integrity [rev. 2017-2018]

See [Policy AC830: Student Code of Conduct](#)

See [Policy AC831: Academic Integrity](#)

17. Sexual Assault Policy and Protocol [rev. 2019-2020]

This Policy applies to all members of the College community including: employees, governors, students, contractors, suppliers of services, individuals who are directly connected to any College initiatives, volunteers, and visitors.

Purpose and Intent of the Policy [rev. 2019-2020]

All members of St. Lawrence College community have a right to a work and study in an environment that is free from any form of sexual violence. This document sets out our policy and response protocol to sexual violence and ensures that those who experience sexual violence are believed and their rights respected, that the College has a process of investigation that protects the rights of individuals and holds individuals who have committed an act of sexual violence accountable.

Policy Statement [rev. 2019-2020]

Sexual assault and sexual violence are unacceptable and will not be tolerated. We are committed to challenging and preventing sexual violence and creating a safe space for anyone in our College community who has experienced sexual violence. The College is expected to be a safe and positive space where members of the College community feel able to work, learn and express themselves in an environment free from sexual violence.

All reported incidents of sexual violence will be investigated to the best of the administration's ability and in a manner that ensures due process. It is this policy's intention to make individuals feel comfortable about making a report in good faith about sexual violence that they have experienced or witnessed.

We recognize that sexual violence can occur between individuals regardless of sexual orientation, gender, and gender identity or relationship status as articulated in the Ontario *Human Rights Code*. We also recognize that individuals who have experienced sexual violence may experience emotional, academic or other difficulties.

To access the full [Sexual Assault Policy and Procedure](#).

ACADEMIC POLICIES

AC806: Animal Care and Use Complaints

Policy Title:	Animal Care and Use Complaints
Policy Number:	AC806
Owner:	Associate Dean, School of Applied Science & Computing
Approved by:	CET
Effective Date:	January 2018
Reference:	ACC Terms of Reference
Links:	Canadian Council on Animal Care (CCAC) Ontario Ministry of Agriculture, Food and Rural Affairs (OMAFRA)

St. Lawrence College is committed to making our resources usable by all people, whatever their abilities or disabilities. This document will be made available in alternative format upon request.

BACKGROUND

Definitions:

ACC – The St. Lawrence College Animal Care Committee (ACC) is an animal ethics committee responsible for the review and approval of protocols proposing the use of animals for teaching or research purposes.

Purpose:

To outline the process for investigating and responding to complaints about inappropriate animal care or use.

Scope:

This policy applies to the care and use of animals as part of the Veterinary Technology, Veterinary Assistant and Biotechnology programs at St. Lawrence College.

POLICY STATEMENTS

1. St. Lawrence College is committed to the ethical care and use of animals for teaching and research purposes. Animal welfare is maintained at the highest ethical standards as defined by the Canadian Council on Animal Care (CCAC) and the Ontario Ministry of Agriculture, Food and Rural Affairs (OMAFRA).
2. All complaints about animal care or use are taken seriously, investigated and responded to in a timely manner.
3. An employee or student who makes a complaint in good faith, on the basis of a reasonable and honest belief that the information is true, is protected from retaliation.
4. If a person makes a complaint under this policy in bad faith or maliciously provides false or inaccurate information, they will be subject to disciplinary sanctions including reprimand, suspension, demotion, expulsion or termination according to the applicable Student Code of Conduct or Human Resource policies.

MONITORING

This policy will be reviewed every five years.

POLICY REVISION DATE

January 2023

SPECIFIC LINKS

Enter Text

APPENDIX A: PROCEDURE

P1. Contact information for the St. Lawrence College Animal Care Committee (ACC) Chair, ACC Coordinator and Associate Dean, School of Applied Science and Computing is posted in animal holding areas and classrooms/labs where animal handling takes place.

P2. Complaints are recorded on the Animal Care and Use Complaint Form (see Appendix B). The form can be completed by the complainant or by any employee receiving the complaint.

P3. The complaint form is forwarded to the ACC Chair and copied to the ACC Coordinator and Associate Dean for the School of Applied Science and Computing within one business day of receiving the complaint.

P4. The ACC chair will consult with the ACC Coordinator and Associate Dean for the School of Applied Science and Computing to briefly discuss the complaint and decide whether the complaint is of minor or major concern in order to determine the investigation process as follows:

- a) Minor concerns will be handled by a sub-committee of the ACC
 - A meeting with the persons involved will be scheduled as soon as is practical and the complaint will be addressed.
 - The sub-committee will provide a plan to rectify the situation, if warranted.
 - The remaining ACC will be briefed of the complaint and any corrective action at the next ACC meeting.
- b) Major concerns will require immediate notification of the Director of the Animal Care Facility (Dean of Faculty of Applied Science)
 - Based on the seriousness and nature of the concern, the Director of the Animal Care Facility (Dean of Faculty of Applied Science) will determine the appropriate process and person to lead the investigation. Typically, this will be lead by the ACC Chair, but some circumstances may warrant an alternate, such as if the complaint was made about a member of the ACC or about procedures of the ACC.
 - The ACC and the Director of the Animal Care Facility both have the authority to suspend the procedure that is the subject of the complaint if deemed necessary until the investigation is complete.

- A formal investigation process will take place by the appointed lead.
- The validity of the complaint will be determined by interviewing and taking meeting minutes:
 - i. Person(s) making the complaint
 - ii. The person(s) which the complaint is against
 - iii. Faculty, expert witnesses, technologists, students, employees who work in the area, etc.
- A summary of the findings will be shared with the ACC and the committee will make a recommendation for corrective action.

P5. The lead of the investigation will submit a formal written report to the person(s) about whom the complaint was made, the direct supervisor of that person, the ACC and to the Director of the Animal Care Facility which will include a summary of:

1. Validity of the complaint
2. Violation of specific regulations and/or breach of ethics
3. Recommended courses of action, which may include, for example:
 - a. Discontinuation of procedure;
 - b. Requiring Veterinary Sciences to adopt new rules, regulations and/or guidelines and suggestions, mechanisms for enforcement; or
 - c. No further action required.

P6. The Director of the Animal Care Facility or Designate will respond to the report recommendations in writing and direct the corrective action, if any, to be implemented.

- Disciplinary action may be taken if the complaint was malicious or intentionally dishonest.
- Disciplinary action may be taken if the outcome of the investigation reveals, for example, intentional harm or abuse of an animal.

P7. The complaint form, the formal written report and the Director's response will be filed in the ACC Complaint folder in the KingstonVTVAFaculty folder on the Shared Drive.

APPENDIX B: ANIMAL CARE AND USE COMPLAINT FORM

Please complete this form with as much detail as possible. Use extra sheets of paper if needed to answer the questions fully.

Name of Person making the complaint (optional): _____

Phone Contact Information: _____

Name of Person recording this complaint if not the same as above: _____

Date complaint was made: _____

Date(s) of the incident(s) of concern: _____

Please describe the nature of your concern/complaint including who was involved, any witnesses, species involved, location of incident(s), number of animals involved, etc.

This form can be submitted to any employee of St. Lawrence College and it will be forwarded to the Chair of the Animal Care Committee (ACC), the ACC Coordinator and Associate Dean for the School of Applied Science and Computing within one business day.

AC807: Pedagogical Merit of Live Animal-based Teaching and Training

Policy Title:	Pedagogical Merit of Live Animal-based Teaching and Training
Policy Number:	AC807
Owner:	Associate Dean, School of Applied Science & Computing
Approved by:	CET
Effective Date:	January 2018
Reference:	Canadian Council on Animal Care policy statement on Pedagogical Merit of live animal-based teaching and training (May 2016)

Links to Other Policy:

St. Lawrence College is committed to making our resources usable by all people, whatever their abilities or disabilities. This document will be made available in alternative format upon request.

BACKGROUND

Consistent with the Canadian Council on Animal Care's (CCACs) Guidelines and Policies, it is the responsibility of the Animal Care Committee (ACC) to ensure that no live animals affiliated with the academic programs at St. Lawrence College are used or purchased without prior approval of an Animal Use Protocol (AUP).

The CCAC requires that the ACC ensure that all academic courses undergo a pedagogical merit review to evaluate if the use of live animals is essential for meeting the education objectives of the course(s).

Definitions:

Three Rs: The Three Rs tenet (Replacement, Reduction and Refinement) guides educators on the ethical use of animals in science as well as teaching. The concept originated from the scientific community and is now a widely accepted cornerstone of policies on animal-based science and teaching around the world.

Replacement refers to methods which avoid or replace the use of animals in an area where animals would otherwise have been used

Reduction refers to any strategy that will result in fewer animals being used

Refinement refers to the modification of husbandry or experimental procedures to minimize pain and distress

(<http://3rs.ccac.ca/en/about> 2017)

Animal Care Committee (ACC): The keystone of the Canadian system of oversight of the care and use of animals in science is the local institutional animal care committee (ACC) set up by each participating institution according to the *CCAC policy statement on: terms of reference for animal care committees*. Institutional ACCs are responsible for overseeing all aspects of animal care and use and for working with animal users, animal care personnel and the institutional administration. (CCAC, 2017)

Purpose:

This policy is intended to act as a guide to decision-making about the appropriate, ethical and safe use of live animals in the delivery of academic programs.

Scope:

This policy applies to all live animal-based teaching or training activities conducted by St. Lawrence College faculty and staff including activities on campus and at designated off-campus sites when the activity is related to the delivery of our academic programs.

POLICY STATEMENTS

1. St. Lawrence College is committed to the safe and ethical use of animals in science and in delivery of our academic programs.
2. St. Lawrence College upholds a high standard of academic integrity through processes of continuous improvement and quality assurance.
3. St. Lawrence College adheres to the principles of the Three Rs to reduce the use of live animals and minimize the impact on live animals whenever possible while ensuring we provide appropriate experiences for students to meet the stated learning outcomes of our academic programs.
4. The goal of the pedagogical merit process is to determine if the live animal model proposed by the professor is the best learning model in support of the intended learning outcomes.
5. All teaching and training activities that require a live animal use protocol must undergo a pedagogical merit review.
6. The ACC has the final decision with regard to animal involvement in teaching and training protocols. The ACC will review the final protocol, the conclusions of the merit review process and determine if animal involvement is ethical and acceptable practice.

MONITORING

The policy will be reviewed following any change to the Canadian Council on Animal Care policy statement on pedagogical merit of live animal-based teaching and training and/or a minimum of every four years and for every new teaching and training course using live animals.

POLICY REVISION DATE

December 2022

SPECIFIC LINKS AND RESOURCES ON REPLACEMENT ALTERNATIVES

https://www.ccac.ca/Documents/Standards/Policies/Pedagogical_merit_of_live_animal-based_teaching.pdf

- [InterNICHE Studies Database](#)

References and abstracts for academic papers on humane education and training.

- Jukes N. and Chiuia M. (2006) *From Guinea Pig to Computer Mouse: Alternative Methods for a Progressive, Humane Education*, 2nd ed. Leicester UK: International Network for Humane Education (InterNICHE).

Comprehensive information on over 500 of the latest products within the fields of anatomy, clinical skills and surgery, critical care, physiology, and pharmacology. Listed by discipline and then medium, the application, specifications, and source for each product are detailed. [Must register to download]

- [NORINA database](#) – Norecopa

This database contains more than 3,800 audio-visual aid alternatives to the use of animals in teaching and training from the elementary school level to university level. A description with comments and supplier information is provided for each alternative in the catalogue.

- Balcombe J. (2000) *The Use of Animals in Higher Education: Problems, Alternatives, and Recommendations*, Public Policy Series. Washington DC: Humane Society Press.

This book examines animal use in education from a humane and ethical perspective.

- [Sheffield Bioscience Programs](#)

Offers a range of high-quality, interactive computer-assisted learning programs aimed at enhancing the teaching of physiology and pharmacology to undergraduate medical and science students.

- [RECAL](#) – University of Edinburgh, College of Medicine and Veterinary Medicine

RECAL provides software for the development of computer-assisted learning materials. The tools provided allow the learning objects programmed (educational content) to be separated from the particular authoring application. This saves redevelopment of the educational content as authoring applications change over time.

- [Online Veterinary Anatomy Museum \(OVAM\)](#) – Wikivet

- [Education Resources](#) – Alternatives to Animal Testing Web Site (Altweb), John Hopkins Bloomberg School of Public Health

- [Alternatives in Education: An Introduction](#) – Altweb, John Hopkins Bloomberg School of Public Health

- [Search for Alternatives: Databases](#) – Altweb, John Hopkins Bloomberg School of Public Health

APPENDIX A PEDAGOGICAL MERIT REVIEW PROCESS

Appendix A – Pedagogical Merit Review Process

St. Lawrence College follows the Pedagogical Merit review Process Flowchart outlined by the CCAC illustrated in Figure 1. Explicit steps are as follows.

P1 Professors will identify course learning outcomes, assessment methods and learning activities in the course outline and learning plan. Course Outlines and learning plans will be submitted to the Associate Dean of Applied Science and Computing.

P2 Professors will complete the SLC live animal use pedagogical merit review form. (SLCPMR) outlining the requirement for use of live animals, and the assessment requirements.

P3 The Associate Dean of Applied Science and Computing will pass on all outlines, learning plans and protocols for courses with live animal use to the Pedagogical Merit Live Animal Use Review Committee. (PMRC). The PMRC consists of Two independent referees - a faculty member from the Vet Tech or VA program with knowledge of alternatives to live animal based teaching and the Associate Dean of Health Science/or School of Contemporary Teaching and Learning with knowledge of pedagogy.

The course outline and learning plan will be reviewed in conjunction with the Pedagogical Merit Review form as developed by the CCAC and the SLCPMR

P4 The reviewers will consider the following key aspects:

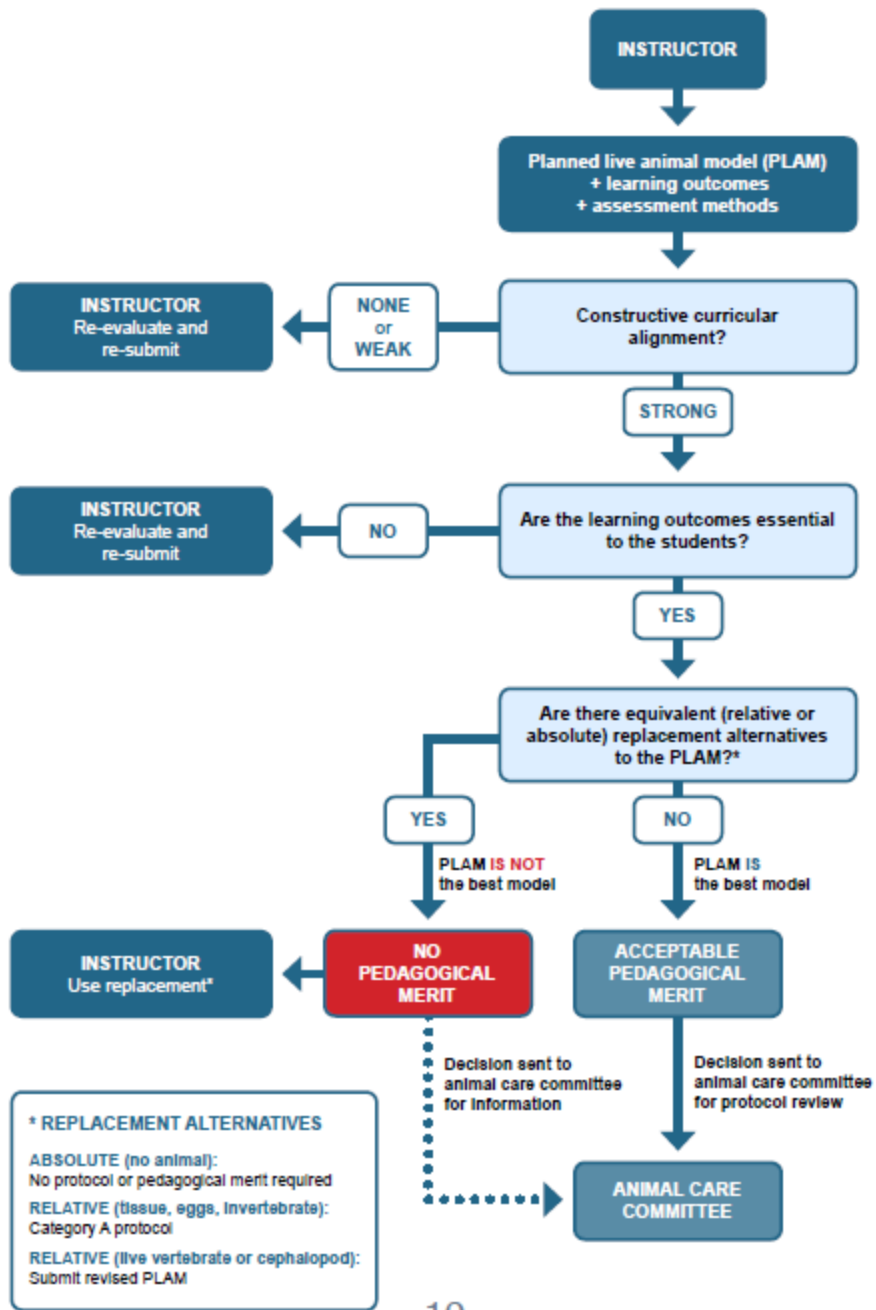
- Are the learning outcomes clear and specify the involvement of live animals?
- Do the learning outcomes specify the proportion of the outcome that must be achieved and/or how well the behavior must be performed (accuracy, speed, quality)?
- Are the composition, learning level and needs of the student group(s) compatible with the goals and objectives of the animal-based teaching/training?
- Is the timing of the inclusion of animals in the teaching/training suitable for the projected timing of the expected outcomes(s)?
- Is this the best learning method for the students?
- Are the criteria proposed for assessing the completed animal-based teaching/training suitable and will it contribute to optimization of this use of animals for the benefit of future student?

P5 The reviewers will complete their documentation and if they agree that the proposed use of live animals is justified and reasonable the Associate Dean will approve the detailed course outline and learning plan and indicate the approval to the course developer / professor.

P6 If the reviewers recommend changes, the Associate Dean will follow-up with the course developer / professor and provide feedback on what needs to be changed. The outline and learning plan must then be resubmitted for consideration before approval.

P7 All Decisions of the reviewers are documented in summary form and sent to the ACC Coordinator to be shared with the ACC on an annual basis.

PEDAGOGICAL MERIT REVIEW PROCESS FLOWCHART



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CCAC FAQ; Pedagogical Merit of Animal-Based Teaching and Training (2017)

PEDAGOGICAL MERIT REVIEW FORM

Sample Form

A number of elements factor into deciding if animal-based teaching or training has pedagogical merit. For the purposes of the policy, the goal of this review is to determine if the live animal model proposed by the instructor is the best learning model in support of intended learning outcomes. In other words, is the involvement of live animals essential, or can replacement alternatives, either absolute (non-animal model such as a mannequin or computer model) or relative (such as eggs, cell cultures, tissues, or animals that current expert peer advice and interpretation of scientific evidence indicate have a significantly lower potential for pain perception, such as some invertebrates), be used.

Please answer the following questions and document your conclusion. **In order to perform the review, learning outcomes, learning assessment methods, and learning activities must be provided by the instructor.**

Course Number and Name:		
Instructor(s):		
LEARNING OUTCOMES		
Are the learning outcomes:		
a. Specific: are they clearly described and do they specify the involvement of animals?	<input type="checkbox"/> YES <input type="checkbox"/> NO	If No, explain: <div></div>
b. Measurable: do they specify how well the learned behaviour must be performed (accuracy, speed, quality)?	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	If No, explain: <div></div>
c. Attainable and Realistic: are they realistically achievable, given the composition, learning level, and needs of the student group(s), and the teaching activities (what, where) proposed? Are the animal/student ratio and instructor/student ratio appropriate to achieve the learning outcomes?	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> YES <input type="checkbox"/> NO	If No, explain: <div></div>
d. Timely: is the timing of the inclusion of animals in the teaching/training suitable for the projected timing of the intended learning outcome(s)?	<input type="checkbox"/> YES <input type="checkbox"/> NO	If No, explain: <div></div>
Are there clear benefits to involving animals in this course, at this point in time in the academic curriculum, to future study or career paths?	<input type="checkbox"/> YES <input type="checkbox"/> NO	If No, explain: <div></div>
Does this course serve as a prerequisite for further study?	<input type="checkbox"/> YES <input type="checkbox"/> NO	

Are learning outcomes SMART? (See a, b, c and d above)	<input type="checkbox"/> YES <input type="checkbox"/> NO	If No, explain: <div></div>
LEARNING ASSESSMENT METHODS		
Are live animals involved in the assessment?	<input type="checkbox"/> YES <input type="checkbox"/> NO	If No, explain: <div></div>
Are the learning assessment methods clear?	<input type="checkbox"/> YES <input type="checkbox"/> NO	If No, explain: <div></div>
LEARNING ACTIVITIES		
Are the learning activities clear?	<input type="checkbox"/> YES <input type="checkbox"/> NO	If No, explain: <div></div>
CONSTRUCTIVE CURRICULUM ALIGNMENT PARADIGM (see question 7 in the CCAC frequently asked questions: Pedagogical merit of live animal-based teaching and training)		
Do learning outcomes strongly align logically with learning assessment methods, and do both align with learning activities in support of the outcomes?	<input type="checkbox"/> YES <input type="checkbox"/> NO	If No, explain: <div></div>
REPLACEMENT ALTERNATIVES		
Has the instructor made reasonable efforts to identify replacement alternatives?	<input type="checkbox"/> YES <input type="checkbox"/> NO	If No, explain: <div></div>
Which resources were consulted?	<div></div>	
BEST LEARNING MODEL AND REPLACEMENT ALTERNATIVES		
<p>Based on SMART learning outcomes, constructive curriculum alignment, and the necessity for these students to achieve stated learning outcomes at this point in their teaching/training experience, is the live animal proposed in this course the best model in support of learning outcomes, or could equivalent absolute or relative replacement alternatives be used?</p> <p> <input type="checkbox"/> BEST MODEL <input type="checkbox"/> ALTERNATIVE </p> <p>Explain choice:</p> <div></div>		
<p>If a replacement alternative would be more appropriate, provide options below:</p> <p>Absolute (e.g., computer simulation, model):</p> <div></div> <p>Relative (e.g., lower sentient live vertebrate or cephalopod, tissue, eggs, invertebrate):</p> <div></div>		

CONCLUSION

With regard to meeting learning outcomes, the proposed live animal model is:

- ☐ ESSENTIAL (has pedagogical merit)
☐ NOT ESSENTIAL (no pedagogical merit)

Reviewer name:

Date:

Please forward this form to the senior administrator responsible for pedagogical merit review, who will forward it to the instructor and the animal care committee.

St. Lawrence College Animal Use Pedagogical Merit Review Form (SLCPMR)

This form is used to provide information on the course training that will help the PMRC perform their pedagogical review assessment.

Course Name and Number	
Professor	

Learning outcomes

In point form explain the requirement for each learning outcome – PLO, accreditation specifics, curriculum alignment

Assessment methods

Briefly explain how the students will be evaluated on the knowledge or skill acquisition involving animals

Learning Activities

Clearly describe the learning activities involving the live animal model – you may attach the SOP or animal protocol. Identify how observation, capture, restraint, anesthesia, muscle preparation etc. are required.

Additional information

Please provide any additional information that you feel may assist the reviewers

AC820: Academic Accommodations for Students with Disabilities

Policy Title:	Academic Accommodations for Students with Disabilities
Policy Number:	AC820
Owner:	Director, Student Services
Approved by:	College Executive Team
Effective Date:	April 1, 2018
Reference:	Accessibility for Ontarians with Disabilities Act (2005), Ontario Human Rights Code (1990), Ontario Human Rights Commission's Guidelines on Accessible Education, (2004), Policy on Preventing Discrimination Based on Mental Health Disabilities and Addictions (2014)

Links to Other Policy:

St. Lawrence College is committed to making our resources usable by all people, whatever their abilities or disabilities. This document will be made available in alternative format upon request.

BACKGROUND

St. Lawrence College is committed to creating a welcoming, barrier-free, inclusive learning environment. This commitment applies to all aspects of learning: classroom, laboratory, online, and placement requirements, as well as attitudinal beliefs. The College affirms the rights of prospective and current students with disabilities to have equitable access to educational opportunities and, when necessary, provides appropriate academic accommodations, to the point of undue hardship.

Definitions:

Academic Accommodation (hereafter referred to only as "accommodation"):

- Educational practices, systems, and support services designed to equalize the opportunity of a person with a disability in meeting essential requirements of applying for or achieving the documented learning outcomes of a course or program
- Extends distinctly beyond a standard level of service provided for the general population
- Will be considered appropriate if it will provide an equitable opportunity to attain the same level of performance, or to enjoy the same level of educational benefits experienced by others

Interim Accommodation: An accommodation that is provided to a student who is waiting for documentation to verify a disability from a regulated health care practitioner. The period of time for which interim accommodations are provided depends on a number of factors, including the availability of health care practitioners in the community, the location of the student's health care practitioner and the time it takes for a diagnosis to be made.

Permanent Accommodation: An accommodation that is provided to a student who is expected to have functional limitations for the duration of the period of study based on documentation provided from a regulated health care practitioner.

Retroactive Accommodation: An accommodation that is provided to a student after an evaluation has taken place or a course is completed, as the result of identified functional limitations that existed at the time of the evaluation of which the student was previously unaware or that interfered with their ability to follow typical processes and procedures.

Temporary Accommodation: An accommodation that is provided to a student who has functional limitations for a limited period of time based on assessment and/or the documentation provided from a regulated health care practitioner, as required by Counselling & AccessAbility Services

Disability: As defined by the Accessibility for Ontarians with Disabilities Act (2005) and the Ontario Human Rights Code (1990), a disability is:

- a) Any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness
- b) A condition of mental impairment or a developmental disability
- c) A learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language
- d) A mental disorder, or
- e) An injury or disability for which benefits were claimed or received under the insurance plan established under the Workplace Safety and Insurance Act (1997).

Functional Limitations: identified area(s) of challenge, caused by a disability that may affect academic performance and are used to identify appropriate accommodations

Undue Hardship: Under the Ontario Human Rights Code (1990), the College, as a post-secondary educational institution, is required to accommodate students with disabilities to the point of undue hardship. In the test for undue hardship, three considerations apply:

- i. The cost of providing the accommodation;
- ii. The availability of outside sources of funding, if any; and
- iii. Health and safety requirements, if applicable.

The onus of proof to demonstrate undue hardship is the responsibility of the College and not the student requesting accommodation. Inconvenience, faculty and student morale, third party preferences, and collective agreements are not relevant in the test of undue hardship.

Purpose:

To outline definitions, responsibilities, and procedures that apply to the provision of academic accommodations for prospective and current students with disabilities that complies with the requirements of all relevant legislation.

Scope:

This policy applies to all qualified prospective and current students who self-identify as having a disability and are registered with Counselling & AccessAbility Services. It applies to all full-time or part-time programs/courses, in the classroom, laboratory, online, and/or on placement

POLICY STATEMENTS**Guiding Principles:**

1. The College is committed to creating an accessible learning environment and strives to eliminate attitudinal, academic, and physical barriers that hinder the academic success of students with disabilities.
2. The College is committed to treating all students with dignity and respect and promoting their full participation and inclusion within the College learning community.
3. The College affirms that academic accommodations for students with documented disabilities are a right, not a privilege
4. The College further affirms its commitment to the following principles:
 - Dignity – Treating students with disabilities as valued and as deserving of effective service as any other student, and ensuring they are free from the control or influence of others and permitted to make their own choices.
 - Individualization – Ensuring that each student with a disability is treated as a unique individual with unique accommodation needs.
 - Inclusion – Ensuring students with disabilities are provided with opportunities to benefit fully from the same services, provided in the same place and in the same or similar manner as all other students.
 - Full Participation – Ensuring that students with disabilities have the same or similar choices, options, and benefits as all other students

Policy Statements:

1. Students with disabilities are encouraged to self-identify with St. Lawrence College's Counselling & AccessAbility Services as early as possible to allow for the development and implementation of appropriate academic accommodations in a timely manner
2. In accordance with the Ontario Human Rights Commission, students are not required to provide a diagnosis to receive academic accommodations or other support services. Please note that there may be external funding sources that require the provision of a diagnosis
3. The academic accommodation process is an internal one; information about accommodations provided to students with disabilities does not appear on any official document provided by the College, such as the credential achieved (e.g. certificate, diploma, degree), transcripts, grade reports, recommendations for scholarships, agency bursaries, or references to other post-secondary institutions

4. The duty to accommodate does not require the College to fundamentally alter admission standards or essential program outcome requirements. To graduate with an academic credential from St. Lawrence College, all students must meet the academic standards set by the College
5. Academic accommodations do not alter the need for students to demonstrate essential skills and abilities, however, the manner in which they are demonstrated may be altered
6. Students with disabilities must meet all documented course learning outcomes and program requirements, which in some cases limits the types of accommodations that can be provided by the College to a student with a documented disability
7. In some circumstances, the functional limitations experienced by a student with a disability, or the related accommodations, may represent a potential risk to the health and safety of others. The College has an obligation to consider the health and safety of all students, College staff, and members of the public in assessing what accommodations can be provided to a student

Responsibilities:

Responsibilities of the Student:

- Register with Counselling and AccessAbility Services to request accommodations. Since all accommodation planning is individualized and collaborative, advance notice is important to allow for the development and implementation of appropriate academic accommodations in a timely manner
- Inform Counsellor/AccessAbility Advisor if placement accommodations are also being requested
- Meaningfully collaborate with the College at all steps of the accommodation process. Where a student does not collaborate with the College, for example, by not providing additional documentation from a regulated health care practitioner, the College may be unable to provide or continue to provide appropriate accommodations to the student
- Provide the necessary documentation from a regulated health care practitioner that verifies that the student has a disability and outlines the functional limitations associated with the disability. If needed, the College provides a form for this purpose (see Specific Links)
- Initiate discussions about accommodation needs with Counselling and AccessAbility Services staff members, and, with consent, faculty as needed, for academic accommodations
- Similarly, initiate discussions with Counselling and AccessAbility Services staff members, and, with consent, Program Coordinator or designate, for placement based accommodations
- Contact Counselling and AccessAbility Services immediately if a concern arises about the implementation of an accommodation.
- Seek guidance from Counselling and AccessAbility Services regarding possible appeal options if an accommodation concern is not resolved informally
- If requested by the College, participate in meetings with a view to developing the most appropriate accommodations that meet the student's accommodation needs, as well as the requirements of the program
- Provide updated documentation as requested by Counselling & AccessAbility Services.

- Notify Counselling & AccessAbility Services when the student would like the Accommodation Letter revised and/or renewed
- For students requiring placement accommodations, provide Worksite Placement Supervisor with copy of Placement Accommodation Letter

Responsibilities of Counselling and AccessAbility Services:

- Act as the primary support hub for students with disabilities. Provide information about the accommodation process and available support services
- Meaningfully consider all requests for accommodations (interim, permanent, retroactive, and temporary)
- Request and review documentation to support accommodation needs, as per College requirements
- Assess the student's need for accommodation based on supporting documentation of functional limitations and strengths, on input from the student, and on professional judgement. Similarly, these same criteria will be used to determine the type of accommodation (interim, permanent, retroactive, or temporary)
- Provide eligible students with an Accommodation Letter outlining the accommodation plan. Forward Accommodation Letters to faculty unless otherwise directed by the student
- For students requiring placement accommodations, provide student with a Placement Accommodation Letter. Forward Placement Accommodation Letter to College Placement Supervisor or designate unless otherwise directed by the student
- Facilitate access to specialized accessibility services, funding options, and other internal and external resources
- Act as a resource to faculty members on accommodation issues. Respond to faculty members' accommodation questions and address any concerns.
- Liaise with faculty members, administrators, Program Coordinators, and (if applicable) College Faculty Placement Supervisors, as needed. When it is identified that an accommodation interferes with a stated essential learning outcome, work towards an alternative accommodation (when possible) that is agreeable to all parties.
- Provide formal appeal information and support to students when informal negotiations fail to meet accommodation needs.
- Protect each student's right to privacy and confidentiality, including securely storing and maintaining students' disability-related information.

Responsibilities of College Faculty & Staff:

- Advise students of accommodation support services and how they can be accessed.
- Accept requests for accommodation in good faith and without prejudice. Recognize that the academic accommodation process is a right for students with disabilities, and that the College is legally required to accommodate to the point of undue hardship.

- Include information regarding students rights to accommodations on all course outlines, all placement-related course outlines and program placement handbooks
- Accommodate students with disabilities in accordance with the Accommodation Letter unless an accommodation interferes with a stated essential learning outcome, in which case, contact Counselling and AccessAbility Services immediately and participate in designing an alternative accommodation that is suitable to all parties, when possible.
- As needed, work collaboratively with students, Counselling and Accessibility Services staff, other college faculty and/or staff, placement sites and/or external partners to determine appropriate accommodations that meet essential academic and placement requirements and standards, and protect the dignity of the student
- Respect each student's right to privacy; do not ask students to provide information about the nature of their disability
- Respect each student's right to confidentiality; keep accommodation-related information secure and do not share this information with others without consent from the student

MONITORING

All areas of the College are accountable for ensuring that the principles of accessibility and equity outlined in this policy are upheld. However, it is the responsibility of the Vice-President of Student Services and Human Resources to ensure that this policy is reviewed every three years, and more often if required, to ensure adherence to developing law.

POLICY REVISION DATE

April 1, 2023

SPECIFIC LINKS

Appendix A: Procedure for Academic Accommodations for Students with Disabilities

Confirmation of Disability Form (via link to Counselling & AccessAbility Services webpage – under development)

APPENDIX A

Procedure for Academic Accommodations for Students with Disabilities

The following procedure is based on the policy entitled Academic Accommodations for Students with Disabilities and outlines the accommodation process. It is part of the College's commitment to accessibility and equity, and complies with the Ontario Human Rights Code (1990), the Ontario Human Rights Commission's Guidelines on Accessible Education, (2004), and the Policy on Preventing Discrimination Based on Mental Health Disabilities and Addictions (2014).

1.0 Intake Procedure

- The College meaningfully considers each request for accommodation on an individual basis.
- The type of accommodation (interim, permanent, retroactive, or temporary) provided is based on:
 - i. the documentation provided
 - ii. the student's report of functional limitations in the post-secondary academic environment and during past learning situations
 - iii. Counsellor/AccessAbility Advisor expertise
 - iv. the student's program of study
- The student must provide all required and relevant information necessary to assist the College in assessing request for accommodations, including but not limited to, reports from a regulated health professional identifying student's functional limitations in a post-secondary educational setting
- The student's disability documentation from a regulated health professional will be reviewed by the Counsellor/Accessibility Advisor
- The Counsellor/Accessibility Advisor may, if needed, contact the Program Coordinator or designate for input into developing appropriate classroom, laboratory, and/or online accommodations; such communication only occurs with explicit consent by the student
- If the student does not provide consent to Counselling & AccessAbility Services to communicate on their behalf, the student assumes the responsibility of communicating their accommodation needs, using the Letter of Accommodation, to all relevant parties
- Where a student develops a disability during the program of study and requires academic accommodation, the student should be referred to Counselling and AccessAbility Services for assistance
- When there is difficulty in meeting the accommodation needs of the student, with the student's consent, the College may convene a meeting comprised of the Counsellor/Accessibility Advisor, faculty members, other College staff, and/or external service providers as needed
- Additional documentation from specialized health care practitioners may also be requested to support the design of the accommodation plan
- As needed, students may be referred to specialized accessibility services, funding options, and other internal and external resources

2.0 Procedures Specific to Accommodations for Classroom, Laboratory, and/or Online Courses

- Upon completion of the accommodation plan, the Counsellor/Accessibility Advisor prepares the student's Accommodation Letter and emails it to the student and all relevant faculty, unless otherwise directed by the student
- The purpose of the Accommodation Letter is:
 - i. to inform faculty members and other individuals who facilitate the implementation of accommodations of the accommodations to which the student is entitled
 - ii. to foster a collaborative approach between Counselling and AccessAbility Services, faculty members, and other individuals who facilitate the implementation of accommodations

- iii. to inform faculty members and other individuals who facilitate the implementation of accommodations of the College's legal responsibility to accommodate students with disabilities
- When a concern arises in relation to an accommodation, faculty members are encouraged to contact Counselling and AccessAbility Services immediately with the view of finding an alternative accommodation that meets the needs of all parties.

3.0 Health and Safety

In circumstances where health and safety concerns are present, all feasible accommodation possibilities will be explored. The student may be asked to provide additional documentation from regulated health care practitioners to aid in designing accommodations that meet health and safety requirements, and requirements of the program.

4.0 Procedures Specific to Placement Accommodations

- Students must inform Counselling and AccessAbility Services if placement accommodations are being requested and all requests will be meaningfully considered
- The Counsellor/AccessAbility Advisor may, if needed and with the student's explicit consent, contact the Program Coordinator or designate for input into developing appropriate placement accommodations
- It is understood that the Program Coordinator or designate is the expert in determining the essential placement requirements for their specific program
- The Program Coordinator or designate may make recommendations for specific placement sites that would best accommodate the student's needs
- Upon completion of the accommodation plan, the Counsellor/Accessibility Advisor prepares the student's Placement Accommodation Letter and emails it to the student and their College Placement Supervisor, unless otherwise directed by the student
- The student is responsible for sharing the Placement Accommodation Letter with the Worksite Placement Supervisor
- The purpose of the Placement Accommodation Letter is:
 - i. to provide the student with a communication document that can be shared with the Worksite Placement Supervisor at the beginning of the placement experience
 - ii. to provide a structured, strengths-based approach to gaining accommodations in placement
 - iii. to foster a collaborative approach between Counselling and AccessAbility Services and academic program areas for addressing the student's placement accommodation needs
- When a concern arises in relation to a placement accommodation, students and/or College Placement Supervisors are encouraged to contact Counselling and AccessAbility Services immediately with the view of finding an alternative accommodation that meets the needs of all parties
- The College has an obligation to consider the health and safety of placement staff and members of the public.
- In the case of placement, if health and safety risks cannot be prevented or minimized to a reasonable level, a student's placement might need to be reassigned.

Acknowledgements

We gratefully acknowledge the following institutions whose related policies were reviewed in the development of this document: Fanshawe College of Applied Arts and Technology, Mohawk College of Applied Arts and Technology, Niagara College, University of Alberta, Faculty of Education Placement Accommodations for Students with Disabilities.

AC830: Student Code of Conduct

Policy Title:	Student Code of Conduct
Policy Number:	AC830
Owner:	Vice President Student Affairs
Approved by:	College Executive Team
Effective Date:	September 1, 2020
Reference:	Sexual Violence Policy
Links to Other Policy:	Workplace Harassment & Violence Policy Complaint Policy

St. Lawrence College is committed to making our resources usable by all people, whatever their abilities or disabilities. This document will be made available in alternative format upon request.

BACKGROUND

Definitions:

Appeal: the process whereby students challenge an outcome resulting from an applicable policy or procedure at St. Lawrence College.

Balance of Probabilities: the standard is met if the proposition is more likely to be true than not true. Effectively, the standard is satisfied if there is greater than 50 per cent chance that the proposition is true. Simply stated as "more probable than not", this is the standard that must be met in order to demonstrate that there has been a contravention of this policy.

Behavioural contract - an agreement, signed by the student that specifies conditions which a student must meet and adhere to in order to remain in, or return to, class, placement, or a College approved activity.

Complainant: the person initiating the complaint, where applicable.

Conduct probation – specific conditions a student must adhere to in order to remain in class, placement or a College approved activity; can be issued in place of a behavioural contract if a student refuses to sign a contract.

De-registration: removal from one or more courses.

Expulsion – an order that immediately terminates a student's contractual relationship with the College resulting in: removal from all programs, courses and activities and assignment of failing grades in all active courses; no fee refunds for current term; removal from Residence with no refunds for current term.

Interim Measures: a decision, often involving immediate removal of a community member, that is employed to protect the community while a full investigation can take place.

Intoxication – generally defined as when a person, due to drinking alcohol or using substances: is unable to care for themselves; is dangerous to themselves or others; is causing a disturbance; and/or refuses to respond to requests from a college official.

Long-term suspension - an order suspending a student from participation in all or specified College activities for a period beyond 5 business days. Typically, except for Residence students, suspension entails a ban from College property. Residence students have specified limited access to College property.

Loss of privileges – loss of specified privileges to access or use College facilities and services for a designated period of time.

No trespass notice – a notice under the Trespass to Property Act advising a student or former student that they must not trespass on College property.

Procedural Fairness: the process that ensures that an individual who is alleged to be in violation of the Code is given fair consideration in the determination of responsibility.

Prohibition – an order that prohibits former students who breached the Code from participating in all College programs, courses and activities.

Restitution order – an order requiring a student to compensate another College community member, or any other affected party, for loss or damage to property.

Short-term suspension – an order suspending a student from participation in all or specified College activities for a period of 1 to 5 business days. Typically, except for Residence students, suspension entails a ban from College property. Residence students have specified limited access to College property.

Support Person: an individual that may attend any meetings, including those associated with the investigation, hearing or appeal, in order to provide personal support to an individual. The support person may not speak on behalf of the student, but may offer support and guidance to the student in the presentation of his or her case.

Suspension: a sanction that can remove all academic and non-academic rights of a student in either i) Short term (1-5 days); or ii) Long term (more than 5 days)

Verbal warning– warning provided by a College official notifying student of violation of Code of Conduct, usually used for minor infractions.

Vexatious Complaint: a complaint which is intended to harm the reputation or success of an individual, which is not based in truth.

Written warning – written notice to a student that they have violated the Code of Conduct, typically outlining that further incidents may result in Code sanctions.

Purpose:

The College believes all members of the College community have the right to study or work in an environment

that is safe, secure and supportive. The College expects students act in a manner that respects the rights, safety and wellbeing of other students, College employees, and College property. The Student Code of Conduct policy defines the general standard of conduct expected of students, provides examples of conduct that may be subject to disciplinary action by the College and outlines potential disciplinary sanctions that may be imposed as a result of violation of this Code of Conduct. It also provides a framework to resolve issues when this code is violated and informal resolution is not possible.

Scope:

Each student, upon enrolment in the College, is governed by the rules and regulations of the College, including the Student Code of Conduct ("the Code"). Students are expected to conduct themselves in a manner consistent with the educational objectives of the College in accordance with generally accepted standards of behavior, and in accordance with published College policies. The Code applies to conduct that: takes place on college property; takes place in the context of online or distance learning; occurs during field placements or other work placements; takes place when students are representing the College during activities off campus; takes place off campus but adversely affects the rights of a member of the College community to use and enjoy the College's learning and working environment or adversely affects the health and safety of a College community member; and/or occurs during College sanctioned activities which may be related to student committees, clubs, boards, councils and associations.

Incidents occurring off campus which have no or little likelihood of any impact on the environment at the College would be pursued by individuals through the regular external processes. Any student who violates any section of the Criminal Code of Canada or any other federal, provincial, municipal statute, College policy or regulations while on College property or at a College activity is subject to this policy.

Students who wish to make reports regarding sexual violence should refer to College Policy CR306, Sexual Violence Policy.

Any student who has a complaint about their program of study, academic concerns, or regarding College staff, should refer to the Complaint Policy.

POLICY STATEMENTS

1. STUDENT RIGHTS

As with all other individuals in Ontario, students at St. Lawrence College enjoy rights under both the Ontario Human Rights Code and the Canadian Charter of Rights and Freedoms, and Accessibility for Ontarians with Disabilities Act. St. Lawrence College is subject to these statutes and supports the students' right to legitimately and appropriately exercise these rights and freedoms. The extent of a right or freedom may reasonably vary with the circumstances, so that an exercise of a right which may be appropriate in a public place, may not be appropriate at an educational institution. All students have the right to a safe environment that is free from harassment or reprisals.

To that end, the College supports the following rights of students:

- a) to express themselves individually or as part of a group, except where the exercise of such rights is prohibited under this Code or other College policies, under the Ontario Human Rights Code, or under municipal, provincial, or federal law

- b) to be free from discrimination and harassment on the basis of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, gender identification, sexual orientation, age, marital status, family status and disability. Complaints of gender-based harassment may be addressed under the Sexual Violence Policy or under the College policy on Harassment, Discrimination and Bullying
- c) To be treated with respect and dignity by all College employees,
- d) to make reasonable complaints and/or to participate in College proceedings without fear or threat of reprisal
- e) to use as intended, College facilities and equipment
- f) to have a safe and positive learning environment
- g) to be informed of, and be able to respond to, allegations of unacceptable behaviour or any conduct for which sanctions may be imposed, following the principles of procedural fairness.
- h) to appeal, subject to the Code of Conduct , any decision/sanction taken or imposed by the College as a result of a formal process. For all other College appeals refer to the particular policy for procedures.

2. STUDENT RESPONSIBILITIES

Students' responsibilities include, but are not necessarily limited to:

- a) to uphold the laws of the land, the Ontario Human Rights Code and College policies. Examples of behaviours that breach the laws, codes and College policies include but are not limited to: vandalism; trespassing, possession or use of a weapon, firearm, explosives, or incendiary devices; possession or consumption of, or dealing in, illegal drugs; smoking of legal substances outside designated areas; theft of College or private property including intellectual property; harassment; disorderly or indecent conduct; sexual harassment; discrimination (including racial discrimination)
- b) to behave in a manner that is consistent with an environment that is free from discrimination, harassment or hate and to refrain from any conduct which infringes on the rights of others
- c) to comply with the directions of any College employee who is acting in the proper performance of his/her duties
- d) to refrain from uttering threats or acting against a person's physical or mental wellbeing that endangers or threatens to endanger the safety, health, life, dignity or freedom of any person. Examples of behaviours that breach this standard include but are not limited to: assault, verbal and non-verbal aggression, physical abuse, intimidation, stalking or hazing.
- e) to refrain from using information and communication technologies, such as email, cell phones, text or instant messaging, social media, AirDrop technology (Bluetooth messaging) and websites to engage in deliberate, repeated and/or hostile behaviour that has a negative impact on another person's dignity, causes harm or makes a person feel unsafe.

- f) to refrain from making statements or actions that are known, or ought reasonably be known to be unwelcome or damaging to another member of the college community, the institution, or its agencies. These statements and actions include those that are written, spoken or electronic.
- g) to refrain from bringing unfounded complaints with malicious, frivolous, or vexatious intent against another member of the College community.
- h) to be honest in all academic and College matters. This includes but is not limited to: not presenting false identification or misrepresenting oneself; falsifying, fabricating or in any way modifying, either through omission or commission, a document to the College or to a program including submission of an academic credential such as a transcript, diploma, letter of recommendation, a physician's letter/form or any other document used in support of an academic application, record, petition/appeal or endeavour (issues related to academic integrity are dealt with under the Colleges' Academic Integrity Policy).
- i) to refrain from engaging in activities that obstructs or disrupts College activities, or impedes the educational objectives of the College. This includes but is not limited to: making or causing excessive noise; setting off false fire alarms; bomb threats; blocking exit routes.
- j) to refrain from activities that may cause damage to property that is not the student's own.
- k) to refrain from entry on College premises, or from engaging in any College activity, while in a state of intoxication, or while under the influence of any substance, or while in possession of any substance prohibited by the Controlled Drugs and Substances Act.
- l) to refrain from taking or using property that is not the student's own or that the student is not authorized to take or use.
- m) to refrain from entering or attempting to enter closed College facilities.
- n) to exit College facilities when asked to do so by College officials
- o) to participate in an investigation brought about under this policy when requested to do so. This includes but is not limited to attending meetings or hearings regarding alleged breaches to this Code, and to abide by decisions that result from these processes.

3. APPLICATION

This Code applies to all students registered at St. Lawrence College in full-time, part-time, and online courses and is used to regulate student conduct and discipline arising in non-academic contexts.

- a) The conduct provisions of the Code apply to:
 - actions on property within the physical boundaries of the College, including College residences.
 - actions in College owned or controlled property, including College vehicles being used for traveling between study locations.
 - actions on the internet directed at college community members.

- use of communication and information technologies, on and off campus, which are directed at college community members.
- actions on student placement sites.
- actions at events off-campus that are readily identifiable with the College or any part of it.
- actions off campus against other college community members.

4. INTERIM MEASURES

Should the Office of the Student Rights and Responsibilities Officer, in conjunction with the Associate Director, Safety and Security and/or the Behavioural Intervention Team, deem student conduct to pose an immediate, ongoing or possible risk to a community member, an official from these areas, acting within the scope of their position, may impose interim measures. Interim measures are taken in an effort to protect the safety and wellbeing of community members, including the respondent, and can include a ban from campus property, removal from on-campus housing, and/or other necessary restrictions prior to the completion of an investigation. Interim measures are preliminary in nature and are generally in effect only until an investigation or hearing has been completed. The introduction of interim measures does not imply a finding of "responsible".

5. SANCTIONS

The College may impose one or more disciplinary sanctions where a Student has been found to have breached the Code. Penalties imposed for misconduct will be appropriate to the nature and seriousness of the offence and will consider the student's offence history. Sanctions may be issued by the College's Student Rights and Responsibilities Officer and/or the Office of the Director – Wellness, Accessibility & Student Success. Sanctions may include:

- verbal warning and/or temporary dismissal
- written warning (for minor conduct offences)
- behavioural contract
- conduct probation
- educational/professional development sanction
- de-registration
- loss of privileges
- restitution order
- short-term suspension (1 to 5 days)
- long-term suspension (>5 days)
- investigative suspension order
- expulsion
- prohibition
- no trespass notice

Each of the listed sanctions may have specific conditions tied to them which a student will be required to satisfy. Expulsion from the College requires consultation with the Senior Vice-President, Academic.

Disregard for sanctions, or failure to meet conditions of any sanctions, may result in additional sanctions.

6. CONFIDENTIALITY

The highest degree of confidentiality possible will be maintained for complaints and investigations under this policy, with regard to the circumstances surrounding the complaint and subject to any legal obligations the College may face related to a complaint.

Parties and witnesses involved in a complaint or investigation are expected to keep any related information discussed confidential. Unwarranted breaches of confidentiality will result in disciplinary action or sanctions.

Any findings, sanctions issued or ongoing case management of incidents will be kept confidential to the Office of the Student Rights and Responsibilities Officer, Director – Wellness, Accessibility & Student Success, except to the extent necessary to implement and/or defend related decisions, or as required by law.

7. REPRISAL

The College prohibits reprisal or threat of reprisal against any individuals who exercise their rights under this policy or who participate in any proceedings related to this policy. Individuals who violate these provisions shall be subject to discipline or other corrective action.

8. APPEALS

Appeals of sanction decisions may be made within 10 business days to the Vice-President, Student Affairs. Grounds for appeal are limited to:

- a substantial procedural error was committed
- sanctions imposed are patently unreasonable or substantially disproportionate to the circumstances or offence.

MONITORING

Enter Text

POLICY REVISION DATE

September 2023

SPECIFIC LINKS

Enter Text

APPENDIX A AND ATTACHMENTS

Enter Text (see note for information)

Student Code of Conduct – Procedures

P.1 Incident Reporting Structure

P.2 Complaints may be lodged by any member of the St. Lawrence College community about a St. Lawrence College student. Complaints can be filed with any college official, but will be directed to the Student Rights and Responsibilities Officer (SRRO).

P.3 All college community members have a responsibility to utilize informal resolution pathways, when possible, before requesting that a formal investigation proceed.

P.4 Once the SRRO receives the initial complaint, they will initiate a fact-finding meeting with the complainant to discuss the incident or behaviour alleged to have been in breach of the Student Code of Conduct.

P.5 A student complaint against another student will be considered based on all applicable institutional codes, including the Student Code of Conduct.

Investigations

P.6 If a determination is made that an investigation is required, the SRRO will initiate the process by determining who are the respondent(s) and witnesses. The SRRO will initiate a meeting with the respondent informing them of the purpose of the meeting, the nature of the complaint and that they have a right to a support person at the meeting. The respondent will be given the opportunity to respond to information presented in the meeting, if new information is provided after the initial meeting, the respondent will have an opportunity to respond to it later in the investigative process.

P.7 If the respondent fails to attend any requested meetings, and/or refuses to participate in an investigation, they will be notified in writing that a decision will be made based on the available information without the respondent's input.

P.8 Proper investigation of a complaint may require the disclosure of the identity of the complainant to the respondent, the witnesses, or third parties. In some cases, if disclosure is denied, an investigation may not be able to proceed.

P.9 Investigations involving potential threats of harm to self, others, or to the broader College community may involve the College's Behavioural Intervention Team and/or Safety and Security.

P.10 Should the SRRO, Safety and Security, or an Academic Administrator deem the student conduct poses an immediate, ongoing or possible risk to the College community, or to the respondent, an interim measure may be imposed. Interim measures may include a ban from College property, removal from College Residence, and/or other necessary restrictions prior to the completion of an investigation. Interim measures are preliminary in nature and are generally in effect only until an investigation has been completed.

P. 10 Investigations may be denied or may be deferred under the following circumstances: informal resolution pathways are appropriate and have not yet been attempted; lack of clarity about the nature of the complaint; concern for the safety, well-being, employment or academic status of the parties involved; criminal proceedings; or if the complaint appears to be unclear, unfounded, vexatious, or made in bad faith.

P.11 The investigation shall normally be completed within 30 business days of having received the complaint.

P. 12 After completing the investigation, the SRRO, in conjunction with the Director – Wellness, Accessibility & Student Success, shall either:

I.) dismiss the complaint

II.) determine that non-academic misconduct occurred, and impose a sanction

III.) attempt to mediate, with the complainant and the respondent (and their advisor/support person) a settlement of the dispute. If a mediated settlement is not reached, the Director – Wellness, Accessibility & Student Success, will choose either (i) or (ii) above.

P. 13 Upon a finding of a breach of the Student Code of Conduct and when imposing a sanction, the SRRO shall take into consideration: the nature and scope of the breach; whether there was intent; the context in which it occurred; the student's first hand account of the situation; whether this was a first breach; and any other relevant factors.

P.14 The College's SRRO and/or the Office of the Director – Wellness, Accessibility & Student Success shall seek opportunities to use a restorative justice approach wherever possible.

P. 15 The SRRO shall inform the respondent of the decision and their right of appeal and the process to be followed. Any appeals must be launched within 10 business days to the Vice-President, Student Affairs.

P.16 Multiple Proceedings

In some instances the actions of a student may intersect or violate more than one College policy. Where multiple policies apply, those responsible for initiating the processes will confer to determine which process should be applied, which takes precedence and whether engaging multiple procedures is warranted.

P. 18 APPEAL PROCEDURES

The notice of appeal submission to the Vice-President, Student Affairs must include:

- The reason or grounds for the appeal;
- Any documents in support of the appeal;
- Names of any witnesses the student wishes to have in attendance;
- Identification of the type of resolution sought.

The appeal hearing will be scheduled within ten (10) business days of submission of the appeal documentation. The respondent, Vice President, Student Affairs and the Director – Wellness, Accessibility & Student Success and/or the Student Rights and Responsibilities Officer will attend the appeal. The respondent will present their appeal and any supporting documentation. The Director – Wellness, Accessibility & Student Success and/or the Student Rights and Responsibilities Officer will present their rationale related to the sanctions imposed, and any supporting documentation, if appropriate.

The Vice-President, Student Affairs, may choose to conduct these meetings together or separately.

The Vice President, Student Affairs will render a final, and binding written decision within five (5) working days of the appeal hearing and provide a copy of the decision to the respondent and the Director, Student Services.

AC831: Academic Integrity Policy [rev. 2020-2021]

Policy Title:	Academic Integrity Policy
Policy Number:	AC831
Owner:	Senior Vice-President - Academic
Approved by:	College Executive Team
Effective Date:	September 1, 2018
Reference:	Research Integrity Policy Student Code of Conduct
Links to Other Policy:	Academic Appeal Policy Acceptable Use Policy Copyright Policy

St. Lawrence College is committed to making our resources usable by all people, whatever their abilities or disabilities. This document will be made available in alternative format upon request.

BACKGROUND

Definitions:

Academic Integrity: The upholding of the fundamental values of honesty, trust, fairness, respect, and responsibility in the performance of all academic activities. Ethical conduct in teaching, learning and research according to the conventions of academic integrity builds credibility, trust, and respect for all students, staff and the college as a whole.

Academic Misconduct: Any action taken to obtain unfair academic advantage or credit for self or other(s). Academic misconduct undermines the Western based principles and values of academic integrity and can take many forms, including but not limited to the following examples:

Cheating – includes, but is not limited to: the use or possession of an unauthorized aid(s) during any form of evaluation; giving or receiving any unauthorized assistance in any evaluation; collaborating on work when instructed to work independently; providing others with information or material for tests or assignments that would provide them an unfair advantage in a test or assignment; re-submitting work that was submitted and graded for another course/credit without explicit permission of the faculty involved.

Copyright Infringement – failure to comply with the laws regarding copyright, trademark and licensing agreements pertaining to the use of print materials, software, databases, etc. and/or failure to comply with the College's copyright policy.

Fabrication or Misrepresentation of research – improper research practice such as dishonest reporting of results; using research results of others without permission or acknowledgement; misrepresentation or selective reporting of research results or methods used.

Forging or Falsification of Information– forging, altering, falsifying or misrepresenting any document or electronic communication including an academic record, academic credential/qualification, medical note, letter of recommendation, etc. Changing or altering the work, lab data or grade(s) of another student, or changing grades or answers on an evaluation for purpose of regrading. This includes providing false or misleading materials to meet Admissions requirements.

Impersonation – misrepresentation of one’s identity through taking a test or assessment for another person or allowing someone to take a test or assessment for you.

Intentionally damaging the work of another – destroying or altering the work of another individual/group including the destruction, damage, theft, disposal or holding/hiding of library resources.

Plagiarism – is the misrepresentation of someone’s work as one’s own including words, images, ideas, designs, phrases, computer code or computations. Specific examples may include but are not limited to:

- Submitting as your own, work in-whole or in-part, which was completed by someone else
- Providing someone else with work in-whole or in-part, which they submit as their own
- Submitting any work copied, in whole or in part, from another source, such as the internet, journal articles or books without reference to the original author or source
- Allowing another student to do your lab work, assignment or field work for you
- Submitting work with misleading references, fabricated references, or data that do not reflect the sources you actually used
- Not giving credit for work that was done collaboratively

Procurement – buying, selling, and/or otherwise assisting to obtain a test, report, essay, assignment or other academic work for submission. Obtaining, distributing, receiving or sharing of test/exam questions in advance of its administration without permission from the professor

Support Person—a person who attends a college meeting with a student, functioning as an observer, at the student’s request. Support persons are not entitled to speak on behalf of the student.

Purpose

The purpose of this policy is to:

1. Protect the integrity and reputation of St. Lawrence College’s academic credentials by ensuring that grades accurately reflect actual student work.
2. Outline the responsibility of every member of the college community to be familiar with the policies, procedures and expectations to uphold academic integrity and conduct themselves in an honest and trustworthy manner.
3. Foster a culture of academic integrity through education, trust and respect.
4. Identify that academic misconduct will be taken very seriously and clarify the disciplinary action that will be taken in response to acts of academic misconduct.

Scope:

This policy applies to all members of the St. Lawrence College community including applicants, students and employees and includes all activities and interactions related to any academic environments including classes, labs, online, library and test centers, placement/co-op/clinical work, research and learning management system. The policy also applies to all students of the Laurentian University programs offered at St. Lawrence College up to the point of suspension or expulsion, at which point the policies of Laurentian are followed.

POLICY STATEMENTS

1. All members of the St. Lawrence College community are responsible for upholding the highest standards of academic integrity. Individuals and groups must act to uphold the values of fairness, honesty, trust, respect and responsibility. This includes being vigilant regarding their respective roles and responsibilities when academic misconduct occurs.
2. The College recognizes that the concepts of academic integrity vary across different cultures and it will make available training on Western definitions and concepts of academic integrity which students are expected to follow. The College is committed to supporting students to develop acceptable standards of academic integrity as part of the fundamental aspects of the learning process. In turn, students are expected to only claim credit for their own ideas, writing, projects and creations. Students will give due recognition when using the work of others and will not attempt to gain unfair academic advantage in any graded or ungraded academic work.

3. The College is committed to supporting faculty to teach and promote acceptable standards of academic integrity by providing training and resources to teach skills and reduce the opportunities for academic misconduct to occur in written work, tests and other forms of evaluations. Faculty members are encouraged to make efforts to limit opportunities for academic misconduct and to be vigilant and responsive to any signs of possible misconduct and respond in accordance with this policy and the related procedures.
4. Suspected incidents of academic misconduct by any student (or applicant) will be investigated thoroughly and resolved in accordance with principles of procedural fairness. Specifically, anyone accused of misconduct has a right to (1) know the details of the case against them; (2) have the fair opportunity to be heard and respond to the allegations; (3) bring a support person to meetings; and (4) receive a written summary of the decision.
5. Confirmed incidents of academic misconduct will be subject to applicable sanctions that will be applied in accordance with the severity and frequency of the offence as per this policy's corresponding procedures.
6. The Academic Integrity Policy is available widely and communicated to students in a number of different ways. A lack of awareness of the Academic Integrity Policy and/or procedure is not an acceptable explanation for misconduct.
7. To support academic integrity and honesty at St. Lawrence College all work submitted by students may be reviewed for authenticity and originality utilizing software tools and/or third party services. In submitting their work, students consent to their submission undergoing such review and being retained in a database.

MONITORING

Enter Text

POLICY REVISION DATE

September 2023

SPECIFIC LINKS

Enter Text

APPENDIX A AND ATTACHMENTS

Procedures:

1. Faculty identifies or is informed of a possible academic misconduct and communicates via email with the student that an academic offence incident has likely occurred. This email will invite the student to meet to discuss the situation. This email should be sent within three days of discovering the potential infraction.
2. The student has three business days to respond from the date the faculty communication was sent. If the student fails to respond or refuses to meet, the faculty member will forward the material to the Associate/Campus Dean, as outlined in Point 5.
3. The faculty member meets with the student to discuss the incident. This conversation should include an explanation of why this incident appears to involve misconduct. As well, the faculty member will advise the student of the proposed sanction and the outcome.
4. If the faculty member determines that there has been no intentional or deliberate misconduct, the matter is dismissed and the meeting serves as an advisement to the student.
5. If the faculty member determines that academic misconduct has occurred, the faculty member electronically completes the Academic Misconduct Report Form including contextual information and a proposed sanction (i.e. Additional Information). The faculty member will also assign a temporary grade, as per the proposed sanction, subject to review by the Associate/Campus Dean. The faculty member emails the form to the Associate/Campus Dean. This temporary grade cannot be appealed until the Academic Misconduct review process has been completed.
6. The Associate/Campus Dean reviews the materials submitted by the professor to determine misconduct. In the case of misconduct, the Associate/Campus Dean electronically completes Part I of the Academic Misconduct Form and emails it to the Registrar's Office to review for an offence history. If no misconduct, the Associate/Campus Dean will review the temporary grade and make changes, as necessary.
7. The Registrar's Office reviews the student's record, identifies any offence history, and provides any details of previous offences (including sanctions given) on Part II of the form. This form is returned to the Associate/Campus Dean for completion.
8. The Associate/Campus Dean reviews the offence history and determines the applicable sanction. The Associate/Campus Dean invites the student to meet to discuss the offence and the outcome. If the student brings new information to that meeting, the Associate/Campus Dean can revise the outcome and/or investigate further, as needed. If the student declines a meeting, the Associate/Campus Dean can consider the matter closed and move on to Point 9.
9. The Associate/Campus Dean completes Part III of the report, digitally signing and emailing copies to the student, the faculty member, and the Registrar's Office.

P1 Immediate Response to Suspected Academic Misconduct

All members of the college, including students, have a duty to uphold academic integrity and report suspected incidents of misconduct. Any witness to an incident of academic misconduct is responsible for reporting the incident to the course faculty member, program coordinator or Associate/Campus Dean.

If a faculty member and/or other college representative has good reason to suspect academic misconduct, they will refer to the Academic Integrity Policy in discussion with the student, identify the suspected infraction of the policy and may retain any materials such as unauthorized aids, examination, suspect assignment, etc. to assist in further investigation as needed.

If the misconduct is detected during a formal assessment, the faculty/college representative may ask the student to leave the test/exam room immediately and collect any work completed to that point.

P2 Investigation of Academic Misconduct

Suspected incidence(s) of academic dishonesty will be addressed within 5 working days.

If there is suspicion of academic dishonesty, without conscious or deliberate intent, the college representative—in most cases a faculty member—will communicate with the student as soon as possible and advise the student of the expectations to uphold academic integrity.

If a faculty member and/or other college representative believes there is evidence that academic misconduct requiring a formal response has occurred, they will collect any relevant evidence/material, and carry out the appropriate sanction. The summarized details of the incident will be recorded using the **Academic Misconduct Form** (see Attachment A) and submitted to the appropriate Associate/Campus Dean.

If there is reasonable evidence to indicate that academic misconduct has occurred, the student has the right to be informed of the allegations of academic misconduct and to be heard by the decision-maker before any final decision is made. If sanctions are being considered, the student will be given the full particulars of the allegation and any related evidence and be given an opportunity to meet with the decision-maker so they may fully respond to the allegations and provide any additional evidence which the student may have which may exonerate the student before a final

decision is made. The student(s) have a right to bring someone to any meetings for their personal support.

A decision based on the facts should be reached concerning any sanctions within 5 business days following investigation of the incident.

If it is concluded that no academic misconduct has occurred, the decision should be communicated in writing to the student.

If during the course of the investigation, the decision maker determines that an allegation of misconduct was false and was made with malicious intent, the person who brought forward the allegation may be subject to sanctions.

Decisions regarding sanctions will be determined in accordance with procedure P3.

P3 Sanctions

A first occurrence of minor misconduct, or an incident which is thought to have been committed without conscious or deliberate intent, may be dealt with by way of an advisement/verbal warning. In such situations, the faculty member or other college official should take care to determine that the student(s) fully understand(s) what constitutes academic misconduct at St. Lawrence College.

Subsequent occurrences of academic misconduct by the student will be interpreted as conscious, deliberate acts and are subject to the sanctions outlined in this policy.

In subsequent incidents, where a student(s) has been found to have breached the Academic Integrity Policy by engaging in academic misconduct, the College may impose one or more of the following sanctions.

Sanctions for academic misconduct will be appropriate to the nature and seriousness of the offence and in consideration of the student's offence history. Minor offences, such as lack of proper citations in a paper, and first time offences warrant less severe sanctions than if the offence is a major infraction of academic integrity such as stealing a test or submitting someone else's work as their own. Repeated offences will result in an escalation of sanctions. Sanctions can be determined by different levels of authority. Course level sanctions are normally imposed by the appropriate faculty member in consultation with academic management or other staff. All other

sanctions are normally imposed by the appropriate Associate or Campus Dean in consultation with faculty. Any decision to suspend or expel a student requires consultation with the Sr. Vice President Academic or designate.

Sanctions may include one or a combination of the following:

- **Advisement**
Review the policy and advise the student of the expectations to uphold academic integrity when there is a strong suspicion of academic misconduct.
- **Written Warning**
Provide a written warning or reprimand when academic misconduct of a minor nature has taken place and it is a first offence.
- **Resubmission**
Resubmission of an assignment or an alternative assignment can be required. The faculty member or Associate/Campus Dean can limit the grade that can be achieved for a resubmitted or alternate assignment.
- **Academic Integrity Training**
Requirement for student to complete training or work with student service providers to develop strategies to maintain academic integrity.
- **Failing Grade for piece of work**
Assign a grade of zero for the assignment, test or other academic work with no opportunity to resubmit. Depending on the value of the evaluation component, this action could result in a failing grade for the course.
- **Failing Grade for course**
Assign a grade of zero for the course in which the offence was committed.
- **Behavioural Contract**
A signed agreement between a student and the College which specifies the conditions which must be met and adhered to by the student to return to class, placement or academic activity.
- **Suspension from the College†***
 - **Short-term** suspension of 1-5 business days from program of study. Student may have to adhere to specific conditions to return.

- **Long-term** suspension for remainder of semester and up to one year. This sanction will usually result in automatic failing grades in courses where there was academic misconduct and no fees will be refunded for that semester. The opportunity to receive a “W” (Withdrawn) will be forfeited. Student may have to adhere to specific conditions to return.
- **Expulsion from the College†***
Immediate termination of the student’s contractual relationship with the College which excludes the student from all college programs, courses and activities. An automatic failing (F or no grade) grade of zero (0%) will be reflected on the student’s transcript for all courses in which the student is registered and no fees will be refunded. A permanent negative service indicator will be placed on the student’s internal record with a notation for the reason for expulsion. “Required to Withdraw” will be permanently noted on the student’s transcript.

Students who have been expelled from the College as a result of academic misconduct will not be allowed to re-apply or be re-admitted to any St. Lawrence College program or course for a period of three years.

Criminal Acts - some forms of academic misconduct (e.g. theft and impersonation) may constitute criminal acts which are liable to criminal prosecution independent of and in addition to possible sanction under this policy.

† Suspension and Expulsion are carried out by the AD/CD, but require consultation with the Sr. Vice President Academic or designate.

*Students of Laurentian University programs follow the SLC academic integrity policy first, up to the point of suspension or expulsion at which point they follow the LU policy.

P4 Appealing a Decision/Sanction

Decisions made under this policy may be appealed by the student following the Academic Appeal Policy and procedures. If the decision or sanction was made by the faculty member, the appeal process starts at Step 1. If the decision/sanction was made by the Associate/Campus Dean, the appeal process starts at Step 2 with a designate of the Senior Vice-President Academic.

P5 Record of Offences

The student will be provided a copy of the Academic Integrity Misconduct form (see Attachment A) which will serve as written notice of the decision, the specific sanction if any, the potential consequences of any repeated offences and the right to appeal the decision.

After the opportunity for appeal has elapsed, the Associate/Campus Dean is responsible for submitting a copy of the Academic Integrity Misconduct form to the Registrar's Office where a centralized Academic Integrity Misconduct file will be maintained and used to verify whether a student has a previous record of academic misconduct. All incidents of academic misconduct, including those that resulted in an advisement or written warning must be reported to the Registrar's Office. Investigations that determine there was no evidence of academic misconduct will not be reported to the Registrar's Office. Repeated acts of academic misconduct are subject to escalating sanctions. The record of offences is permanent.

The Registrar's Office will prepare a statistical report annually, summarizing information on the number and types of offences reported in the **Academic Misconduct Forms** submitted by Associate/Campus Deans.

ACADEMIC INTEGRITY POLICY - Academic Misconduct Report

(Part I completed and given to the Associate/Campus Dean/Faculty; Part II forwarded to Registrar for completion; Part III completed by Associate Dean/Campus Dean/Faculty)

Part I

Student Number: _____ Name: _____

Course Number: _____ Name: _____

Faculty Member Name: _____

Date incident occurred: _____ Date discussed with student: _____

Type of Offence *[please check the appropriate box below]*

- ☐ Cheating
- ☐ Copyright Infringement
- ☐ Fabrication or Misrepresentation of Research
- ☐ Forgery or Falsification of Information
- ☐ Impersonation
- ☐ Damaging or altering the work of another
- ☐ Plagiarism
- ☐ Procurement
- ☐ Other: (Please Explain)

Additional Information *[Use this section to record any anecdotal information pertinent to the incident of academic misconduct, and the decision reached concerning an appropriate sanction. Attach supplemental materials/evidence if applicable.]*

Outcome of Investigation: ☐ **Dismissed / no evidence of academic misconduct**

☐ **Academic misconduct occurred**
(Forward to the Registrar to begin completion of Part II Academic Misconduct Sanctions form)

Associate Dean/Campus Dean Signature: _____

Date: _____

ACADEMIC INTEGRITY POLICY - Academic Misconduct Sanctions

(Part I completed and given to the Associate/Campus Dean/Faculty; Part II forwarded to Registrar for completion; Part III completed by Associate Dean/Campus Dean/Faculty)

PART II

Student Number: _____ Name: _____

Type of Offence: _____ Date of Offence: _____

Previous Offences:

Date: _____ Offence: _____ Sanction: _____

Date: _____ Offence: _____ Sanction: _____

Date: _____ Offence: _____ Sanction: _____

Date: _____ Offence: _____ Sanction: _____

Signature of Registrar: _____ **Date:** _____

(Forward Report and Sanctions forms to the Associate Dean/Campus Dean for completion)

PART III

Sanction for the current offence: _____

Notes:

1. Repeat occurrences of academic misconduct will be subject to escalating sanctions, up to and including suspension or expulsion from the college.
2. Decisions under this policy can be appealed under the Academic Appeal Policy and Process.

Signature of Student: _____ **Date:** _____

PLEASE CHECK BOX IF STUDENT SIGNATURE NOT OBTAINABLE ☐

Signature of Faculty Member or Program Coordinator: _____

Signature of Associate/Campus Dean: _____

Signature of Senior Vice President - Academic: _____

(required only for sanctions of suspension or expulsion):

Date Completed: _____

Copy provided to student ☐

Return Full Report and completed Sanctions forms to the Registrar for retention

AC832: Academic Appeals

Policy Title:	Academic Appeals
Policy Number:	AC-832
Owner:	Student Services
Approved by:	College Executive Team
Effective Date:	September 2019
Reference:	
Links to Other Policy:	

St. Lawrence College is committed to making our resources usable by all people, whatever their abilities or disabilities. This document will be made available in alternative format upon request.

BACKGROUND

St. Lawrence College is committed to fairness and requires adherence to policy in decisions affecting students. Academic appeals provide a mechanism for reasonable review of academic decisions.

St. Lawrence College is responsible for maintaining standards that promote academic integrity and student success. The St. Lawrence College Academic Appeals Policy is based upon the concept of collegiality and seeks to find common ground and build consensus leading to a mutually satisfactory resolution. Should a student perceive that their learning experience or an academic decision has not been fair or accurate, the faculty and staff share a common interest in resolving the dispute in a professional, transparent and timely manner through the academic appeal process outlined in this policy.

A student may appeal an academic decision when the grounds for appeal outlined in this policy are met.

Definitions:

Abandoned Appeal: Timelines must be respected at each step of the process or the appeal will be terminated.

Academic Administrator: The Associate Dean or Dean (where there is no Associate Dean) of the school that delivers the academic course.

Academic Appeal Committee: St. Lawrence College utilizes a Standing Academic Appeal Committee at Level 3 of an appeal and it exists to provide an independent, internal review of academic appeal decisions in order to ensure that College policy and procedures have been followed, and that fairness has been achieved in arriving at the decision in question. The Appeal Committee acts within the limits of the College's mandate and existing policy. The decision of the Academic Appeal Committee is final.

Appeal Advisor: The Appeal Advisor is an internal employee (normally the Student Rights and Responsibilities Officer but may be another College designated staff member) who acts as a resource and advises the student and/or faculty member on the Academic Appeal Procedure; their role is not to speak for the students or faculty members.

Day / Business Day: For the purpose of this policy, “day” means any day that includes Monday to Friday, excluding holidays, as defined in the St. Lawrence College academic calendar.

Dean: For the purpose of this document, “Dean” may refer to a Dean, an Associate Dean, or a Campus Dean.

Faculty Member: For the purposes of this document, the faculty member may be a professor, a placement supervisor, or a preceptor, that is an employee or agent of the College.

Location: Whenever possible, the Academic Appeal Procedure hearings will take place on the campus from which the appeal originated. The College reserves the right to utilize video or telephone conferencing when necessary.

Student: For the purpose of the Academic Appeal Policy, a student is anyone who is currently enrolled in a program or course of study or who has been enrolled at the College in the previous semester.

Support Person (Optional): While not required, a support person may be chosen by a student involved in Level Two or Three of an appeal. The support person will not be permitted to advocate for or speak on behalf of the student.

Suspension of Appeal: If a matter under appeal is being heard through another internal review mechanism or is taken to an agency outside the College for resolution, the College may suspend the Academic Appeal Procedure.

Written Notification: Personal communication to the student of an academic decision may take the form of a hard copy or electronic form (includes a transcript, college email, Blackboard or other course management program posting).

Purpose:

Students of St. Lawrence College have the right to a positive, enriching learning environment where learning outcomes are impartially assessed using evidence-based teaching methodology and where academic decisions are made in a manner that is free of bias, prejudice, unfairness or other inappropriate personal or systemic influences. The purpose of this policy is to outline the expectations of the student, faculty and staff with respect to the steps that must be taken should a student feel an academic decision was not fair or accurate.

Scope:

This policy applies to all students registered with St. Lawrence College including OntarioLearn students and students registered in partnership programs between Laurentian University and St. Lawrence College. Concerns related to the provision of academic accommodations are generally not covered through this policy; students with questions, concerns or complaints regarding their academic accommodations should consult with Counselling and AccessAbility Services. Matters relating to non-academic misconduct are addressed under the College’s Student Code of Conduct policy.

POLICY STATEMENTS

1. The academic appeal process at St. Lawrence College includes three levels:

- Level One – Informal Academic Resolution Process
- Level Two – Formal Academic Appeal Process
- Level Three – Procedural Appeal

The Level One, Informal Academic Resolution Process, is an initial, less structured process involving direct dialogue between the faculty member who issued the grade and the student. Level One is intended to allow for constructive dialogue between the parties to attempt to resolve the issue under consideration. With the agreement of both parties, a mutually agreeable facilitator may be chosen at this stage to support the resolution process; Student Services can be utilized, if needed, to secure a neutral facilitator.

If there is not resolution at Level One, the student may initiate the Level Two, Formal Academic Appeal Process. Level Two is a structured, formal process where an Academic Administrator: reviews all documentation submitted by the student and faculty member, hears rationale from both parties, and works with both parties to attempt to identify a resolution (See Appendix A for detailed procedures). A student may request a rehearing at Level Two if new documentation or information becomes available that, through no fault of the student, was not available at the time that the Level Two appeal was heard.

The College also provides students with a final avenue for review, the Level Three, Procedural Appeal. A Level Three appeal can only be initiated when the student is not satisfied with the outcome at Level Two and when one of the following conditions are met:

- A substantial procedural error occurred during the Level Two, Formal Academic Appeal Process
- The sanctions imposed through an academic decision, and upheld at Level Two, are unreasonable or substantially disproportionate to the circumstances or offence.

Level Three appeals are heard by an Academic Appeal Committee (Appendix B). Decisions rendered by the Academic Appeal Committee are final.

2. It is the responsibility of the student, faculty and Academic Administrator to initiate each phase of the appeal process within established timelines as outlined in Appendix C, Timelines. If the student does not initiate a step within the stated timelines, the appeal will be considered abandoned. If a faculty member or Academic Administrator does not follow stated timelines, a student may proceed to a Level Three – Procedural Appeal. Formal timelines may be extended with agreement from all parties.
3. A student is allowed to have a support person present at Levels Two and Three of the appeal process. The support person will not be permitted to advocate for or speak on behalf of the student.
4. Group appeals may be pursued by students who participated in a group assignment/assessment and received the same grade. A group appeal may be made following the same process as an individual appeal.

5. While an appeal is in process, the student may continue in the course or program of study, unless prohibited by the Academic Administrator in cases where there are issues of liability, safety or the learning of others may be at risk.
6. Students and faculty may access an Appeal Advisor at any point in the appeal process for guidance. The role of the Appeal Advisor is to provide unbiased guidance on process. The appeal advisor will not advocate on either faculty or students' behalf. When requested, the Student Rights and Responsibilities Officer (SRRO), or designate, can act as a neutral Appeal Advisor throughout the appeal process.
7. There are three primary grounds for appeal under which a student may launch an appeal: merit of work; personal or compassionate reasons; and course outline and/or testing discrepancy. In addition, all appeals must adhere to at least one of the following criteria:
 - Individual academic decisions only (i.e. not final grades);
 - Academic decisions which have no numeric grade (i.e. Requirements Met/Requirements Not Met); and/or
 - Academic decisions pertaining to probation or withdrawal.

Appropriate documentation should accompany all appeal submissions. The following chart details examples of grounds for appeal along with associated appropriate documentation:

Grounds	Sample Appropriate Documentation
Merit of Work <ul style="list-style-type: none"> • An assessment which may have been unfairly or inaccurately graded • Academic integrity allegation 	<ul style="list-style-type: none"> • Specific and detailed reasons, in writing, as to why the original grade was inaccurate • Any documentary evidence from course outline, learning plan, textbooks, etc. • Academic Integrity Form
Personal/Compassionate <ul style="list-style-type: none"> • Unforeseen significant event or circumstance which affected the ability of the student to meet course requirements 	<ul style="list-style-type: none"> • Presentation of a note from a medical professional • If appropriate: <ul style="list-style-type: none"> Death certificate Funeral announcement Travel itinerary Letter from a counsellor, therapist or religious leader Notice of hearing or subpoena
Course Outline/Testing discrepancy <ul style="list-style-type: none"> • Management of course shows significant departure from course outline 	<ul style="list-style-type: none"> • Record of where the departure occurred and explanation of how this has affected the student's success • Course outline/Learning Plan

Note: The listed "sample appropriate documentation" is not intended as a comprehensive list, other documentation may be considered.

MONITORING

N/A

NEXT POLICY REVISION DATE

September 2022

SPECIFIC LINKS

N/A

APPENDIX A AND ATTACHMENTS

Appendix A: Academic Appeal Procedures

P.1 Level One – Academic Decision Review

P1.1 To initiate an appeal, a student must first request an Academic Decision Review by completing an Appeal Form (available on SLC.me) and scheduling a review meeting with the faculty member. The appeal must be launched within 5 days of receiving the grade in writing or electronically. The appeal is considered launched once the student has made contact with the faculty member to request a review meeting.

P1.2 This meeting must occur within five (5) days of the student contacting the professor. Timelines may be extended with the agreement of both parties.

The student must bring the completed appeal form and relevant documentation to this meeting. It is the student's responsibility to substantiate their grounds for appeal following the guidelines in the Academic Appeal Policy.

It is expected that both parties will make reasonable efforts to resolve the concern at this step.

If both parties agree, an Appeal Advisor can be present as a neutral facilitator. The Appeal Advisor is often the Student Rights & Responsibilities Officer, but can be another mutually agreed upon person.

P1.3 Following the meeting, the faculty member will complete Section A of the Academic Appeal form (Academic Decision Review) and return it to the student via email within three business days, copying the Student Rights & Responsibilities Officer for tracking purposes.

Arrangements for any supplemental assessments should be made and agreed upon between the faculty and student and outlined clearly in the faculty's response.

P2 Level Two –Academic Appeal to Associate/Campus Dean

P 2.1 If a resolution is not achieved through the Academic Decision Review, the student may pursue Level two of the academic appeal process. The student must make contact with the Student Rights & Responsibilities Officer or designate, (acting as Appeal Advisor), within two (2) business days of the faculty member's decision to arrange a meeting to discuss Level two, the Academic Appeal to the Associate/Campus Dean.

P 2.2 The Appeal Advisor will review the appeal, supporting documentation, and the appeal form completed by the faculty member. The Appeal Advisor will determine whether the appeal meets the criteria to proceed.

If the appeal meets criteria, the student must electronically sign Section B of the Academic Appeal form and pay the \$25 administrative fee.

P 2.3 The Associate/Campus Dean receives the appeal paperwork and coordinates a meeting with the student, the Appeal Advisor (optional), and the faculty member (at Associate/Campus Dean's discretion), either separately or as a group, to hear and discuss the concern.

This meeting must take place within five (5) days of the student submitting the Level Two appeal paperwork.

The Associate/Campus Dean reserves the right to approach or include professors, staff, students, placement supervisors, preceptors, or others who can contribute information to assist in the decision making or resolution of the concern.

P 2.4 Following the Level two meeting, the Associate/Campus Dean will complete Section B of the appeal form with their response to the appeal within two (2) days of the meeting.

The response is distributed to the student, the Appeal Advisor, and the faculty member.

If the academic appeal is granted, the appeal process is complete and the administrative fee will be refunded.

P3 Level Three – Procedural Appeal

P 3.1 If the appeal is denied and the student feels there was a procedural error at Level two, they have two (2) business days after receiving the response from the Associate/Campus Dean to initiate a Level three procedural appeal by indicating their intention to the Appeal Advisor and electronically signing Section C of the appeal form.

A Level Three appeal can only be initiated following conditions are met:

- A substantial procedural error occurred during the Level Two, Formal Academic Appeal Process
- The sanctions imposed through an academic decision, and upheld at Level Two, are unreasonable or substantially disproportionate to the circumstances or offence.

P 3.2 The Appeal Advisor will notify the Director, Student Services, or designate and the Associate/Campus Dean of the student's intention to launch a procedural appeal and will also submit the appeal package.

P 3.3 The Director, Student Services, or designate, will choose an Appeal Committee. The committee will be made up of one faculty member, two administrative academic members (at least one Associate/Campus Dean) and one student. Committee members will not have been involved previously with any aspect of the appeal or academic decision.

P 3.4 The committee meeting must occur within ten (10) days of the notification of the student's submitted request to move to Level three of the Appeal Procedure. The Director, Student Services or designate will distribute all relevant material to the Appeal Committee members in advance of the meeting.

The Associate/Campus Dean will act as the Committee Chair. The Committee will provide an independent, internal review of the decisions and procedures of the Level one and Level two meetings.

The student, the Associate/Campus Dean from Level two, and the Appeal Advisor (optional) attend the Level three appeal meeting. The faculty member may also be invited to attend at the discretion of the Associate/Campus Dean from Level two.

P 3.5 If the student wishes to have a support person in attendance, they must advise the Appeal Advisor within 24 hours of the meeting and provide the identity of that person. This support person may not speak on behalf of the student. See Appendix A for Level three Academic Appeal procedures.

P 3.6 Within three (3) days of the Appeal meeting, the Appeal Committee Chair will distribute the written decision, Section C of the Appeal form, to the student, the faculty member, the Appeal Advisor, the Associate/Campus Dean, the Director, Student Services or designate, and the Sr. Vice President Academic.

P 3.7 If the appeal is granted, the administrative fee will be refunded.

The decision of the Appeal Committee is final and binding and cannot be further appealed.

P 4 Laurentian University (LU) Degree Programs in Partnership with St. Lawrence College

For students registered in partnership programs between Laurentian University and St. Lawrence College, appeals are heard at students' home institution, including Academic Integrity appeals. If the appeal process is being contested by the student, the LU Registrar will be notified by the College Registrar and the appeal process will be examined by LU and a final decision rendered by the LU Registrar. All cases of Academic Integrity will be dealt with by following the LU Senate Approved Academic Integrity Policy at the student's home institution (Campus) in consultation with LU.

Appendix B: Level Three Procedures

Academic Appeal Committee – Terms of Reference

St. Lawrence College utilizes a “standing” Appeal Committee to hear Level three Academic Appeals. Committee members (non-student members) can serve either a one year or two year term with consideration given towards continuity of committee members across academic years.

1. Jurisdiction

The Appeal Committee serves as the forum to hear Level three, student Academic Appeals. This is the final appeal step available to students. The committee is responsible for reviewing, and providing a judgement on, whether College policy and procedures were followed, and reasonably applied, in arriving at an academic decision. The committee has no jurisdiction where the sole question raised in an appeal turns on the exercise of academic judgement of a student’s work or performance by a faculty member. The committee also has no jurisdiction related to the provision or execution of academic accommodations; concerns related to academic accommodations are facilitated through the College’s Wellness and Accessibility office.

2. Composition of the Committee

The structure of the Appeal Committee, during an appeal, consists of one Faculty member, two administrative academic members (with at least one being an Associate/Campus Dean) and one student. In any given academic year, the Appeal Committee membership will consist of three faculty members and three administrative academic members. Students will be recruited for the Appeal Committee on an as-needed basis and will not have ongoing membership on the committee.

The Appeal Committee is chaired by the Associate/Campus Dean.

The Appeal Committee shall be structured for individual hearings such that no member of the committee is directly or indirectly involved in a matter that may be considered to put the member in a conflict of interest (i.e. hearing an appeal from a student who is registered in their home school or having prior knowledge of circumstances around the appeal or the student).

During an appeal, all members of the Committee shall be voting members with one vote each.

The student launching the Level three appeal may challenge for cause the neutrality of any member of the committee scheduled to hear his or her appeal. The balance of the committee will rule on the validity of the challenge. If the challenge is upheld, the member challenged shall be replaced by another committee member.

3. Procedures at the Hearing

At the hearing, subject to the rulings of the Committee, the following procedures should be followed.

- The appellant (student) may make an opening statement. The appellant may call and examine witnesses.
- The respondent (Faculty / Dean) may cross-examine any of the witnesses called by the appellant, including, where appropriate, the appellant.
- The respondent may make an opening statement. The respondent may call and examine witnesses.
- The appellant may cross-examine any of the respondent's witnesses.
- The appellant may make a closing statement.
- The respondent may make a closing statement.
- The appellant may respond to any matters arising out of the respondent's statement to which the appellant has not yet spoken.
- The Committee may impose reasonable time limits for the hearing of witnesses and statements.

The Committee may request that it be provided with further information other than that supplied initially by the appellant or the respondent. Without limiting this general power if, after a hearing, the Committee is of the opinion that it requires further information in order to reach a decision, it may either ask that the additional information be supplied at a further hearing or, without a hearing where the information is supplied in writing. In this latter case, both the appellant and the respondent must be given the opportunity of commenting on the submitted written information before the committee reaches a final decision.

In rendering a decision, the Committee may:

- Reverse the decision and grant such academic standing to the appellant as the committee thinks fit in the circumstances;
- Quash the decision and send the matter back to the Dean to be dealt with in accordance with proper policy and procedures; or
- Uphold the decision of the Dean.

Appendix C: Academic Appeal Timelines

Level	Associated Timeline	Responsibility
Academic Decision Review	Within five (5) days of receiving an academic decision	Student
Academic Decision Review result by Faculty	Within two (2) days after the Academic Decision Review meeting takes place	Faculty Member
	**Within five (5) days for OntarioLearn courses	Manager of Distance Education
Contact Student Rights & Responsibilities Officer (SRRO) to launch Level Two Appeal	Within two (2) days after receiving Faculty response from the Academic Decision Review	Student
Level Two Academic Appeal Meeting	Within five (5) days after Dean receives package from SRRO	Dean
Level Two Academic Appeal Response	Within two (2) days after the Level Two Academic Appeal Meeting	Dean
Level three Procedural Appeal Launch	Within two (2) days after receiving the outcome of the Level two Academic Appeal	Student
Level three Procedural Appeal Committee Hearing	Within ten (10) days of the student's submission of the Academic Appeal form with Level three Appeal section signed	Appeal Committee
Level three Procedural Appeal Response	Within three (3) days of the Appeal Committee Hearing	Appeal Committee

**OntarioLearn courses require inter-institutional vetting so Academic Decision Reviews may take up to five (5) days.

AC833: Recording of Learning Experiences

Policy Title:	Recording of Learning Experiences
Policy Number:	AC833
Owner:	Director, Wellness, Accessibility & Student Success
Approved by:	College Executive Team
Effective Date:	September, 2020
Reference:	Accessibility for Ontarians with Disabilities Act (2005), Ontario Human Rights Code (1990), Ontario Human Rights Commission's Guidelines on Accessible Education, (2004), Policy on Preventing Discrimination Based on Mental Health Disabilities and Addictions (2014)
Links to Other Policy:	Academic Accommodations for Students with Disabilities, AC820

St. Lawrence College is committed to making our resources usable by all people, whatever their abilities or disabilities. This document will be made available in alternative format upon request.

BACKGROUND

Definitions:

LER – Learning Experience Recording

AV/PRA – Audio and/or Video/Photo Recording Agreement

Purpose:

The audio and/or video recording of learning experiences (e.g., lectures, learning activities, discussions, labs, simulations, and other course related activity) is governed by this Recording of Learning Experiences Policy of St. Lawrence College.

Scope:

In keeping with the province of Ontario's Human Rights Code (OHRC) and Accessibility for Ontarians with Disabilities Act (AODA), the College's Recording of Learning Experiences Policy balances the needs of students with and without disabilities with the rights of the professors, while maintaining the privacy of students.

St. Lawrence College recognizes that in certain circumstances, students may need to record learning experiences to support their learning. Audio recording of learning experiences allows students the opportunity to focus attention on the content being presented rather than on the mechanics of writing and/or the multiple other cognitive processes required to access and retain information. Additionally, this accommodation supports students' ability to review material they may have missed, or not understood, when initially presented in class.

The College recognizes that faculty and students may have concerns about confidentiality and data protection with the recording of learning experiences; as such, students will record in a manner that ensures the privacy of other students and adheres to recording expectations and the Student Code of Conduct. Faculty must inform the class that learning experiences may be recorded while respecting the confidentiality of the student with this accommodation and/or approval to record. All students can benefit from audio recording of learning experiences and faculty are encouraged to create recordings as part of a Universal Design for Learning approach.

POLICY STATEMENTS

1. For students with disabilities, Student Wellness & Accessibility will determine if recording is an appropriate academic accommodation with respect to each individual student's disability-related documentation. Details relating to supported LER will be contained in the student's Accommodation Letter provided to faculty. Prior to the student recording any learning experience, discussion, lab, etc., the Audio and/or Video/Photo Recording Agreement (AV/PRA) must be signed by the student with a copy retained in Student Wellness & Accessibility. Receipt of the Accommodation Letter by faculty provides notification of recording, as well as confirmation that the AV/PRA has been reviewed and signed by the student.
2. The student recordings shall be destroyed at the end of the semester unless otherwise agreed to with the professor and documented on the AV/PRA.
3. The student may not in any manner, partial or whole, re-publish or share the recordings without the professor's written permission.
4. As soon as it is known that a student will be recording the learning experience, the professor will notify the other students in the class without identifying the student who is making the recording. In accordance with the principles of a Universal Design for Learning approach, it is also recommended that all Course Syllabi denote that academic learning activities may be recorded.
5. For both students with and without a disability, professors reserve the right to spontaneously or with advance notice, prohibit the student recording of personal student information. For example, if the learning experience within a nursing course has students engaged in personal and/or sensitive discussions, the professor can request that recording be stopped for this discussion. However, in such circumstances, the professor will make every effort to ensure students receive a brief written summary of what was stated that excludes personal information. This is to support students whose disability may exclude them from perceiving, processing and/or accessing all the details and information shared in the learning experience. The summary should aim to convey the essence of what was relevant to the learning for the activity.

6. LERs are to be used by the student solely for their personal learning use. The college strictly prohibits the distribution of the recordings in any manner. Under no circumstances will the LERs be used in the evaluation of the professors or students. Any violation of the LER policy may be referred to the Student Code of Conduct process for review.
7. Professors have the authority to record and disseminate activity that occurs within their own classes for legitimate pedagogical and/or assessment purposes. This may include, but is not limited to, the evaluation of students' and/or professor performance. The professor will notify students in the course outline that they will be recorded, and in no case shall the professor recording proceed without notifying the students in advance that they are to be recorded.
8. Students without a disability may also request to record learning experiences. Given that all students can benefit from audio recording of learning experiences, faculty are encouraged to consider recording requests unrelated to disability as part of a Universal Design for Learning approach. In these scenarios, the professor and student must discuss and agree to the recording. The AV/PRA must also be signed by the student and provided to the professor in these instances, with each party keeping a copy of the form.

MONITORING

This policy shall be reviewed annually each spring as to issues and concerns raised by faculty and or students throughout the academic calendar year.

NEXT POLICY REVISION DATE

April, 2022

SPECIFIC LINKS

Recording Agreement Form: \\sl.on.ca\AdminSharesDFS\AccommodatingStudents\Recording Form\Recording Agreement Form.2020_SLC Student Wellness & Accessibility.pdf

AC834: Research Freedom

Policy Title:	Research Freedom
Policy Number:	AC834
Owner:	Senior Vice President, Academic
Approved by:	College Executive Team
Effective Date:	September 2020
Reference:	Enter text
Links to Other Policy:	Freedom of Speech; Research Integrity

St. Lawrence College is committed to making our resources usable by all people, whatever their abilities or disabilities. This document will be made available in alternative format upon request.

BACKGROUND

Definitions:

Research Freedom - includes the right to freedom to carry out research and disseminate and publish the results thereof; freedom to produce and perform creative works; freedom to acquire, preserve, and provide access to documentary material in all formats; Research freedom always entails freedom from institutional censorship.

Purpose:

To define and affirm the importance of College-sanctioned research.

Scope:

Research activities and research dissemination that provides students, faculty and/or staff with opportunities to learn that is operationally feasible, sanctioned and funded by the College.

POLICY STATEMENTS

1. St. Lawrence College serves the common good of society, through searching for, and disseminating knowledge, and through understanding and fostering independent thinking and expression in academic staff and students. These ends cannot be achieved without scholarship and research.
2. The support, funding and resourcing of research must be in line with the College's institutional mission, the Strategic Mandate Agreement and be approved by the appropriate manager.
3. When funding is available and research is conducted and research results disseminated, faculty, staff, and students will be expected to be knowledgeable of and to comply with their professional codes of conduct, research guidelines, regulations, relevant laws and best practices. Research freedom makes intellectual

discourse, critique, and commitment possible. Research freedom includes the right to disseminate research results without censorship, legitimate, evidence-based classroom discussion, and the advocacy of diverse opinions in St. Lawrence College's learning environments.

MONITORING

With regards to research involving faculty, the Research Office and Associate/Campus Deans are responsible to monitor implementation. With regards to research involving staff, the Research Office and the staff member's manager are responsible for monitoring implementation.

NEXT POLICY REVISION DATE

After one year.

SPECIFIC LINKS

Enter Text

APPENDIX A AND ATTACHMENTS

Enter Text (see note for information)

AC835: LMS Administrative Standards

Policy Title: LMS Administrative Standards

Policy Number: AC835

Owner: Senior Vice-President, Academic

Approved by: College Executive Team

Effective Date: September, 2020

Reference: “As of December 1, 2016, this policy meets the College Quality Assurance Audit Process (CQAAP) Standards found at: <http://www.ocqas.org/resources/>”

Links to Other Policy: Intellectual Property, Acceptable Use Policy for Technology Services, Fair Dealing for Copyright-Protected Work Policy, Academic Appeals Policy, Academic Policy 14.3 Graduation Timelines

St. Lawrence College is committed to making our resources usable by all people, whatever their abilities or disabilities. This document will be made available in alternative format upon request.

BACKGROUND

Definitions:

AODA – Accessibility for Ontarians with Disabilities Act (<https://www.aoda.ca/>)

Course Materials – the content and associated learning activities/assessments that are included within an active Course Shell. The “course material” includes: course outline, learning plan, required readings, module content, curriculum materials, and additional resources (e.g., case studies, simulations, videos, instructor notes, slide decks, rubrics, etc.). This also includes any learning materials that are created, purchased, or licensed for use and utilized by college employees in the performance of their duties.

Course Shell – the digital space within the college Learning Management System (LMS) that designates a specific course. Every course section at St. Lawrence College has a corresponding Course Shell that hosts content and student enrollment.

ITS – Information Technology Services

Master Course Shell – a type of Course Shell that includes all the learning materials for a specific course.

SCTL – School of Contemporary Teaching & Learning

SLC Course Template – this template is used to format a Course Shell using specific settings that match the requirements within the LMS Standards Policy. The SLC Course Template includes a preformatted course menu, design templates for specific areas (e.g., “Faculty Contact Information”), and links to student support services/resources. Implementing the SLC Course Template within each active course ensures that students receive a positive digital learning experience and supports Faculty in meeting the requirements of the aforementioned policy.

Grade Centre - the location within the Course Shell where students can review individual grades for each assessment.

Learning Management System (LMS) – the College supported software application that is used by students and faculty to access, plan, implement, supplement, monitor and/or assess learning or to communicate about learning. The current approved LMS is Blackboard Learn.

Minimum Presence - Outlines the minimum presence required to create a consistent digital learning experience.

OntarioLearn – A consortium of 24 Ontario colleges that provide shared online course offerings within the college sector. St. Lawrence College hosts a series of online courses within the OntarioLearn Blackboard Learn environment which is distinct from the one that is managed by the college.

Purpose:

St. Lawrence College is committed to supporting student success by providing meaningful digital learning experiences for all students. This experience is achieved by optimizing the tools within the college Learning Management System (LMS) and leveraging other digital learning tools to promote engagement among students and faculty.

The effective implementation of the LMS Standards represents a minimum standard in digital learning where students receive a consistent experience in course navigation, functionality, and language.

Scope:

This policy applies to all credit courses in programs except where exempted by the Senior Vice President Academic. This does not apply to external partners delivering St. Lawrence College credits, including OntarioLearn.

POLICY STATEMENTS

1. The LMS Standards outlines the minimum presence required in creating a consistent digital learning experience through the SLC’s LMS.
 - **Use of the LMS by Students**

The LMS is the primary source of access to course learning materials for students. This includes course announcements, posted learning materials, group discussions/forum, Blogs, Wikis, and Journals. The LMS will be the primary method of communication with faculty using emails and for the submission of course work for assessment. The LMS will support on-line tests and links to videos, learning and research material and open education resources. It will also allow students to monitor course expectations and their own progress within the course.

- **Use of LMS by Faculty**

The LMS will allow faculty to access guidelines, templates, open educational resources and best practices in order to create a consistently high learning experience for their students. The faculty will use the LMS to make course announcements, communicate learning materials, post office hours and monitor student course activity. In addition, faculty will maintain their grade centre data in the LMS. Faculty will promote sustainability by using digital documentation where possible and posting these resources to the LMS.

2. The LMS Standards aligns with all accessibility requirements outlined within the Accessibility Ontarians Disability Act (AODA).
3. All course materials featured within the LMS will comply with the Fair Dealing for Copyright-Protected Work Policy and copyright legislation.
4. The LMS Standards will be updated annually using evidence-based practices in digital teaching and learning.

THE LMS IS THE SYSTEM OF RECORD FOR THE STORAGE OF INFORMATION AND DATA THAT IS OWNED BY THE COLLEGE (E.G. INTELLECTUAL PROPERTY). THE LMS ALSO SERVES TO ARCHIVE COLLEGE INFORMATION AS IS LEGALLY REQUIRED AND SERVES TO PROTECT THE INTERESTS OF STUDENTS, AND FACULTY (E.G. COMMUNICATIONS BETWEEN FACULTY AND STUDENTS). AS A RESULT, THE DELETION OF ARCHIVAL INFORMATION IS NOT PERMITTED FOR TWO YEARS AT WHICH TIME, INFORMATION TECHNOLOGY SERVICES WILL PERMANENTLY DELETE ALL RECORDS. THIS PROCESS ALIGNS WITH COLLEGE POLICIES:

It is the responsibility of the Senior Vice President, Academic and the Associate/Campus Deans to ensure adherence to the policy and to interpret the policy.

NEXT POLICY REVISION DATE

September 2025

SPECIFIC LINKS

“SLC Blackboard Learn” can be accessed via a secure SLC login using [SLC.me](https://slc.me).

“OntarioLearn Blackboard Learn” is accessed via a secure SLC login using the OL portal (<https://olportal.ontariolearn.com/login.php>)

“School of Contemporary Teaching & Learning (SCTL)” resources on achieving the LMS Standards can be accessed via a public website (www.TeachAtSLC.ca)

APPENDIX A: PROCEDURES

P1. The SCTL is responsible for updating the SLC Course Template on an annual basis using best practices in digital learning and contemporary teaching strategies. This template will be deployed in all courses during the academic year and represents the main components of the LMS Standards.

P2. The ITS department is responsible for deploying the active Course Shells for all courses every term. Each Course Shell will include a copy of the SLC Course Template in exception of those instances identified by Associate/Campus Deans.

P3. All credit-courses will have one associated Master Course Shell which contains specific course material that can be shared with faculty prior to the start of a semester.

P4. The SCTL is responsible for providing training and support to faculty in the use of all digital learning technologies.

P5. Faculty can refer to the to the SCTL website for more information on how to properly use the SLC Course Template to ensure their course meets the requirements outlined within the LMS Standards.

P6. All course materials must be provided to students via the College LMS. While other digital learning technologies may be utilized to enrich the student learning experience, students should be able to review all official content using links and documentation hosted within the LMS.

P7. Faculty are responsible for preparing, curating, and sharing learning materials that are compliant with AODA and copyright requirements.

AC1001: Study Abroad Policy

Policy Title	Study Abroad
Policy Number	AC 1001
Owner	Dean, International Education
Approved by	CET, 15 March 2018
Effective Date	26 April 2017
Reference	
Links to Other Policy	Safety Abroad Policy

St. Lawrence College is committed to making our resources usable by all people, whatever their abilities or disabilities. This document will be made available in alternative format upon request.

BACKGROUND

Definitions:

Study for Credit

Study for credit is defined as students undertaking study at institutions outside of Canada for credit(s) to be applied to their Program of Study at St. Lawrence College. This includes undertaking placements for credit where the placement will meet the requirements of the Program of Study at St. Lawrence College.

Non-Credit International Study

Non-credit international study includes study abroad undertaken by students or student groups that does not result in credits being obtained that will be applied to their program of study at St. Lawrence College. This category includes short term international experience trips, short term exchange programs and may include semester or year studies as an exchange student.

Purpose:

St. Lawrence College encourages students to undertake study abroad. The purpose of this policy is to provide guidance to students or student groups (including faculty participants) on the procedures required to undertake studies outside of Canada. Specifics of study opportunities can be found by contacting the St. Lawrence College International Office. A planning checklist to assist students in preparing for study abroad is at [Appendix A](#).

Scope:

This policy includes all formats of study abroad from short term visits to full semester and one year exchange studies. This policy does not apply to graduates who articulate to higher credentials at institutions outside of Canada. This policy is closely linked to the Safety Abroad Policy and all students travelling abroad must complete the requirements of the Safety Abroad Policy, including completion of a risk assessment, ensuring that they have sufficient insurance and immunizations and completion of the International Travel Waiver form.

POLICY STATEMENTS

1. Academic Eligibility for Study Abroad

While acknowledging that all study abroad programs and overseas institutions have their own criteria for admissions, St. Lawrence College students are held to current institutional standards before being allowed to study abroad for credit or to go on placements for credit outside of Canada. The minimum cumulative grade average required for SLC students wishing to study abroad is (65% or GPA 2.0). A student with a lower grade must obtain permission from his/her academic Dean or Associate Dean before he or she will be approved for study abroad.

2. The Study Abroad Application

SLC students wishing to study abroad must complete a Study Abroad Application at least two months prior to departure. Students who fail to submit a properly completed Study Abroad Application by the deadline will not be permitted to study abroad. The Study Abroad Application will require a signature from the Dean/Associate Dean or his/her designate. The study abroad application may be found at [Appendix B](#).

3. Students Under Academic or Code of Conduct Sanctions

A student who is on academic or code of conduct probation or does not meet academic continuation requirements will not be permitted to study abroad during the period the sanction is in effect, regardless of the student's acceptance in a program. Students who have been dismissed for any code of conduct reason or any academic reason must complete at least one semester with no further infractions prior to being eligible to study abroad. Students may not apply to study abroad programs while suspended from St. Lawrence.

4. Insurance and Immunization Requirements

Insurance and immunization requirements can be found in the Safety Abroad Policy.

5. Contacts in Case of Emergency

While you are abroad, your first contact should always be the College Security Services at 613-544-5400 ext. 5555 who will work to meet your needs immediately. They will contact SLC's on-call staff while coordinating services with SLC. If you will be studying abroad for a semester or longer it is recommended that you contact the Canadian Embassy, High Commission or local Consulate to provide them with your contact information and duration of stay.

6. Safety Abroad Policy

Anyone travelling abroad on a St. Lawrence College approved activity must comply with the Safety Abroad Policy. All international travelers must complete a risk assessment and complete and sign the International Travel Waiver form as per the Safety Abroad Policy.

7. International Student Identification Card

St. Lawrence College recommends that students attending study abroad programs obtain an International Student Identification Card (ISIC). The ISIC must be purchased in Canada and should be valid throughout the dates of the program. The ID number of the ISIC should be submitted to the SLC International Office

prior to departure. Please email your name, card/policy number, and expiration date to international@sl.on.ca or send us the [ISIC form](#) via email attachment or mail.

The ISIC will allow you to enter many museums free or for reduced fees, and will often entitle you to travel discounts.

8. Financial Assistance

Financial aid programs normally available to St. Lawrence College students continue to be available for exchange programs. In addition, there is a Study Abroad Opportunities Bursary available. The application form is at [Appendix C](#). Enquiries may be directed to the Financial Aid office.

9. Behavior and Program Participation

As a participant in any SLC-approved or administered study abroad program, each student is a representative of St. Lawrence College and of Canada and should deport himself or herself in a manner that reflects favourably on both. In addition to regular classes, the program may include planned lectures and field trips central to the educational experience. All students are expected to participate willingly in such activities in addition to attending the regular classes. St. Lawrence College gives discretion to the sponsoring institution to discipline a student or dismiss him or her from the program for behaviour detrimental to the program and the student. A dismissed student will not receive a refund of any tuition or fees paid.

10. Course Credit Approvals

All courses taken for credit while abroad on a SLC-administered or SLC-approved program must be approved in advance by the program coordinator of the appropriate academic department at SLC before academic credit will be granted by the Registrar. In order for a course to be accepted as a transfer credit the student must achieve a minimum grade of 60%/C- for college courses, or the passing grade for the St. Lawrence College course, whichever is higher. For St. Lawrence College Degree Programs the minimum acceptable grade or level of achievement to qualify for transfer credit is 67% for core courses and 60% for non-core/breadth courses in college degree programs. Performance designations other than letter or percentage (number) grades are not acceptable for transfer credit, such as in the case of work experience, co-op or internship, unless the equivalent SLC course is graded the same. Students must complete the Application for International Transfer Credit form and have it signed by the appropriate program Coordinator ([Appendix D](#))

11. Course Load – Exchange Students

Exchange students must undertake the minimum number of courses for credit that would make them full time students at the institution in which they are studying. Students are encouraged to take courses that can be used for credit in their program, but they may undertake courses during their studies abroad that will not be for credit at St. Lawrence College as part of their full course load at the international institution.

MONITORING

POLICY REVISION DATE

1 November 2015

SPECIFIC LINKS

This policy is linked to the St. Lawrence College [Safety Abroad Policy](#).

APPENDIX A AND ATTACHMENTS

Checklist for Preparing SLC Students for Study Abroad

1. SLC Approval	
<input type="checkbox"/> Discussion with Program Coordinator/Associate Dean	<input type="checkbox"/> Go to website: http://travel.gc.ca/
<input type="checkbox"/> Discussion with Placement Officer (if applicable)	• Check for travel advisories (applicable countries)
<input type="checkbox"/> Transfer credit discussion with Program Coordinator	• Review country information for each destination
2. Initial Planning	
<input type="checkbox"/> Review the Safety Abroad Policy	<input type="checkbox"/> Intl booking flights YES or NO
<input type="checkbox"/> Outline travel objective	<input type="checkbox"/> Accommodation required YES or NO
<input type="checkbox"/> Determine travel dates	<input type="checkbox"/> Airport transportation required YES or NO
<input type="checkbox"/> Special requests (ie. Stopover) or requirements (ie. dietary, window/aisle)	<input type="checkbox"/> Arrival airport transportation required YES or NO
<input type="checkbox"/> Check passport and entry visa requirements★	<input type="checkbox"/> Purchase of travel insurance YES or NO
<input type="checkbox"/> Refer to Public Health for Travel Health & Safety (ie. Vaccines)★	<input type="checkbox"/> Cell travel bundle required YES or NO
<input type="checkbox"/> Discuss placement considerations	<input type="checkbox"/> Complete the Risk Assessment (Safety Policy)
<input type="checkbox"/> Complete the Transfer Credit Application (Appendix D) if applicable	<input type="checkbox"/> Submit Study Abroad Application to Dean/Associate Dean for approval
★ Allow 2 months prior to departure for vaccines or entry visas	<input type="checkbox"/> Letter of acceptance from receiving institution OR signed placement agreement
3. Travel Package	
<input type="checkbox"/> Create detailed travel itinerary	<input type="checkbox"/> Travel Insurance (medical, personal effects)
<input type="checkbox"/> Copies of passport/visa, travel documents, credit cards, ID cards left with a responsible person	<input type="checkbox"/> Study Abroad Application completed and submitted to International Office
<input type="checkbox"/> E-ticket	<input type="checkbox"/> International Travel Waiver (Safety Policy) completed and submitted to International Office
<input type="checkbox"/> Placement agreement OR letter of acceptance	<input type="checkbox"/> Accommodation confirmation
<input type="checkbox"/> Emergency contact list	<input type="checkbox"/> Airport transportation confirmation
<input type="checkbox"/>	
4. Pre-Departure	
<input type="checkbox"/> Review travel schedule	<input type="checkbox"/> Share detailed travel itinerary (send copy to International)
<input type="checkbox"/> Hard copy of travel package	
5. Post-Trip	
<input type="checkbox"/> Trip report/placement report	<input type="checkbox"/> Transfer credit assessed and approved
This checklist is designed to help guide and support you in preparing for study or placement internationally as a student of St. Lawrence College. Not all points may apply.	



Name: _____

Student Number: _____

Destination Country: _____

Study Abroad Application

[This form is for SLC Students only]

Academic Year _____

St. Lawrence College is pleased to support opportunities for our students to benefit from international and intercultural academic studies.

Proposed Country of Study: _____

Institution: _____

Dates: From [Click here to enter a date.](#) To [Click here to enter a date.](#)

St. Lawrence College program: _____

Year: Year 1 ☐ Year 2 ☐ Year 3 ☐ Year 4 ☐

Courses to be taken while abroad: _____

Transfer credits to SLC program?

☐ No☐ Yes (completed Application for International Transfer Credit form attached)

Signature: _____

Date: [Click here to enter a date.](#)

This student meets the academic requirements to study abroad.

I have reviewed the attached Risk Assessment Form:

Dean/Associate Dean: _____

Signature: _____ Date: [Click here to enter a date.](#)

Dean, International Education (or delegate): _____

Signature: _____ Date: [Click here to enter a date.](#)

Name: _____
 Destination Country: _____
 Student Number: _____
 Date received in International Office: _____
 Pick up the check signature: _____

Study Abroad Opportunity Bursary

Academic Year: _____

St. Lawrence College is pleased to support opportunities for our students to benefit from international and intercultural education experiences through a special Study Abroad Opportunity Bursary (SAOB). The Bursary is for qualifying students who wish to complete a portion of their academic programme outside of Canada. Eligible recipients may receive up to \$1,000.00.

Personal Eligibility

- You must be a Canadian Citizen, Permanent Resident (landed immigrant), or a Protected Person*
- You are only eligible to receive ONE SAOB award over the course of your academic career at St. Lawrence.

*Due to funding source, International and Second Career students are not eligible for this bursary program.

Academic Eligibility

- You must meet the Academic Eligibility in the Study Abroad Policy. You must not have any account in arrears. You must have approval from your Associate Dean or Dean that your study abroad work-study/placement fits with your programme outcomes by completing the Study Abroad Application.

Programme Eligibility

- You must be completing an international exchange, academic study, work study, or placement lasting for at least 4 weeks as appropriate for your programme of study.
- Your international placement opportunity must be completed before graduation.

Name: _____
 Student Number: _____
 Date of Birth: DD/MM/YY _____
 Program: _____
 Semester (eg. 1, 2, 3): _____
 Receiving OSAP (circle one)? ☐ YES ☐ NO
 Current Address: _____
 City: _____
 Province: _____ Postal Code: _____
 Telephone: _____

SLC email: _____
 Other email: _____
Home Address (if different from Current Address):
 Street: _____
 City: _____ Province: _____ Postal Code: _____
 SIN: _____
City, Country where Study Abroad will take place: _____
 Travel Dates: From _____ To _____

Select appropriate category:

☐ I am a Canadian Citizen ☐ I am a Permanent Resident ☐ I am a Protected Person

Declaration of Consent:

I give consent to the Financial Aid/OSAP staff to utilize the information in this application for the purpose of assessing my candidacy for this bursary. I give permission to the Financial Aid/OSAP staff to access my academic records, including talking to my program coordinator and to consider information in my current OSAP file/application, if any. I understand that if I receive this scholarship I will receive a T4A from the college for the taxation year in which I receive the scholarship. I understand that if I am an OSAP recipient, this scholarship could have an effect on my funding entitlement.*

Further, I declare I have given complete and true information on this form and understand that failure to do so may prevent my getting assistance now or in the future.

*The OSAP office will update student's OSAP account to reflect receipt of this bursary.

Name: _____

Signature: _____

Date: _____

Reviewed and accepted by International Education Department:

Signed: _____

Date: _____



Application for International Transfer Credit

A. Personal Information

Last Name First Name: _____ SLC ID: _____ Campus: ☐ Brockville ☐ Cornwall ☐ Kingston

Phone Number: _____ Program: _____ Level: _____ Date: _____

B. Transfer Credit – Credit based on academic studies at other post-secondary institutions.

Indicate the subject and code, institution, title			St. Lawrence College course information		Office Use Only	
Institution	Subject & Course Code	Course Title	Subject & Course Code	Course Title	Equivalency in database	Approved Yes/No

Students should retain a copy of this form to present with their international transcript on their return

C. Office Use Only

Program Coordinator Approval (Print): _____ Signature: _____ Date: _____

***Copy of completed form to be sent to the Credit Transfer Advisor**

AC1002: Safety Abroad Policy

Policy Title	Safety Abroad Policy
Policy Number	AC 1002
Owner	Dean, International Education
Approved by	CET, 15 March 2018
Effective Date	April 26, 2017
Reference	
Links to Other Policy	This policy is linked to the Study Abroad Policy

St. Lawrence College is committed to making our resources usable by all people, whatever their abilities or disabilities. This document will be made available in alternative format upon request.

BACKGROUND

Definitions:

GAC means Global Affairs Canada. The risk rating system devised by GAC will be used to assess whether or not staff and students should engage in SLC activities in various regions of the world

Purpose:

The purpose of this policy is to set standards to enable safe work and study experiences abroad. This will be done by:

- providing a process for approval of international travel for SLC activities;
- providing tools to enable the assessment of any risks associated with individual destinations for SLC activities;
- enabling SLC to better respond to emergency situations; and
- establishing risk management resources to enable employee or student travelers to be informed of and manage the risks associated with travelling abroad.

Scope:

This policy is applicable to any St. Lawrence College employee or student who travels outside Canada for an approved St. Lawrence College activity. These activities may include short or long term study abroad, exchange studies, placements, staff and faculty exchange activities, staff and faculty professional development activities or regular employee duties such as international recruiting.

POLICY STATEMENTS

1. Travel Planning and Responsibilities

The *SLC International Office* will provide resources and support services aimed at facilitating safe travel experiences for employee and student travelers including pre-departure checklists, advising workshops and resource materials.

All employee and student travelers have the primary responsibility to prepare themselves in advance of the international travel, to research and be aware of the risks involved in their planned trip. They must ensure that they are physically and mentally prepared for the travel, ensure they have appropriate medical and other insurance for the travel and conduct themselves in a safe manner while travelling. They must bring any concerns they may have to the attention of the Director/Dean/Associate Dean and/or activity sponsor at the place of travel as well as the *SLC International Office* as soon as possible after the concern arises. To assist with planning, a planning checklist for employees is attached as [Appendix A](#). Student travelers will find planning guidance and authorization forms in the Study Abroad policy.

St. Lawrence College has no control over international events, and will not be responsible to refund any costs or losses, including the loss of timely academic progress, associated with student travel or the cancellation of student travel.

2. Travel Risk Rating

Global Affairs Canada (GAC) Rating	Definitions	Equivalent SLC Risk Level
Exercise normal security precautions	There are no significant security concerns. GAC advises to exercise normal security precautions in this country or region.	Level 1
Exercise high degree of caution	There are identifiable security concerns and travelers should be alert and vigilant to their surroundings. GAC advises to exercise a high degree of caution in this country – or in specified regions of this country.	Level 2
Avoid non-essential travel	There is a specific security concern, and travelers should reconsider their need to travel at this time. GAC advises against non-essential travel to this country – or specified regions of this country. Travelers without essential reasons to be in this country or specified regions should leave.	Level 3

Global Affairs Canada (GAC) Rating	Definitions	Equivalent SLC Risk Level
Avoid all travel	There is an extreme risk to personal safety, and Canadians should not travel at this time. GAC advises against all travel to this country – or specified regions of this country. Canadians in this country or specified regions should leave.	Level 4

<http://travel.gc.ca/travelling/advisories>

3. Travel Authorization

Employees and students may travel for SLC activities to locations with a GAC travel advisory of Level 1 or Level 2 provided that they comply with the conditions and requirements within this policy. Travel must be authorized by the Director/Dean/Associate Dean with the endorsement of the Dean of International Education (or his delegate). International travel authorization for students is covered by the Study Abroad Policy. International travel for employees will be authorized by completion of the Travel Abroad Application Form at [Appendix B](#).

St. Lawrence College will not authorize travel to a country or region of a country with a Level 3 or a Level 4 for students or with a Level 4 for employee travel unless exceptional circumstances exist. Special authorizations will only be granted in exceptional circumstances and must be approved the College Executive Committee on the recommendation of the Incident Management Team.

4. Revocation of Authorization

Notwithstanding a decision to authorize travel, this authorization may be revoked as a result of safety concerns. Such determination must be made in writing by the Director/Dean/Associate Dean and sent to the employee or student, the activity sponsor, the program coordinator (if appropriate) and the *SLC International Office*.

Should the GAC Travel Advisory Risk Rating of a country or region of a country be increased while employees or students are participating in SLC activities, *the SLC International Office* will advise the Director/Dean/Associate Dean of all employees and students registered in the *St. Lawrence College Safety Abroad Registry* within the at-risk region. In this situation employees and students are required to follow the direction of the Director/Dean/Associate Dean and activity sponsor, and may be required to leave the region or country. Students who refuse to follow the instructions of the college will be considered to be on unauthorized travel.

5. Unauthorized Student Travel

When St. Lawrence College has not authorized student travel for a college activity, or when such authorization has been revoked as a result of a safety concern, then if the student continues the travel, he or she will be considered to be travelling as a private citizen and may not claim to be travelling for a SLC activity. This means that no SLC resources can be used or sponsorship provided in support of unauthorized student travel or activity.

In the event that the college becomes aware of such unauthorized travel the appropriate Dean/Associate Dean may take the following measures:

- Suspend or cancel the college activity or the student's participation in the college learning activity
- Suspend or cancel any funding to the student from sources controlled by the college

Subject to applicable laws and with consideration for the college's legal obligation to protect the individual's right to privacy regarding the personal and academic information in its possession, the college may:

- Advise third parties of the student's situation (for example government agencies, or the parents, guardians or next of kin to the student)
- Advise third parties that the student is not travelling under the auspices of St. Lawrence College or with authorization of the college
- With the approval of the appropriate Dean, withdraw the student from registration in, or place the student on leave from, any course or program related to the travel
- With the approval of the appropriate Dean, decline to award academic credit for activities undertaken while travelling
- Impose other restrictions as the appropriate Dean/Associate Dean feels are warranted by the situation

6. Risk Assessment

There are two risk assessment forms attached. [Appendix C](#) is a risk assessment form to be used for destinations that are at a travel risk rating of Level 1 or Level 2. [Appendix D](#) is a risk assessment form to be used for destinations that are at a travel risk rating of 3 or 4. Everyone travelling abroad must understand the potential risk inherent in their travel and must complete and sign the International Travel Waiver at [Appendix E](#).

7. Changes in Risk Rating

Should an activity risk rating change from Levels 1 or 2 to level 3 or 4 prior to or during the period of travel, the Incident Management Team will be convened to review the risk rating and the activity and to recommend to the College Executive Committee whether the activity should continue, be cancelled (if prior to departure) or if St. Lawrence College employees and/or students should be repatriated prior to the scheduled end of the activity.

8. Immunizations

Employees are to ensure that they have received the immunizations recommended for the destination country and any countries visited enroute. Anyone travelling should consult their family doctor or a foreign travel immunization clinic two to three months prior to departure. The Kingston Travel Vaccination Clinic is located at the Portsmouth Medical Clinic 902, Portsmouth Ave. Kingston.

9. Insurance

Medical insurance:

SLC Employees: Employees must have medical insurance in order to travel abroad. Employees that have extended health care coverage with Sun Life Financial through their employment benefits with the College are covered for emergency medical situations while travelling outside of Canada (Some exclusions apply). This also applies to the eligible dependents of these employees. Employees that have this coverage should obtain a travel card through their online account with Sun Life Financial before travelling. Details on this coverage can be obtained from the HR&OD department of the College. Employees that do not have extended health care coverage can obtain insurance through the college international student insurance provider or through a provider of their choice. Employees may inquire at the SLC international office.

Students: Students must have medical insurance in order to travel abroad. Insurance can be purchased through the college international student insurance provider. Students may inquire at the SLC International office. If students procure insurance from another provider they should still refer to the international office to ensure that they are purchasing sufficient coverage for things like emergency transportation, medical and dental coverage, hospitalization, repatriation and prescription drugs.

Motor vehicle insurance: St. Lawrence College discourages students from operating motor vehicles abroad, but recommends that those employees or students who plan to operate a motor vehicle obtain liability and collision insurance that will cover them in the applicable foreign countries.

Property insurance: St. Lawrence College also recommends that staff and students insure their personal effects from loss or theft while abroad, since out-of-pocket replacement expenses for laptops, iPods, digital cameras, etc. can be quite costly. The college does not accept liability for loss of personal effects while abroad.

10. Emergencies

Should an emergency situation occur while employees or students are outside of Canada on an authorized St. Lawrence College activity, an Incident Management Team will be convened to direct the college resources to assisting college members in need of assistance. Good communications are essential, yet during emergencies communications tend to be difficult and often conflicting. Therefore, the IMT will develop a generic communication protocol prior to any emergency occurring and this protocol will guide communications during an actual emergency.

11. Contacts in Case of Emergency

While you are abroad, your first contact should always be the College Security Services at 613-544-5400 ext. 5555 who will work to meet your needs immediately. They will contact SLC's on-call staff while coordinating services with SLC.

12. Staff Personal Travel

St. Lawrence College employees travelling outside Canada are encouraged to register their travel with the St. Lawrence College Travel Abroad Registry as well as with the GAC Registration of Canadian Abroad (<http://travel.gc.ca/travelling/registration>). Advice may be obtained from members of the SLC International office on specifics of your travel destination on an as-available basis. Staff of the International office have travelled to most destinations and will be happy to share their knowledge. This is not a travel agency service, but is more related to safety, culture and gaining the most from your international travel experience.

MONITORING

POLICY REVISION DATE

1 November 2015

SPECIFIC LINKS

APPENDIX A AND ATTACHMENTS

Checklist for Preparing SLC Employees for Travel Abroad

1. SLC Approval	
<input type="checkbox"/> Discussion with Director/Dean/Associate Dean <input type="checkbox"/> Expression of Interest/Discussion with Employee <input type="checkbox"/> Go to website: http://travel.gc.ca/ <ul style="list-style-type: none"> •Check for travel advisories (applicable countries) •Review country information for each destination 	<input type="checkbox"/> Travel Abroad Application
2. Initial Planning	
<input type="checkbox"/> Review the Safety Abroad Policy <input type="checkbox"/> Outline travel objective <input type="checkbox"/> Determine travel dates <input type="checkbox"/> Special requests (ie. Stopover, vacation) or requirements (ie. dietary, window/aisle) <input type="checkbox"/> Check passport and entry visa requirements★ <input type="checkbox"/> Refer to Public Health for Travel Health & Safety (ie. Vaccines)★ <input type="checkbox"/> Discuss work expectations <input type="checkbox"/> Discuss Extended Health Care and Emergency Benefits <input type="checkbox"/> Complete the Risk Assessment	<input type="checkbox"/> Intl booking flights YES or NO <input type="checkbox"/> Accommodation required YES or NO <input type="checkbox"/> Airport transportation required YES or NO <input type="checkbox"/> Arrival airport transportation required YES or NO <input type="checkbox"/> Purchase of travel insurance YES or NO <input type="checkbox"/> Cell travel bundle required YES or NO <input type="checkbox"/> Cash advance required YES or NO <input type="checkbox"/> Partners/Funders/Country - briefing document required YES or NO ★ Allow 2 months prior to departure for vaccines or entry visas
3. Travel Package	
<input type="checkbox"/> Create detailed travel itinerary <input type="checkbox"/> E-ticket <input type="checkbox"/> Emergency contact list <input type="checkbox"/> Accommodation confirmation	<input type="checkbox"/> Travel Insurance <input type="checkbox"/> Cash advance (cheque or EFT deposit) <input type="checkbox"/> Airport transportation confirmation <input type="checkbox"/> Copies of passport/visa, travel documents, credit cards, ID cards left with a responsible person
4. Pre-Departure	
<input type="checkbox"/> Review travel schedule <input type="checkbox"/> Hard copy of travel package <input type="checkbox"/> Trip report requirements	<input type="checkbox"/> Share detailed travel itinerary (send copy to International) <input type="checkbox"/> Complete Travel Waiver and send to International
5. Post-Trip	
<input type="checkbox"/> Trip report	<input type="checkbox"/> Expense claim

This checklist is designed to help guide and support you in preparing for international travel on behalf of St. Lawrence College. Not all points may apply.



Name: _____

Destination Country: _____

Employee ID Number: _____

Staff Travel Abroad Application

[This form is for SLC Employees Only]

2017/2018

St. Lawrence College is pleased to support opportunities for our staff to benefit from international and intercultural activities.

Country(s) to be visited:

Institution(s):

Dates: From [Click here to enter a date.](#)

To [Click here to enter a date.](#)

St. Lawrence College Department:

Duties while abroad:

Signature: _____

Date: [Click here to enter a date.](#)

Specific costs to be borne by St. Lawrence College:

I have reviewed the attached Risk Assessment Form

Dean/Director/Associate Dean:

Dean/Director/Associate Dean Signature: _____

Date: [Click here to enter a date.](#)

Dean, International Education (or delegate): _____

Date: [Click here to enter a date.](#)

Part I: How to Assess the Risks

Please use the tables below as a guide:

A. RISK IDENTIFICATION	B. RISK ANALYSIS	C. RISK LIKELIHOOD	D. RISK IMPACT	E. RISK MANAGEMENT / TREATMENT
What is the risk?	How can it affect me?	How likely am I to encounter this risk?	How severe is this risk?	What will we do to reduce its impact?
Read the relevant section of the DFAIT Travel Report carefully to identify ALL risks	Think about the possible outcomes of encountering this risk	Use Table A below	Use Table B below	Use Table C below Use Travel Report and your common sense in the context of your trip

A: Risk Likelihood (Measures of Likelihood)		
Rare	Only occur in exceptional circumstances	1
Unlikely	Could occur in exceptional circumstances	2
Possible	Might occur at some time	3
Likely	Will probably occur in most circumstances	4
Almost Certain	Expected to occur in most circumstances	5

B: Risk Evaluation (Measures of Consequence)		
Insignificant	No injuries, low financial loss	1
Minor	First aid treatment, medium financial loss	2
Moderate	Medical treatment required, high financial loss	3
Major	Extensive injuries, major financial loss	4
Catastrophic	Death, huge financial loss	5

C: Risk Management Effectiveness		
Weak	Plan is missing or inadequate. Unlikely to mitigate risk effectively.	1
Moderate	Plan is likely to reduce the risk and addresses most of the potential risk	2
Strong	Plan is thorough and is considerably likely to mitigate all risks	3

Risk Management: Health, Safety and Security

As an international traveler it is your responsibility to obtain health, safety and security information of the host country prior to your departure from Canada.

Before Leaving Canada: Risk assessment is a way of identifying the risks involved in an activity, therefore enabling control measures to be taken in order to reduce these risks.

Risk Assessment Resources:

- Global Affairs Canada
<http://travel.gc.ca/travelling/health-safety>
- Public Health Agency of Canada
<http://www.phac-aspc.gc.ca/>
- World Health Organization
<http://www.who.int/en/>

Before leaving Canada, we strongly recommend that you register with [Global Affairs Canada](#). This will help the Canadian government to help you in case of emergency.

Emergencies While Abroad:

What is an emergency?

An emergency is a sudden or an unforeseen occurrence or crisis, usually involving danger, that happens unexpectedly and demands immediate action.

In case of Emergency

Contact the College and ask for assistance

Carry these numbers with you at all times. Both numbers can be called collect, 24 hours a day:

- SLC Emergency Number: 1-613- 544-5400 ext 5555
- Global Affairs Canada: 1-613-996-8885 | sos@international.gc.ca

Unable to make a collect call from your current location? Dial the [Canada Direct](#) access number for your location to be connected with a Canadian operator.

Health and Safety Incident Report

Any accidents, incidents or injuries that occur while participating in study abroad programs must be documented and filed upon return as per college policies.

Description of the International Activity

•

Part II: Official Warnings & Recommendations

1. Please indicate the level of warning for your destination country (indicate with an X):

Exercise NORMAL SECURITY PRECAUTIONS	Exercise HIGH DEGREE OF CAUTION	Avoid NON-ESSENTIAL Travel	Avoid ALL Travel
	X		

Please cut and paste **COUNTRY** warning information in the space below:

2. Are there **REGIONAL** warnings for your destination country? (indicate with an X)

Exercise NORMAL SECURITY PRECAUTIONS	Exercise HIGH DEGREE OF CAUTION	Avoid NON-ESSENTIAL Travel	Avoid ALL Travel
		X	X

Please cut and paste any **REGIONAL** warning information in the space below:

Are you planning on:

X

Not going through this region marked with a warning	
Travelling through this region BUT not staying in the region	
Staying in the region marked with a warning	

Part III: Assessment of Risks

LEVEL 1 AND LEVEL 2 DESTINATIONS. Review all the risks identified under each section of the Global Affairs Canada Travel Report for your destination country. Insert only those risks that you assess will be likely or almost certain to affect you and that have an impact higher than level 2 and that you will mitigate with something other than normal precautions. Ensure that you specifically address anything that is identified as requiring you to exercise a high degree of caution.

. If you require additional space, use your word processing program to add rows to the table as needed.

TOLERANCE FOR RISK & RISK SCORE* - LEGEND		
Low Risk	(1-4)	Minimal Risk – manage by routine procedures and operations
Moderate Risk	(5-10)	Moderate Risk – manage by specific monitoring and response procedures. Monitor closely.
High Risk	(11-18)	High level of Risk – requires escalation to VP; monitor constantly and review every 3 months
Critical Risk	(19-25)	Top level of Risk – requires escalation to CET. Monitor constantly and review monthly.

- 1. Safety and Security Risks** (see the "Security" tab on the Travel Report for the country you will be visiting)
- 2. Health Risks** (see the 'Health' tab on the Travel Report)
- 3. Laws & Culture-related Risks** (see 'Laws & Culture' tab on the Travel Report)
- 4. Natural Disaster and Climate Risks** (see the 'Disasters & Climate' tab on the Travel Report)
- 5. Activity Risks** (Indicate how your planned activity could put you at risk)
- 6. Risks to the College** (consider the following risks: financial, reputational, regulatory, safety, operational and academic)

A. RISK IDENTIFICATION	B. RISK ANALYSIS	C. RISK LIKELIHOOD	D. RISK IMPACT	E. RISK MANAGEMENT / TREATMENT	Tolerance for Risk	Risk Score		Additional Treatment Options
What is the risk?	How can it affect me?	How likely am I to encounter this risk?	How severe is this risk?	What will I do to reduce its impact?	Low, Moderate, High, Critical	Before Treatment	After Treatment	To further reduce risk

I will abide by General safety precautions

Leave personal belongings, including cash, passports and airline tickets, in a hotel safe or other secure location.

Avoid walking after dark. Do not accept food or drink from strangers as they may be drugged.

Seek local advice on the security situation prior to visiting beaches & or other tourist places.

Use a heightened level of safety awareness in traffic whether driving or walking.

Record of Preparation and Updates

Date	Original Prepared by	Signature
Date	Updated by	Signature

Risk Assessment – International Travel Level 3 and 4 Destinations

Part I: How to Assess the Risks

Please use the tables below as a guide:

A. RISK IDENTIFICATION	B. RISK ANALYSIS	C. RISK LIKELIHOOD	D. RISK IMPACT	E. RISK MANAGEMENT / TREATMENT
What is the risk?	How can it affect me?	How likely am I to encounter this risk?	How severe is this risk?	What will we do to reduce its impact?
Read the relevant section of the DFAIT Travel Report carefully to identify ALL risks	Think about the possible outcomes of encountering this risk	Use Table A below	Use Table B below	Use Table C below Use Travel Report and your common sense in the context of your trip

A: Risk Likelihood (Measures of Likelihood)		
Rare	Only occur in exceptional circumstances	1
Unlikely	Could occur in exceptional circumstances	2
Possible	Might occur at some time	3
Likely	Will probably occur in most circumstances	4
Almost Certain	Expected to occur in most circumstances	5

B: Risk Evaluation (Measures of Consequence)		
Insignificant	No injuries, low financial loss	1
Minor	First aid treatment, medium financial loss	2
Moderate	Medical treatment required, high financial loss	3
Major	Extensive injuries, major financial loss	4
Catastrophic	Death, huge financial loss	5

C: Risk Management Effectiveness		
Weak	Plan is missing or inadequate. Unlikely to mitigate risk effectively.	1
Moderate	Plan is likely to reduce the risk and addresses most of the potential risk	2
Strong	Plan is thorough and is considerably likely to mitigate all risks	3

Risk Assessment – International Travel Level 3 and 4 Destinations

Risk Management: Health, Safety and Security

As an international traveler it is your responsibility to obtain health, safety and security information of the host country prior to your departure from Canada.

Before Leaving Canada: Risk assessment is a way of identifying the risks involved in an activity, therefore enabling control measures to be taken in order to reduce these risks.

Risk Assessment Resources:

- Global Affairs Canada
<http://travel.gc.ca/travelling/health-safety>
- Public Health Agency of Canada
<http://www.phac-aspc.gc.ca/>
- World Health Organization
<http://www.who.int/en/>

Before leaving Canada, we strongly recommend that you register with [Global Affairs Canada](#). This will help the Canadian government to help you in case of emergency.

Emergencies While Abroad:

What is an emergency?

An emergency is a sudden or an unforeseen occurrence or crisis, usually involving danger, that happens unexpectedly and demands immediate action.

Risk Assessment – International Travel Level 3 and 4 Destinations

In case of Emergency

Contact the College and ask for assistance

Carry these numbers with you at all times. Both numbers can be called collect, 24 hours a day:

- SLC Emergency Number: 1-613- 544-5400 ext 5555
- Global Affairs Canada: 1-613-996-8885 | sos@international.gc.ca

Unable to make a collect call from your current location? Dial the [Canada Direct](#) access number for your location to be connected with a Canadian operator.

Health and Safety Incident Report

Any accidents, incidents or injuries that occur while participating in study abroad programs must be documented and filed upon return as per college policies.

Risk Assessment – International Travel Level 3 and 4 Destinations

Description of the International Activity

Click or tap here to enter text.

Part
II:

Risk Assessment – International Travel Level 3 and 4 Destinations

Part II: Official Warnings & Recommendations

1. Please indicate the level of warning for your destination country (indicate with an X):

Exercise NORMAL SECURITY PRECAUTIONS	Exercise HIGH DEGREE OF CAUTION	Avoid NON-ESSENTIAL Travel	Avoid ALL Travel
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please cut and paste **COUNTRY** warning information in the space below:

Click or tap here to enter text.

Risk Assessment – International Travel Level 3 and 4 Destinations

2. Are there **REGIONAL** warnings for your destination country? (indicate with an X)

Exercise NORMAL SECURITY PRECAUTIONS	Exercise HIGH DEGREE OF CAUTION	Avoid NON-ESSENTIAL Travel	Avoid ALL Travel
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please cut and paste any **REGIONAL** warning information in the space below:

Click or tap here to enter text.

Are you planning on:

✓

Not going through this region marked with a warning	<input type="checkbox"/>
Travelling through this region BUT not staying in the region	<input type="checkbox"/>
Staying in the region marked with a warning	<input type="checkbox"/>

Risk Assessment – International Travel Level 3 and 4 Destinations

Part III: Assessment of Risks

LEVEL 3 and LEVEL 4 DESTINATIONS. Complete each of the following five risk assessment tables (one per page) using the Global Affairs Canada Travel Report. You should be sure to indicate ALL the risks identified in the Travel Report. Even where you do not believe that a risk pertains to you, please include it and explain why it is not a risk in the context of your activity.

. If you require additional space, use your word processing program to add rows to the table as needed.

TOLERANCE FOR RISK & RISK SCORE* - LEGEND		
Low Risk	(1-5)	Minimal Risk – manage by routine procedures and operations
Moderate Risk	(6-10)	Moderate Risk – manage by specific monitoring and response procedures. Monitor closely.
High Risk	(11-18)	High level of Risk – requires escalation to VP; monitor constantly and review every 3 months
Critical Risk	(19-25)	Top level of Risk – requires escalation to CET. Monitor constantly and review monthly.

Risk Assessment – International Travel Level 3 and 4 Destinations

1. Safety and Security Risks (see the "Security" tab on the Travel Report for the country you will be visiting)

A. RISK IDENTIFICATION	B. RISK ANALYSIS	C. RISK LIKELIHOOD	D. RISK IMPACT	E. RISK MANAGEMENT / TREATMENT	Tolerance for Risk	Risk Score		Additional Treatment Options
What is the risk?	How can it affect me?	How likely am I to encounter this risk?	How severe is this risk?	What will I do to reduce its impact?	Low, Moderate, High, Critical	Before Treatment	After Treatment	To further reduce risk
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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Risk Assessment – International Travel Level 3 and 4 Destinations

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Use a heightened level of safety awareness in traffic whether driving or walking.

Risk Assessment – International Travel Level 3 and 4 Destinations

2. Health Risks (see the 'Health' tab on the Travel Report)

A. RISK IDENTIFICATION	B. RISK ANALYSIS	C. RISK LIKELIHOOD	D. RISK IMPACT	E. RISK MANAGEMENT / TREATMENT	Tolerance for Risk	Risk Score		Additional Treatment Options
What is the risk?	How can it affect me?	How likely am I to encounter this risk?	How severe is this risk?	What will I do to reduce its impact?	Low, Moderate, High, Critical	Before Treatment	After Treatment	To further reduce risk
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Risk Assessment – International Travel Level 3 and 4 Destinations

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Additional Travel Health resources:

- **Public Health Agency of Canada (PHAC) Travel Health website:** Additional destination-related information as well as thematic travel health topics.
<http://www.phac-aspc.gc.ca/tmp-pmv/index-eng.php>
- **International Association of Medical Assistance to Travellers (IAMAT):** Comprehensive information on travel health for all countries – particularly complete information on MALARIA.
<http://www.iamat.org>

Risk Assessment – International Travel Level 3 and 4 Destinations

3. Laws & Culture-related Risks (see 'Laws & Culture' tab on the Travel Report)

A. RISK IDENTIFICATION	B. RISK ANALYSIS	C. RISK LIKELIHOOD	D. RISK INPUT	E. RISK MANAGEMENT / TREATMENT	Tolerance for Risk	Risk Score		Additional Treatment Options
What is the risk?	How can it affect me?	How likely am I to encounter this risk?	How severe is this risk?	What will I do to reduce its impact?	Low, Moderate, High, Critical	Before Treatment	After Treatment	To Further Reduce Risk
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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Risk Assessment – International Travel Level 3 and 4 Destinations

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Additional information on customs and cultural considerations: **Centre for Intercultural Learning (CIL)**: offers a variety of tools and resources to assist you in understanding and adapting to your destination

<http://www.intercultures.ca/cil-cai/countryinsights-apercuspays-eng.asp>

Risk Assessment – International Travel Level 3 and 4 Destinations

4. Natural Disaster and Climate Risks (see the 'Disasters & Climate' tab on the Travel Report)

A. RISK IDENTIFICATION	B. RISK ANALYSIS	C. RISK LIKELIHOOD	D. RISK IMPACT	E. RISK MANAGEMENT / TREATMENT	Tolerance for Risk	Risk Score		Additional Treatment Options
What is the risk?	How can it affect me?	How likely am I to encounter this risk?	How severe is this risk?	What will I do to reduce its impact?	Low, Moderate, High, Critical	Before Treatment	After Treatment	To Further Reduce Risk
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Risk Assessment – International Travel Level 3 and 4 Destinations

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Risk Assessment – International Travel Level 3 and 4 Destinations

5. Activity Risks (Indicate how your planned activity could put you at risk)								
A. RISK IDENTIFICATION	B. RISK ANALYSIS	C. RISK LIKELIHOOD	D. RISK IMPACT	E. RISK MANAGEMENT / TREATMENT	Tolerance for Risk	Risk Score		Additional Treatment Options
What is the risk?	How can it affect me?	How likely am I to encounter this risk?	How severe is this risk?	What will I do to reduce its impact?	Low, Moderate, High, Critical	Before Treatment	After Treatment	To Further Reduce Risk
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Risk Assessment – International Travel Level 3 and 4 Destinations

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Risk Assessment – International Travel Level 3 and 4 Destinations

6. Risks to the College								
A. RISK IDENTIFICATION	B. RISK ANALYSIS	C. RISK LIKELIHOOD	D. RISK IMPACT	E. RISK MANAGEMENT / TREATMENT	Tolerance for Risk	Risk Score		Additional Treatment Options
What is the risk?	How can it affect the college?	How likely am I to encounter this risk?	How severe is this risk?	What will I do to reduce its impact?	Low, Moderate, High, Critical	Before Treatment	After Treatment	To Further Reduce Risk
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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Risk Assessment – International Travel Level 3 and 4 Destinations

I will abide by General safety precautions

Leave personal belongings, including cash, passports and airline tickets, in a hotel safe or other secure location.

Avoid walking after dark. Do not accept food or drink from strangers as they may be drugged.

Seek local advice on the security situation prior to visiting beaches & or other tourist places.

Record of Preparation and Updates

Date	Original Prepared by	Signature
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Date	Updated by	Signature
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.



INTERNATIONAL TRAVEL WAIVER

Assumption of Risks, Responsibility and Liability Waiver for Study/Work, Field Trips, Exchange Programs, Internships, Clinical Placements and Practicum Placements

WARNING: PLEASE READ CAREFULLY! By signing this document, you indicate that you understand the risks associated with this activity, that you are aware that by participating in the activity you are being exposed to the risks identified below, and that you accept important legal obligations and waive certain legal rights, including the right to initiate a legal proceeding in the courts or otherwise.

This information will be used by the College to provide emergency support for students/employees participating in international activities. This form must be completed by every student and employee before leaving Canada on a College-related international activity. Completed forms are to be submitted to the International Office on the Kingston campus prior to leaving Canada. The information will be kept on file and used/released in the event of an emergency, as deemed necessary by St. Lawrence College.

In consideration of being permitted to conduct a study/work/travel activity at:

Name and Address of Institution/Employer/Program (please print)

_____ City _____ Country

_____ Contact Name at Host Institution/Employer/Program _____ Contact Person Position

Telephone: () _____ E-mail address: _____

If you are traveling to more than one destination, please add additional destination(s) to a separate sheet and attach.

DISCLAIMER

I acknowledge and agree that the St. Lawrence College of Applied Arts and Technology, its Board of Governors, officers, directors, employees, volunteers, members, agents and representatives (hereinafter referred to as "The College") are not responsible for any injury, loss or damage to personal property, detention, imprisonment, illness, death or dismemberment arising out of any cause/nature whatsoever, sustained by me while travelling. I acknowledge and agree that the College accepts no responsibility and assumes no liability with respect to any academic, vocational, medical, or financial impacts resulting from the aforementioned causes or related advice received by me in relation to this travel.

Initials _____

I ASSUME AND ACCEPT ALL RESPONSIBILITY FOR ANY RISKS. I understand that participation in a St. Lawrence College study/work abroad programme, field trip, exchange programme, internship, clinical placement or practicum ("the Program") will take me away from my campus for an extended period of time. During this period, I acknowledge that I will be in unfamiliar surroundings and will be exposed to risks to my person and possessions that may be different from those in Canada.

I acknowledge and am aware that there are possible risks, dangers, and hazards associated with this travel, including but not limited to, physical injury, sickness or death and damage to my property. Further, I understand that I may be exposed to risks associated with, but not limited to, violence, crime, civil unrest, acts of terrorism, kidnapping situations, adverse weather events and negative social experiences that may be personally upsetting. I am also aware that I may experience periods of isolation, loneliness, homesickness and discomfort due to cultural differences. I further understand that I may be exposed to different social, human rights and cultural norms from which I may be accustomed.

Initials _____

I understand that it is my responsibility to abide by all applicable College and host institution policies and laws of the host country. I have carefully read and understand the Study Abroad Policy (if applicable) and the Safety Abroad policy and I have attended a pre-departure orientation session.

Initials _____

I have adequate medical, personal health, dental and accident insurance, as well, I have ensured the protection of my personal possessions. I further acknowledge that I shall be required to obtain and provide evidence of out-of-country medical insurance before participating in this travel and to maintain such insurance for the duration of the trip.

Initials _____

Students

I understand that if a situation arises prior to or during this travel that requires my travel be cancelled, I am personally responsible for any costs associated with the cancelation, which are not otherwise refundable.

Initials _____

Employees

I understand that any expenses associated with my trip other than those specifically approved on the Travel Abroad Application form will be my sole responsibility.

Initials _____

I HEREBY ACCEPT AND ASSUME SUCH RISKS AND DANGERS AND THE RESPONSIBILITY FOR ANY RESULTING DAMAGES WHETHER CAUSED IN WHOLE OR IN PART BY THE FAILURE ON THE PART OF THE COLLEGE TO TAKE ALL REASONABLE CARE AND IMPLEMENT SUCH REASONABLE MEASURES AS WOULD BE UNDERSTOOD TO BE NECESSARY FOR SAFETY WITHIN THE CIRCUMSTANCES.

Initials _____

I HOLD HARMLESS AND INDEMNIFY THE COLLEGE. I release and hold harmless the College from any and all liability for any loss, damage, injury or expense that I or my next of kin may suffer as a result of my participation in the Programme, including, but not limited to: accidents, acts of God, war, civil unrest, sickness, transportation scheduling, government restrictions or regulations, and any and all expenses which I may incur while participating in the Programme.

I recognize that the College will not supervise any of the host institutions/organization's academic programs, living arrangements, or extracurricular activities during my participation in the Program.

I understand that the completion of this form is a mandatory in order that I be permitted to participate in the Programme, and that by signing this form I am acknowledging my acceptance of the risks and dangers referred to above. I confirm that I was provided ample opportunity to review this forms terms and seek clarification for any questions that I might have had.

Initials _____

ACKNOWLEDGEMENT

At the time that I received a copy of this form I was advised by the College that if I were to be unwilling to accept the risks inherent in my participation in the Program or if I were otherwise unwilling to sign this form, I had the absolute right to withdraw from the Program.

It is my intention that this document be binding on my estate, successors and assigns.

This waiver is effective for the period of time that I will be participating in the Programme. I understand that this agreement cannot be modified or interpreted except in writing by the College and that no oral modification or interpretation shall be valid.

I ACKNOWLEDGE THAT I HAVE READ AND THAT I UNDERSTAND THIS INTERNATIONAL TRAVEL WAIVER. I FULLY UNDERSTAND ITS TERMS AND UNDERSTAND THAT I HAVE GIVEN UP SUBSTANTIAL RIGHTS BY SIGNING IT, AND HAVE SIGNED IT FREELY AND VOLUNTARILY WITHOUT ANY INDUCEMENT, ASSURANCE, OR GUARANTEE BEING MADE TO ME AND INTEND MY SIGNATURE TO BE A COMPLETE AND UNCONDITIONAL RELEASE OF ALL LIABILITY TO THE GREATEST EXTENT ALLOWED BY LAW. By signing this INTERNATIONAL TRAVEL WAIVER, I agree to release the College from all responsibility for any property damage, bodily injury, death, disability, liability, costs and expenses and claims of every nature and kind, including legal fees, howsoever arising from, participation in the Program and my participation therein.

Initials _____

**I HAVE READ THIS DOCUMENT CAREFULLY AND ACKNOWLEDGE MY RESPONSIBILITIES AND THE
EFFECTS OF THIS LIABILITY**

Student/Employee Name: _____	
Student/Employee number: _____	
Permanent address: _____	Telephone: () _____
Date of Birth: _____	E-mail: _____
Passport Number: _____	Expiry date: _____
_____ Signature of Participant (or Legal Guardian)	_____ Witness Signature
Date: _____	Date: _____
Date of Scheduled Departure from Canada: _____	
Date of Scheduled Return to Canada: _____	
International Medical Insurance Policy Number: _____	
International Medical Insurance Provider: _____	
In case of emergency, please notify:	
_____ Name	_____ Relationship
_____ Address	_____ Telephone: () _____
E-mail: _____	

Reviewed and Accepted: _____
International Education Office Date

Appendix A: Re-admission Policies by Program

Bachelor of Science in Nursing [rev. 2015-2016]

Academic Standing (Laurentian University Senate, Feb. 10, 2009)

To be in good academic standing and progress in the BScN program, a student must:

- 1) Meet all conditions of admission
- 2) Not fail more than 3 credits in any one year or in any sequence of 30 credits
- 3) Achieve a minimum of 60% in each required Nursing and Science Course
- 4) Achieve an overall average of 60% in all passed courses in the previous year (or previous 30 consecutive credits)
- 5) Demonstrate satisfactory clinical and laboratory performance in courses where clinical experience is required (Failure to demonstrate satisfactory performance in these areas constitutes a failure in the course regardless of numerical grade; therefore all aspects of the course must be repeated)
- 6) Complete all course evaluation components.

Probation

A student is subject to a one year probationary period for failure to meet any of the above criteria under academic standing.

Withdrawal from the Program

A student is required to withdraw from the School of Nursing the following apply:

- 1) Does not satisfy all conditions after one probationary year or 30 consecutive credits
- 2) Fails 36 credits or more
- 3) Has not achieved good academic standing in two consecutive years or 60 consecutive credits
- 4) Has not demonstrated, while on probation, satisfactory clinical performance in any nursing practice course
- 5) Fails to obtain the minimum academic grade and satisfactory clinical and lab performance where appropriate in a course on a second attempt
- 6) Fails to demonstrate professional practice as outlined by Laurentian University School of Nursing, professional regulatory bodies and host clinical agencies.

A student who is required to withdraw may petition the Senate Committee on Academic Regulations and Awards for re-admission after one calendar year. Such an appeal should have a recommendation from the director of the school before being considered by the committee.

Students in good academic standing who choose to discontinue their studies at the end of the first or any other year, with successful completion of that year, may apply for re-admission by completing the "Advanced Level Application." Cases are considered on an individual basis and are dependent upon seat availability.

Medical Laboratory Science [rev. 2015-2016]

Students entering the third year of the Medical Laboratory Science program must have completed successfully all prescribed fourth semester core courses in the academic semester (winter) immediately preceding the third year clinical placement to maintain competency in all five clinical disciplines.

Medical Laboratory Assistant/Technician [rev. 2015-2016]

Students applying for re-admission to a placement semester will require an assessment of readiness prior to placement.

Applications received before the equal consideration deadline will be ranked by academic average with preference given to SLC students in good standing at the time of their departure.

Paramedic [rev. 2015-2016]

Students who have been required by the College to withdraw from the program due to academic/clinical failures will be permitted to reapply to the program. If students are required to withdraw from the program on the second attempt, no further admission opportunity will be granted to that semester without consultation with the Registrar.

1. Students who have not successfully completed Semester 1 must apply through Ontario College Application Services (OntarioColleges.ca) by February 1st and compete for available seats in the program with no guarantee of admission.
2. All students eligible for re-admittance will meet with an academic adviser to clarify conditions of re-entry to the program with no guarantee of admission.
3. Students may repeat a semester/course once within 12 calendar months of initial enrolment data. As a condition of acceptance, students re-entering a program after a semester or longer absence will be required to participate in an assessment to determine maintenance of clinical competence; students may be required to repeat some or all of the clinical practice courses. The Paramedic Program must be completed within five years from the date of initial enrolment.
4. Re-admission will be based on availability of seats according to the following priorities:
 - Priority 1 - The applicant was maintaining at least a C grade in all courses at the time of withdrawal.
 - Priority 2 - The applicant has failed one or more courses. The number of failed courses will be considered in establishing priority.

Practical Nurse [rev. 2015-2016]

If students are required to withdraw from the PN program after a second attempt, no further admission opportunity will be granted to that semester without consultation with the Registrar.

A condition of re-admission is an assessment of competence in clinical skills, particularly if the student has been away from clinical placement for eight months or more.

Veterinary Technology [rev. 2015-2016]

For ethical reasons and to comply with Canadian Council for Animal Care Regulations, students required to withdraw from this program can only be readmitted to the program once.

Appendix B: Essential Employability Skills [rev. 2017-2018]

Context

“Essential Employability Skills (EES) are skills that, regardless of a student’s program or discipline, are critical for success in the workplace, in day-to-day living, and for lifelong learning.”

The teaching and attainment of these Essential Employability Skills (EES) for students in, and graduates from, Ontario’s colleges of applied arts and technology are anchored in a set of four fundamental assumptions:

These skills are important for every adult to function successfully in society today.

Our colleges are well equipped and well positioned to prepare graduates with these skills. These skills are equally valuable for all students, whether they pursue further education or they pursue a career/work path.

These skills may be attained anywhere; many students will enter the college having already achieved some or all of these skills, and the colleges will document and credit such prior learning.

Application/Implementation

In each of the six skill categories, there is a number of defining skills, or sub-skills, identified to further articulate the requisite skills identified in the main skill categories. The following chart is presented to illustrate the relationship between the skill categories, the defining skills within the categories, and learning outcomes demonstrated by graduates from post-secondary programs of instruction offered by a college of applied arts and technology in Ontario.

Each college will determine the specific level of outcomes to be achieved, and establish tracking and evaluation procedures appropriate to the field of study and consistent with the credential granted.

EES are delivered in an integrated fashion and may be imbedded in other course offerings (those designed to deliver either General Education or vocational education) or in stand-alone (discrete) courses in cases where a college decides this to be necessary. Discrete course offerings to deliver EES are not required. Graduates must be able to reliably demonstrate the essential skills required in each category.

Skill Category	Defining Skills Skill areas to be demonstrated by graduates:	Learning Outcomes The levels of achievement required by graduates. The graduate has reliably demonstrated the ability to:
Communications	<ul style="list-style-type: none"> • Reading • Writing • Speaking • Listening • Presenting • Visual literacy 	<ol style="list-style-type: none"> 1. Communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience. 2. Respond to the main themes and issues of messages in a manner that ensures effective communication.
Numeracy	<ul style="list-style-type: none"> • Understanding and applying mathematical concepts and reasoning • Analyzing and using numerical data • Conceptualizing 	<ol style="list-style-type: none"> 3. Execute mathematical operations accurately.
Critical Thinking and Problem Solving	<ul style="list-style-type: none"> • Analyzing • Synthesizing • Evaluating • Decision making • Creative and innovative thinking 	<ol style="list-style-type: none"> 4. Apply a systematic approach to solve problems. 5. Use a variety of thinking skills to anticipate and solve problems.
Information management	<ul style="list-style-type: none"> • Gathering and managing information • Selecting and using appropriate tools and technology for a task or project • Computer literacy • Internet skills 	<ol style="list-style-type: none"> 6. locate, select, organize, and document information using appropriate technology and information systems. 7. Analyze, evaluate, and apply relevant information from a variety of sources.
Interpersonal	<ul style="list-style-type: none"> • Team work • Relationship management • Conflict resolution • Leadership • Networking 	<ol style="list-style-type: none"> 8. Show respect for the diverse opinions, values, belief systems, and contributions of others. 9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
Personal	<ul style="list-style-type: none"> • Managing self • Managing change and being flexible and adaptable • Engage in reflective practices • Demonstrating personal responsibility 	<ol style="list-style-type: none"> 10. Manage the use of time and other resources to complete projects. 11. Take responsibility for one's own actions, decisions, and consequences.

Appendix C: Continuance Policies for Full-Time Students by Program

Autism and Behavioural Science [rev. 2015-2016]

Students must achieve a final grade of 60% (C- grade) or higher in each course, in order to advance in the program and to graduate.

Honours Bachelor of Behavioural Psychology (HBBP) [rev. 2017-2018]

Term-based Grade Point Averages (term GPA) are used to determine each student's eligibility to progress through the program as a full-time student. Any student who does not meet the minimum term GPA for continuance will not be eligible to progress as a full-time student but can take part-time courses if the pre-requisites are met and space is available. In order to progress to the next semester or to graduate the following is required:

1. Minimum overall acceptable achievement (ie across all degree requirements including the breadth and discipline-related requirements) not lower than a 1.7 term GPA (60–62%).
2. Minimum overall acceptable achievement in all PSYC/BEHA courses (ie discipline-related requirements) not lower than a 1.7 term GPA (60-62%).

In Semesters 3 and 6, students complete several courses before beginning a practicum. A term GPA will be also be calculated using the final course grades leading up to each practicum to determine if a student is eligible for practicum. A term GPA of 1.7 is required to be eligible for practicum.

Bachelor of Science in Nursing [rev. 2015-2016]

Admission

One 4U English

One 4U Chemistry

One 4U Biology

One 4U Mathematics (for students who begin in Fall 2015)

Two other 4U/M courses

Minimum 75% overall average (for students at college sites who begin Fall 2014)

Students transferring from other university nursing programs complete a minimum 2 year full-time residency at Laurentian University to obtain a BScN degree at Laurentian University.

Academic Standing

To be in good academic standing and progress in the BScN program, a student must:

- 1) Meet all conditions of admission (dependent on criteria for year of admission into program)
- 2) Achieve a minimum of 60% in each required Nursing and Science Course
- 3) Achieve an overall average of 60% in all passed courses.
- 4) Demonstrate satisfactory clinical and laboratory performance in courses where clinical experience is required. Failure to demonstrate satisfactory performance in these areas constitutes a failure in the course regardless of numerical grade; therefore, all aspects of the course must be repeated.
- 5) Complete all course evaluation components.
- 6) Demonstrates safe, ethical, and professional practice as outlined by Laurentian University School of Nursing Code of Conduct, professional nursing regulatory bodies' code of ethics and

competencies and host clinical agencies. A student may be deemed unsafe in a practice course and may be removed from a practice course for this reason.

For students admitted Fall 2012 and prior, the following will apply:

- Not fail more than 3 credits in any one year or in any sequence of 30 credits.

Program of Study

To register in any course, a student must meet all pre-requisites and co-requisites. If a student does not meet this requirement the student will be withdrawn by the registrar from the course.

A student who fails a nursing practice course and/or who has been absent from the BScN program or from a nursing practice course for one semester or more will be required to take the Nursing Practice Laboratory Course, and must be successful in this course in order to continue in any subsequent nursing practice course.

Probation

A student is subject to a one year probationary period for failure to meet any of the above criteria under Academic Standing.

If the student meets the conditions of Academic Standing, and does not have any other failures, the student will be released from academic probation after 1 year.

Withdrawal from the Program

A student is required to withdraw from the School of Nursing if while on probation, if the student:

- 1) Does not satisfy all conditions after one probationary year and does not attain good academic standing (refer again to Academic Standing criteria).
- 2) Fails to obtain the minimum academic grade and satisfactory clinical and lab performance where appropriate in any required course on a second attempt.

A student who is required to withdraw may petition the Senate Committee on Academic Regulations and Awards (ARA) for re-admission after one calendar year. Such an appeal should have a recommendation from the director of the school before being considered by the committee.

Students in good academic standing who choose to discontinue their studies at the end of the first or any other year, with successful completion of that year, may apply for re-admission with advanced standing. Cases are considered on an individual basis.

Degree Requirements: Bachelor of Science in Nursing (.) Degree Program

The BScN program prepares individuals for nursing practice with health promotion and professional caring perspectives in a variety of settings with diverse populations. Students develop professional independence, self-directedness and critical thinking. Graduates are self-reflective, self-evaluative, responsible, accountable, and make clinical judgments based on the best evidence. They create and influence the future of nursing practice at a political, social and professional level by responding to and anticipating the changing needs of society. Furthermore, they are prepared to meet entry level professional practice requirements as identified by the College of Nurses of Ontario.

To graduate with a Bachelor of Science in Nursing, a student must meet all stated degree requirements:

- 1) Complete all NURS courses including clinical requirements where appropriate with a 60% minimum grade in each
- 2) Complete all required Science courses with a minimum grade of 60% in each

- 3) Achieve a minimum overall average of 60% on all passed courses (only courses approved by Laurentian University are included in the calculation of averages)
- 4) Complete all NURS courses for the BScN degree within 7 years of the first nursing course

For students admitted fall 2012 and prior, the following will apply:

- Complete all NURS courses for the BScN degree within 8 years of the first nursing course.

School of Business [rev. 2015-2016]

This policy applies to the following academic programs within the College:

- Advertising & Marketing Communications
- Advertising & Marketing Communications Management
- Business
- Business Administration
- Business - Accounting
- Business Administration – Accounting
- Business – Human Resources
- Business Administration – Human Resources
- Business Administration - Fast Track – Human Resources
- Business – Marketing
- Business Administration – Marketing
- Interactive Marketing Communications
- Health Care Administration
- Office Administration
- Office Administration – Health Services
- Office Administration – Legal
- Office Administration – Health Services/Legal
- Law Clerk
- Logistics and Supply Chain Management

Students in Business programs must be in good academic standing to continue within their program of study.

Good Academic Standing

To be in good Academic Standing, students must:

- Maintain a semester GPA of 1.51 or higher

Students not maintaining good academic standing will be placed on Academic Probation.

Academic Probation:

Students will be notified that they are on academic probation for their next registered academic semester.

To return to Good Academic Standing students must:

- maintain a semester GPA of 1.51 or higher

Students failing to return to good academic standing will have their academic progress reviewed by an Academic Dean to determine if they will remain on academic probation or be academically withdrawn from their program of study. Students continuing on academic probation may have additional conditions that have to be met in order to continue in their program of study. Any additional requirements will be determined by an Academic Dean and provided to the student in writing.

An academic withdrawal requires that a student be removed from their program of study and any other business program for one academic year. To be re-admitted to their program of study or another business program, students need to re-apply to the program and provide documentation that demonstrates their commitment to maintaining good academic standing. Re-application decisions are made by the registrar's office in consultation with the program coordinator. Students that are academically withdrawn are not allowed to enroll in any courses offered as part of the programs listed above. Students are eligible to enroll in courses through Continuing Education.

Communicative Disorders Assistant [rev. 2015-2016]

Students must achieve a final grade of 60% (C- grade) or higher in each course, in order to advance in the program and to graduate.

Graphic Design [rev. 2015-2016]

In addition to complying with the general continuance policy of St. Lawrence College, the following semester grade point averages are required to continue in the Graphic Design program: Semester 2 (2.0); Semesters 3 to 5 (2.3).

Health Information Management [rev. 2016-2017]

The continuance mark in this program is 63% (C grade). Students may continue in this program if they achieve the continuance mark in all courses, excluding the general education courses.

Medical Laboratory Assistant/Technician [rev. 2016-2017]

The continuance mark in this program is 60% (C- grade). Students may continue in this program if they achieve the continuance mark in all courses, excluding the general education courses.

Medical Laboratory Science [rev. 2016-2017]

The continuance mark in this program is 63% (C grade). Students may continue in this program if they achieve the continuance mark in all courses, excluding the general education courses.

Primary Care Paramedic [rev. 2016-2017]

The continuance mark in this program is 70% (B- grade). Students may continue in this program if they achieve the continuance mark in all (PARA) courses.

Practical Nurse [rev. 2016-2017]

The continuance mark in this program is 67% (C+ grade). Students may continue in this program if they achieve the continuance mark in all courses, excluding the general education courses.

Pre-Service Firefighter Education and Training [dev. 2016-2017]

The continuance mark in this program is 70% (B- grade). Students may continue in the program if they achieve the continuance mark in all (FIRE) courses.

Veterinary Technology [rev. 2020-2021]

The continuance mark in core courses in this program is 60%. Students may continue in the program if they achieve the continuance mark in the core courses* and the pass mark (50%) in the other courses. No individual course involving techniques on live animals may be repeated more than once.

*Core Courses

Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6
ANIM 102	BIOL 201	ANIM 1000	ANIM 200	ANIM 304	
CHEM 100	ANIM 108	ANIM 206	ANIM 202	ANIM 307	
MATH 150	ANIM 204	ANIM 2601	ANIM 205	ANIM 309	
ANIM 104		ANIM 2700			
		ANIM 2500			

Placement for All Programs [rev. 2020-2021]

In a program that requires placement for graduation, students who fail a placement may be permitted to repeat the same placement course once, if space permits. If a student fails that same placement for the second time, they will be required to withdraw from the program for a period of two semesters and will adhere to conditions to return. These conditions, which are determined by the Associate Dean or Campus Dean for the program, may include, but are not limited to, repetition of identified courses, or completion of new course(s). When conditions have been met, and the student has completed the two semester withdrawal period, they may be permitted to make one more attempt at successfully completing the placement. If the student fails a placement for a third time, they will be required to withdraw from the program. This policy includes courses taken through Distance and/or Continuing Education. Students should be aware that the 200% rule for completion of the program is in effect. For re-admission policies, see [Section 3.7 Re-Admission](#).

The following programs are exceptions:

In Medical Laboratory Science, Practical Nursing and Medical Laboratory Assistant/Technician, students who fail a placement may be permitted to repeat the placement portion up to one more time based on program policies and seat availability. If the student is unsuccessful in placement for a second time, they will be required to withdraw from the program. This policy includes courses taken through Distance and/or Continuing Education. Students should be aware that the 200% rule may require re-application to the program before having time for two attempts at a placement.

Appendix D: Acceptable Use Policy for Computing [rev.2020-2021]

CR601: ACCEPTABLE USE POLICY for TECHNOLOGY SERVICES

Policy Title:	Acceptable Use Policy for Technology Services
Policy Number:	CR601
Owner:	Chief Information Technology Officer
Approved by:	College Leadership Team
Effective Date:	Jan 2020
Reference:	Replaces Acceptable Use for Computing

St. Lawrence College is committed to making our resources usable by all people, whatever their abilities or disabilities. This document will be made available in alternative format upon request.

PURPOSE

St. Lawrence College (hereafter referred to as “SLC”), in part through its “Acceptable Use Policy,” seeks to achieve the following four goals:

- Protect students, employees, suppliers and guests
- Adhere to all applicable laws and regulations
- Exist within the global community as a responsible citizen
- Maintain the integrity and quality of technical services

SCOPE

All students, employees, suppliers, and guests of St. Lawrence College (SLC) are required to adhere to the “Acceptable Use Policy” at all times when using any of SLC’s technical services either remotely or while on campus. Examples of services covered by the “Acceptable Use Policy” include SLC’s data network, desktops, Wi-Fi (wireless) network, learning management system, mobile devices, e-mail, enterprise resource planning software, telephones, printers/copiers, storage network, laptops, audio/visual equipment, and Internet links. This policy applies to both centrally managed technical services and technical services administered by Schools/Departments. Any use of any technical service, including use carried out on a privately owned computing devices not managed or maintained by SLC, is governed by the “Acceptable Use Policy.”

DEFINITIONS

Client: Any individual or entity (includes students, employees, suppliers, and guests) using one or more technical services at St. Lawrence College (also known as a “user”).

Data: Information in a raw or unorganized form (such as letters, numbers, symbols, or graphics) that refer to, or represent, conditions, ideas, or objects.

Employee: Any individual (not an independent business) providing value to St. Lawrence College on a regular or semi-regular basis in exchange for compensation.

Guest: Any external person or entity (includes members of the public, retirees, event attendees, prospective students, alumni, advisory groups, varsity teams, etc.).

St. Lawrence College: A post-secondary, educational institution in Ontario with multiple community service programs

Information: Timely and accurate data organized and presented in a way that gives it meaning/relevance leading to increased understanding or reduced uncertainty.

Personal: Any activity unrelated to St. Lawrence College's mission or instructional, academic, administrative, and/or research objectives (also known as a "non-St. Lawrence College activity").

Service: Value (people, process, and technology) made available to employees, students, suppliers, and/or guests in support of St. Lawrence College's business objectives.

Student: Any person actively enrolled in a St. Lawrence College course including individuals in fully online courses and people using a St. Lawrence College community service.

Supplier: An independent business providing value to St. Lawrence College (also known as a "vendor", "contractor", "strategic partner", and/or "consultant").

POLICY

1. General

- 1.1. Clients are to obey the law and abide by all St. Lawrence College policies, standards, and guidelines when using any of St. Lawrence College's technical services.
- 1.2. All technical services are available to Clients in support of St. Lawrence College's mission and are intended for academic, administrative, and research purposes.
- 1.3. Any activity that could impact the fair, safe, and productive use of technical services or negatively impact St. Lawrence College's operations, assets, and/or reputation is prohibited.
- 1.4. Clients are required to conduct themselves in an appropriate, professional manner when using any of St. Lawrence College's technical services.
- 1.5. Clients are accountable for all activities logged against their credentials (username and password) or electronic signature code (including all misuse or illegal activity).
- 1.6. Use of any St. Lawrence College technical service implies a Client has read the "Acceptable Use Policy" and unconditionally agreed to abide by all terms and conditions at all times.
- 1.7. Questions about this policy may be directed to the Vice President of Human Resources, the Vice President of Student Services, or the Office of the Chief Information Technology Officer.

2. Identity/Access

- 2.1. Clients are to access technical services only using the St. Lawrence College credentials (username and password) assigned to them. Use of another Client's credentials is prohibited.
- 2.2. St. Lawrence College usernames and passwords are personal identifiers equivalent to a signature on a document and should never be shared or disclosed to anyone at any time.
- 2.3. Concealing one's identity when accessing a technical service is prohibited. Similarly, masquerading or impersonating another individual is also prohibited.
- 2.4. St. Lawrence College has implemented a mandatory Multi-factor Authentication solution for Staff to protect against phishing and other malicious forms of access.
- 2.5. St. Lawrence College has implemented a Multi-factor Authentication solution for Students to protect against phishing and other malicious forms of access.

3. Security

- 3.1. Students, employees, suppliers, and guests are required to protect all sensitive/privileged/personal data and information in their custody.
- 3.2. To guard against inadvertent/unauthorized disclosure, employees and suppliers are to encrypt sensitive/privileged/personal data and information in storage or in transit.
- 3.3. Students, employees, suppliers, and guests are to take every possible precaution at all times to ensure no other person gains knowledge of their St. Lawrence College passwords.

4. Personal Use

- 4.1. Limited use of technical services for personal use is acceptable and permitted provided that use does not violate any part of the "Acceptable Use Policy".
- 4.2. The personal use of technical services may not interfere or otherwise conflict with St. Lawrence College operations or incur any additional costs for St. Lawrence College.
- 4.3. Clients should use caution when using services for personal use. Data created, received, and/or stored are accessible and may be accessed by St. Lawrence College at any time.
- 4.4. St. Lawrence College is not responsible for non-St. Lawrence College privacy/confidentiality breaches. Clients are encouraged to encrypt all personal files created, received, or stored at St. Lawrence College.
- 4.5. The excessive consumption (as determined by St. Lawrence College) of technical resources (network bandwidth, server time, file storage space, printer paper, etc.) is prohibited.
- 4.6. Technical services, when used for personal use, are provided "as is" and without any guarantee/warranty in the form of usability, functionality, availability, or continuity.
- 4.7. At any time and without notice, St. Lawrence College reserves the right to modify any technical service. St. Lawrence College may also terminate services for personal use without notice.
- 4.8. Deleting electronically stored files does not assure permanent erasure. Deleted data and information may be recoverable by St. Lawrence College.

5. St. Lawrence College Access

At its discretion and in accordance with applicable law, St. Lawrence College may access, use, and disclose the data and information of its Clients in the following circumstances:

- a) as required by Federal, Provincial, or local law enforcement agencies
- b) to carry out essential St. Lawrence College business functions
- c) as required to preserve/protect public health and safety
- d) where there are reasonable grounds to believe a law has been violated
- e) to investigate a breach of St. Lawrence College policy
- f) to recover business data after an employee has left the organization

Approval is required either from the Vice President Human Resources and Organizational Development, Senior Vice-President of Student Affairs, or the Chief Information Technology Officer.

6. Prohibited Activities

Unless granted an exemption by the Office of the Chief Information Technology Officer, no Client may use (or allow anyone else to use) any of St. Lawrence College's technical services to:

- a) violate any law or encourage others to violate any law
- b) impede, interfere, impair, or otherwise cause harm to the activities of others
- c) monitor or scan networked resources unless authorized
- d) intrude into the networks, systems, data files, or computers of others
- e) use, access, or disclose information on co-workers, friends, or relatives
- f) edit or delete one's own student, employee, supplier, and/or guest records
- g) install, use, or distribute software for which one does not have a license
- h) access, modify, distribute, or reproduce copyrighted material without a license
- i) monitor another person's activities unless authorized
- j) create, view, collect, or share pornographic, offensive, or indecent images
- k) create or distribute malware or other disruptive/destructive constructs
- l) violate the intellectual property rights of another individual
- m) seek to learn or use another person's credentials (username or password)
- n) impersonate a person (authority delegation facilitated by software is permitted)
- o) operate a commercial or for-profit business without authorization
- p) distribute bulk mail (spam) or other messages for non-St. Lawrence College purposes
- q) suggest St. Lawrence College's endorsement of any political candidate or ballot initiative

- r) waste bandwidth, server time, storage space, printer paper, or other resources
- s) compromise St. Lawrence College's legitimate interests

Temporary exemptions to prohibited activities may be granted by the Office of the Chief Information Technology Officer for reasonable academic, business, and/or research purposes in consultation with the appropriate Vice-president, Registrar, Dean, and/or Director.

7. Privacy

- 7.1 All technical services – including student, employee, supplier, and guest activity – are actively monitored and logged for security, diagnostic, and audit purposes.
- 7.2 St. Lawrence College respects the privacy of its students, employees, suppliers, and guests and will not use, access, or disclose personal data or information without cause.
- 7.3 By using a service, a Client grants St. Lawrence College permission to collect, use, access, and disclose his or her personal information for “Acceptable Use Policy” purposes.
- 7.4 Employees and suppliers with access to sensitive data are required to keep such data confidential and may only use said data for official St. Lawrence College business.
- 7.5 Data and information created, received, and/or stored at St. Lawrence College may be accessed during the normal course of service maintenance, troubleshooting, or auditing.

8. Enforcement

- 8.1 Suspected violations of the “Acceptable Use Policy” may be reported to the Chief Information Technology Officer or the Vice President of Human Resources.
- 8.2 Pending an investigation, St. Lawrence College reserves the right to immediately suspend a Client's access to any and all technical services.
- 8.3 Employees and students who violate the “Acceptable Use Policy” may be subject to disciplinary action up to and including termination of employment or academic expulsion.
- 8.4 Suppliers and guests who violate the “Acceptable Use Policy” may have their St. Lawrence College contracts terminated and/or be refused all future entry to St. Lawrence College campuses.
- 8.5 St. Lawrence College reserves the right, at its discretion, to permanently revoke student, employee, supplier, or guest access to any and all technical services at any time.
- 8.6 Clients who violate Municipal, Provincial, Federal, or International law may be subject to criminal prosecution and/or civil litigation by the appropriate authorities.

REFERENCES

Academic Employees Collective Agreement

Academic Regulations

[Criminal Code of Canada](#)

[Freedom of Information & Protection of Privacy Act](#)

St. Lawrence College Code of Student Conduct

St. Lawrence College Fair Dealing Policy
St. Lawrence College Human Rights Policy
St. Lawrence College Occupational Health & Safety Policy
Support Staff Collective Agreement

MONITORING

The CITO is responsible for review of this policy every 5 years.

POLICY REVISION DATE

January 2025

Appendix E: Ethical Research Involving Humans [dev. 2017-2018]



St. Lawrence College

POLICY TITLE: Ethical Research Involving Humans

POLICY NUMBER: CR501

EFFECTIVE: October 05, 2017

APPROVED BY: SLC Board of Governors

REFERENCE: Memorandum of Understanding: Roles and Responsibilities in the Management of Federal Grants and Awards (2008); Agreement on the Administration of Agency Grants and Awards by Research Institutions (2012); Interagency Advisory Panel on Research Ethics (PRE or Panel) *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans* (TCPS) and any bona fide amendments from time to time found at found at URL:

<http://www.pre.ethics.gc.ca/eng/index/>

LINKS TO OTHER POLICY: SLC Research Integrity Policy CR502

Attachment:

Owner: Applied Research

BACKGROUND

In August 2006, the St. Lawrence College Research Ethics Board (SLC-REB) was instituted as a standing committee of St. Lawrence College (SLC or College).

The St Lawrence College's *Policy on Ethical Research Involving Humans* (ACR-2007-05-#002) and *Research Integrity Policy* (ACR-2007-05-#001) were approved by resolution by the SLC Board of Governors on May 08, 2007. The policies reflect the College's commitment to ensuring that the highest ethical standards in research is maintained at SLC in accordance with the most current version of the *Tri-Council Policy Statement: Ethical Conduct of Research Involving Humans* (TCPS) and the *Tri-Agency Framework: Responsible Conduct of Research* (RCR Framework).



St. Lawrence College

Policy on Ethical Conduct of Research Involving Humans [CR501]

Attachment:

Owner: Applied Research

DEFINITIONS

- Research - An undertaking intended to extend knowledge through a disciplined inquiry and/or systematic investigation

PURPOSE

The purpose of this College's policy is to:

1. State the organizational authority under which the SLC-REB is established and empowered;
2. State reporting and administrative support;
3. State the management of the SLC-REB;
4. State the purpose of the SLC-REB;
5. State the principles governing the SLC-REB to ensure that the rights and welfare of participants are protected;
6. State the authority of the SLC-REB;
7. State researchers' right to reconsideration or appeal of SLC-REB decisions.

SCOPE:

This policy pertains to all researchers conducting research involving human participants or human biological material that is conducted under the auspices of the College, irrespective of the source of financial support (if any) or the location of the project. This includes student course-based research (assigned for pedagogical or training purposes) that involves human participants (referred to as participants) and external researchers that wish to recruit participants or access resources at SLC.

The scope of the SLC-REB's oversight is limited to those activities defined in the TCPS as "research" involving "human participants."



St. Lawrence College

Policy on Ethical Conduct of Research Involving Humans [CR501]

Attachment:

Owner: Applied Research

POLICY STATEMENTS

The SLC-REB will maintain and follow all written policies and procedures consistent with federal and provincial regulations, good clinical practice, and ethics guidelines when reviewing proposed research.

1. Statement of Organizational Authority

- 1.1 The President and CEO invested in the SLC-REB the authority to review research involving human participants or human biological materials from living or deceased individuals, conducted within the jurisdiction or under the auspices of the College, in accordance with College policies, the *Tri-Council Policy Statement: Ethical Conduct of Research Involving Humans* (TCPS) and the *Tri-Agency Framework: Responsible Conduct of Research (RCR Framework)*.
- 1.2 The SLC-REB is established and empowered under the authority of St. Lawrence College. St. Lawrence College requires that all research involving participants be reviewed and approved by the SLC-REB prior to initiation of any research related activities.
- 1.3 St. Lawrence College maintains an arms-length relationship with the SLC-REB. While the SLC-REB is accountable to the SLC President and CEO through the Senior Vice-President, Academic, of St. Lawrence College for ensuring that the correct processes are followed for ethics review, it is independent in its decision-making. The administration of the College may not override negative SLC-REB decisions reached on grounds of non-compliance with research ethics. Similarly, the SLC-REB may not override SLC decisions to not allow certain research within its jurisdiction, even if the SLC-REB has found the research ethically acceptable.



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2. Reporting and Administrative Support

2.1 Reporting

The Research Services Officer reports to the Director, Innovations and Business Engagement. An annual report on the operation of the SLC-REB is submitted to St. Lawrence College through the Senior Vice-President, Academic.

2.2 Administration of the SLC-REB

St. Lawrence College is responsible for providing sufficient and ongoing financial and administrative resources to ensure that the SLC-REB can fulfill its mandate.

2.2.1 Administrative Support

The work involved in the ethical review process shall be distributed appropriately among faculty members, staff, researchers, and administrators.

The Senior Vice-President, Academic, will rely on the Research Services Office in providing administrative support to the SLC-REB including:

- Distribution of forms and materials necessary for submission of research proposals to the SLC-REB,
- Collection of submissions and distribution of applications to SLC-REB members,
- Keeping minutes of SLC-REB meetings,
- Storing submissions and related materials in a secure location,
- Supporting the SLC-REB in its educational activities,
- Acting as the point of contact for the Secretariat on Responsible Conduct of Research (SRCR), and liaison with other relevant agencies and REBs.



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- Other duties related to the support of the SLC-REB in carrying out its mandate.

Deans will provide support to the SLC-REB, with respect to:

- Educational activities,
- Ensuring that researchers requiring ethical review are submitting their projects to the SLC-REB,
- Advising their faculty members about the need to comply with the *Tri-Council Policy Statement: Ethical Conduct of Research Involving Humans*.

Individual Schools are expected to support and train students so that student research projects are ethical, and may be efficiently reviewed by the SLC-REB. Schools should establish a mechanism to screen student applications for ethical review prior to submission to the SLC-REB. The SLC-REB may return applications to the school if they do not conform to the requirements of the TCPS. It is advisable that curriculum committees consider incorporating training in the ethical review process into the academic programs where it is needed.

3. Management of the SLC-REB

Individual members of the SLC-REB must be qualified through training, experience and expertise to ascertain the acceptability of proposed research in terms of ethical principles, and applicable regulations, guidelines and standards pertaining to human participant protection.

To promote complete and adequate review of the type of research commonly reviewed by the SLC-REB, the SLC-REB must include appropriate diversity; therefore, selection of members must include a consideration of professional expertise (including both scientific and non-scientific) to assess the research submitted for review. Important considerations are also race, sex, cultural backgrounds, clinical and research experience, organizational affiliation, and sensitivity to such issues as broad representation from organizations served by the SLC-REB.



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3.1 Terms of Appointment

- 3.1.1 The SLC-REB Chair is appointed by the Senior Vice-President, Academic, in consultation with the Director, Innovation and Business Engagement. The Chair should have at least two years of experience on the SLC-REB with knowledge of local policies and national regulations.
- 3.1.2 The Chair will serve for two years to allow for continuity of the research ethics review process. However, the term of appointment can be extended when a Chair possesses relevant and necessary expertise that would be difficult to replace;
- 3.1.3 Re-appointment of the SLC-REB Chair for an additional term will be by the Senior Vice-President, Academic, under the advice of the Director, Innovations and Business Development and agreement of the SLC-REB Chair;
- 3.1.4 The SLC-REB Chair can delegate his or her authority to a designee if the Chair has to recuse themselves or requires additional assistance when needed;
- 3.1.5 The Director, Innovations and Business Development, with advice from the Research Services Officer and the Chair, will seek new SLC-REB members through Department Heads, the SLC-REB Chair, and other SLC-REB members;
- 3.1.6 SLC-REB membership is loosely connected to the number of applications received each year, such that some departments have more than one member, whereas other departments are grouped to provide a representative member.
- 3.1.7 Each SLC-REB member will serve for a three-year term to allow for continuity of the research ethics review process. However, the term of appointment can be extended when a member possesses relevant and necessary expertise that would be difficult to replace;
- 3.1.8 Re-appointment of a SLC-REB member for an additional term requires mutual agreement of the SLC-REB member and the SLC-REB Chair or designee;



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3.1.9 The SLC-REB membership will be posted on the website and updated each time the membership is changed;

3.1.1.0 SLC-REB members' terms will be overlapping to preserve the experience level, expertise, and continuity of SLC-REB. To maintain continuity, SLC-REB will endeavor to have only one-third new members each year.

3.2 Selection of SLC-REB Members

3.2.1 In selection of REB members, equal consideration shall be given to qualified persons regardless of gender.

3.2.2 The SLC-REB will make every effort to include cultural and ethnic minorities to represent the population from which research participants are recruited, within the scope of available expertise needed to conduct its functions;

3.2.3 The SLC-REB membership will not consist entirely of members of one discipline;

3.2.4 SLC-REB members will be selected based on the needs of the SLC-REB as outlined below and per applicable regulations, guidelines, and standards.

3.3 Composition of the SLC-REB

3.3.1 The membership of the SLC-REB will be in compliance with the TCPS;

3.3.2 The SLC-REB Chair and the Research Services Officer monitors the SLC-REB membership composition and size based on types of applications SLC-REB receives and reviews, the number of reviews, and the necessary expertise required to adequately review submitted applications;

3.3.3 The SLC-REB will include at least five members represented by the following categories:

- At least two members who have expertise in relevant research disciplines, field and methodologies covered by the SLC-REB (for biomedical clinical trials, this will include



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at least one member who practices medicine or dentistry and who is in good standing with their regulatory body),

- At least one member who is primarily experienced in non-scientific disciplines,
- At least one member who is knowledgeable in ethics,
- At least one member who is knowledgeable in the relevant law. This is mandatory for biomedical research and is advisable, but not mandatory, for other areas of research, and
- At least one community member who has no affiliation with the organization or the sponsor, and who is not part of the immediate family of a person who is affiliated with the organization;

3.3.4 A member may not fulfill more than two representative capacities or disciplines;

3.3.5 Members will include men and women, a majority of whom are Canadian citizens or permanent residents, and who collectively have the qualifications and experience to review and evaluate the science, medical aspects, and ethics of the proposed research;

3.3.6 Membership, when required, should include at least one member who has expertise in complementary or alternative care or health research;

3.3.7 Additional membership as required by applicable legislation or guidelines.

3.4 Substitute Members

3.4.1 The Senior Vice-President, Academic, in consultation with the Director, Innovations and Business Engagement, may appoint a substitute SLC-REB member so that the REB can continue to function when regular members are unable to attend due to illness or other unforeseen eventualities;

3.4.2 Substitute members should have the appropriate knowledge, expertise and training to contribute to the research ethics review process;



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3.4.3 The minutes shall document when a substitute member replaces a primary SLC-REB member.

3.5 SLC-REB Chair

3.5.1 Whenever possible and practicable, the SLC-REB Chair will be selected from experienced SLC-REB members who have expressed interest in becoming the SLC-REB Chair and who are familiar with the applicable regulations and guidance documents;

3.5.2 The Research Services Office Personnel updates the SLC-REB membership roster to reflect this change.

3.6 Ad Hoc Advisors

3.6.1 At his/her discretion, the SLC-REB Chair or designee may invite individuals with expertise and competence in special areas to assist in the review of issues that require expertise beyond or in addition to that available on the SLC-REB;

3.6.2 The ad hoc advisor may be asked to participate in the SLC-REB meeting to lend his/her expertise to the discussions;

3.6.3 All ad hoc advisors shall sign a *Confidentiality of Information and Conflict of Interest Agreement*;

3.6.4 The ad hoc advisor may not contribute directly to the SLC-REB's decision and their presence or absence shall not be used in establishing a quorum;

3.6.5 Documentation of key information provided by the ad hoc advisor shall be summarized in the SLC-REB minutes and if available, the written report shall be placed in the SLC-REB files.

3.7 Observers at SLC-REB Meetings

3.7.1 The SLC-REB may allow observers to attend its meetings;



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- 3.7.2 Observers will sign a *Confidentiality of Information and Conflict of Interest Agreement* agreeing to abide by the SLC-REB conflict of interest and confidentiality procedures;
- 3.7.3 Where the SLC-REB finds that an observer qualifies as an expert in relation to the research under consideration, the observer may be allowed to contribute input if it is relevant and significant to the discussion;
- 3.7.4 Observers shall not participate when the SLC-REB discusses its decision, reaches consensus or votes on the application;
- 3.7.5 The minutes will reflect the presence of any observers as well as his/her expertise and contributions, when applicable.

4. Purpose of the SLC-REB

- 4.1 The SLC-REB's purpose is to protect the rights and welfare of human participants participating in research;
- 4.2 The SLC-REB reviews and oversees the research to ensure that it meets ethical principles and that it complies with all applicable regulations and guidelines pertaining to human participant protection;
- 4.3 These include, but are not limited to, the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS), the Tri-Agency Framework: Responsible Conduct of Research (RCR Framework), and where applicable, Canadian Regulations.

5. Governing Principles

The SLC-REB is guided by the ethical principles regarding all research involving human participants including:

- Respect for Persons:
 - Recognize the intrinsic value of human beings and the respect and consideration they are due,



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- Incorporate moral obligations to respect autonomy and to protect those with developing, impaired or diminished autonomy.
- Concern for Welfare:
 - Aim to protect the welfare of participants, and, in some circumstances, to promote that welfare in view of any foreseeable risks,
 - Provide participants with enough information to be able to adequately assess risks and potential benefits associated with their participation,
 - Ensure that participants are not exposed to unnecessary risks.
- Justice:
 - Obligation to treat people fairly with equal respect and concern,
 - Vulnerable or marginalized people may need to be afforded special attention.

6. SLC-REB Authority

- 6.1 The SLC-REB is established to review all research involving human participants within its established jurisdiction;
- 6.2 The SLC-REB has the authority to ensure that all research conducted under its oversight is designed and conducted in such a manner that it protects the rights, welfare, and privacy of research participants. Specifically, the SLC-REB has the authority to:
 - establish the ethics review processes, and provide research ethics oversight to ensure the ethical conduct of the research,
 - approve, require modifications to, or disapprove, any research activity that falls within its jurisdiction,
 - ensure that the researcher has policies and procedures to protect the rights, safety and welfare of research participants,
 - request, receive and share any information involving the research that the SLC-REB considers necessary to fulfil its mandate, while maintaining confidentiality and respecting privacy,



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- conduct continuing ethical review to protect the rights and welfare and privacy of research participants,
- suspend or terminate the ethics approval for the research,
- place restrictions on the research,
- take any actions considered reasonably necessary, and consistent with policies and procedures, to ensure the protection of the rights, safety, and well-being of participants in research conducted under the SLC-REB's jurisdiction.

7. Reconsideration of SLC-REB Decisions

Researchers have the right to request, and the SLC-REB has an obligation to provide, reconsideration of decisions affecting a research project.

- When the SLC-REB is considering a negative decision, it shall provide the researcher with all the reasons for the decision and give the researcher an opportunity to reply before making a final decision.
- SLC may not override SLC-REB decisions reached on grounds of ethics without a formal appeal mechanism.

8. Appeals

Researchers must apply to the Senior Vice-President, Academic, to appeal a negative SLC-REB decision within two months of the date of the decision.

- A copy of the appeal letter should also be sent to the SLC-REB Chair.
- The College shall use a duly constituted REB at Georgian College as its Appeal Board.
- Noncompliance with the current version of the TCPS is a reason for refusing to grant an appeal.
- Appeals may be granted only on procedural grounds or when there is a significant disagreement over an interpretation of the TCPS.



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- The decision of the Appeal REB shall be final.

9. Sanctions

The Senior Vice-President, Academic, shall have the sanction of refusing permission to open a research account or to access College controlled funds for researchers who do not comply with College policies, The *Tri-Council Policy Statement: Ethical Conduct of Research Involving Humans*, or the *Tri-Agency Framework: Responsible Conduct of Research*.

The Research Services Officer or the SLC-REB Chair will report to the Director, Innovations and Business Engagement, any cases that undermine SLC's compliance with the Tri-Council's policies (TCPS, RCR Framework) and the Senior Vice-President, Academic, shall decide what sanctions or penalties to impose on the researcher(s) while respecting the collective agreement.

MONITORING

This policy will be reviewed and revised as needed but no less than every 5 years.

POLICY REVISION HISTORY

- Previous version ACR-2007-05-#002, May 08, 2007
- Previous version SLC Policy CR501-2017 Oct5 – changed appeal board to Georgian College

ACKNOWLEDGMENT

This policy was developed based on information from the *Tri-Council Policy Statement: Ethical Conduct of Research Involving Humans* and St. Lawrence College's previous policies (using the format of the SLC Meta Policy, 2011).

Appendix F: Research Integrity Policy [dev. 2017-2018]



St. Lawrence College

POLICY TITLE: Research Integrity Policy

POLICY NUMBER: CR502

EFFECTIVE: October 5, 2017

APPROVED BY: SLC Board of Governors

REFERENCE: Memorandum of Understanding: Roles and Responsibilities in the Management of Federal Grants and Awards (2008); Agreement on the Administration of Agency Grants and Awards by Research Institutions (2012); Secretariat on the Responsible Conduct of Research (SRCR)) *Tri-Agency Framework: Responsible Conduct of Research* (2016) and any bona fide amendments from time to time found at found at URL: <http://www.rcr.ethics.gc.ca/eng/policy-politique/framework-cadre/#a7-B>

LINKS TO OTHER POLICY: SLC Ethical Conduct of Research Involving Humans (CR501)

Attachment:

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PREAMBLE

St. Lawrence College champions applied research activities that will serve to enhance academic professional growth, student learning, innovation and economic development. The College recognizes that teaching and applied research will flourish in a climate of academic freedom.

Since the conditions for proper teaching and applied research differ depending on the discipline, it is the duty of individual investigators to assume responsibility for the intellectual and ethical quality of their work.

The College has developed this policy to communicate expectations, increase awareness of integrity issues, and encourage scholars (be they students, faculty or staff) to assume personal responsibility for their actions. The College expects all researchers to adhere to this policy.



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BACKGROUND

On April 11th, 2008, then SLC President and CEO, Chris Whitaker, signed the Memorandum of Understanding (MOU) with the Federal Granting Agency (Agency), specifically, the Natural Sciences and Engineering Research Council (NSERC). By signing the MOU, the President and CEO committed the College and its researchers (regardless of whether their research is Agency funded or not) to complying with the most current versions of the Tri-Agency policies: the *Tri-Agency Framework: Responsible Conduct of Research (RCR Framework)* and the *Tri-Council Policy Statement: Ethical Conduct of Research Involving Humans (TCPS)*.

DEFINITIONS

- **Allegation:** A declaration, statement, or assertion communicated in writing to an institution or Agency to the effect that there has been, or continues to be, a breach of one or more Agency policies or modes of behavior, the validity of which has not been established.
- **Breach:** A breach of the RCR Framework is the failure to comply with any Agency policy throughout the life cycle of a research project – from application for funding, to the conduct of the research and the dissemination of research results. It includes all activities related to the research, including the management of Agency funds. For examples of breaches.
- **Complainant:** An individual or representative from an organization who has notified an institution or Agency of a potential breach.
- **Conflict of interest:** A conflict of interest may arise when activities or situations place an individual in a real, potential or perceived conflict between the duties or responsibilities related to research, and personal, institutional or other interests. These interests include, but are not limited to, business, commercial or financial interests pertaining to the individual, their family members, friends, or their former, current or prospective professional associates.



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- **Inquiry:** The process of reviewing an allegation to determine whether the allegation is responsible, the particular policy or policies that may have been breached, and whether an investigation is warranted based on the information provided in the allegation.
- **Investigation:** A systematic process, conducted by an institution's investigation committee, of examining an allegation, collecting and examining the evidence related to the allegation, and making a decision as to whether a breach of a policy(ies) has occurred.
- **Research:** An undertaking intended to extend knowledge through a disciplined inquiry or systematic investigation.¹
- **Respondent:** An individual who is identified in an allegation as having possibly breached Agency and/or institutional policy.
- **Serious breach:** In determining whether a breach is serious, the Agency will consider the extent to which the breach jeopardizes the safety of the public or brings the conduct of research into disrepute. This determination will be based on an assessment of the nature of the breach, the level of experience of the researcher, whether there is a pattern of breaches by the researcher, and other factors as appropriate. Examples of serious breaches may include:
 - recruiting human participants into a study with significant risks or harms without Research Ethics Board approval, or not following approved protocols;
 - using animals in a study with significant risks or harms without Animal Care Committee approval, or not following approved protocols;
 - deliberate misuse of research grant funds for personal benefit not related to research;
 - knowingly publishing research results based on fabricated data;
 - obtaining grant/award funds from the Agencies by misrepresenting one's credentials, qualifications and/or research contributions in an application.

¹ Research is an undertaking intended to extend knowledge through a disciplined inquiry and/or systematic investigation. The conduct of research in the context of this RCR Framework includes applying for and managing Agency funds, performing research, and disseminating results (based on the 2nd edition of the Tri-Council Policy Statement: Ethical Conduct of Research Involving Humans [TCPS2]).



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PURPOSE

The purpose of this College's policy is to:

1. Promote scholarly integrity among researchers;
2. Proscribe activities that breach generally acceptable standards of scholarly conduct; and
3. Provide a process for dealing with allegations of scholarly misconduct.

SCOPE:

This policy applies to all researchers conducting research under the auspices St. Lawrence College, irrespective of the source of financial support (if any) or the location of the project. It applies to all allegations and complaints of misconduct in research and scholarship against any non-student member of the College community including faculty, staff, research assistants, and visiting researchers, irrespective of the present source of their salary or stipend. Allegations against students are governed by the procedures dealing with Academic Honesty and Integrity found in the *SLC Academic Policy Manual*.



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SECTION A. POLICY STATEMENTS

The College holds researchers responsible for conducting their research in strict observance of ethical standards according to the most current versions of *Tri-Agency Framework: Responsible Conduct of Research* and the *Tri-Council Policy Statement: Ethical Conduct of Research Involving Humans*, as well as the following modes of behavior.

Researchers shall:

1. Employ scholarly and scientific rigour and integrity in obtaining, recording and analyzing data, retaining data, and in reporting and publishing results;
2. Recognize the substantive contributions of all collaborators;
3. Use archival material in accordance with the rules of the archival source;
4. Ensure that authorship of published work includes all persons who have materially contributed to, and share responsibility for, the contents of the publication, and only those persons;
5. Obtain the written permission of the author before using new information, concepts or data originally obtained through access to confidential manuscripts or applications for funds for research or training that may have been seen as a result of processes such as peer review;
6. Seek and obtain the required certificates and approvals before engaging in any research involving human participants, animals, or biohazardous materials.
7. Comply fully with the approved research protocols in the performance of the research;
8. Comply with SLC financial policies and funding agencies' or sponsors' administration of funds requirements as they apply to grant and contract research, ensuring good stewardship of financial resources;
9. Report in writing to the College any material financial conflict of interest in a company that contracts with the College to undertake research, particularly research involving the company's products. Material financial interest includes ownership, substantial stock holding,



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directorship, significant honoraria or consulting fees, but does not include minor stock holding in a large, publicly traded company; and,

10. Report in writing to sponsors, this and other colleges, journals or funding agencies, any material conflict of interest, financial or other, that might influence their decision on whether the individual should be asked to review manuscripts or application, test products or be permitted to undertake work sponsored from outside sources.

Researchers shall not:

1. Be dishonest or deceitful;
2. Fabricate or falsify data or results;
3. Plagiarize or use unpublished work of other researchers and scholars without permission and without due acknowledgment;

A breach in research integrity and scholarship includes, but is not limited to, any deviation from the modes of behaviour listed above or as outlined in the *Tri-Agency Framework: Responsible Conduct of Research and the Tri-Council Policy Statement: Ethical Conduct of Research Involving Humans*. The College investigates allegations of scholarly misconduct in a timely, impartial, and accountable manner. The College will take appropriate action when it finds that scholarly misconduct or a breach has occurred, including any necessary steps to preserve evidence.

If it is found that there is a continuum of behaviours ranging from incompetence to harmful negligence, from carelessness to deliberate dishonesty, then the Senior Vice-President, Academic, acting on behalf of the President and CEO of St. Lawrence College, is authorized to take the necessary disciplinary actions against the researcher(s) (including dismissal and legal actions) to rectify any harm done.



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1. Promotion of Integrity in Research and Scholarship

- 1.1 SLC has developed *Institutional Guidelines* (see Section B below) for researchers on supervision of research personnel, data gathering, storage and retention, and authorship, including student contributors.
- 1.2 The College recognizes that integrity in research and scholarship is best encouraged by developing awareness among all involved of the need for the highest standards of integrity, accountability and responsibility.
- 1.3 Deans and Associate Deans shall provide an environment conducive to this goal and actively promote this policy and the *Institutional Guidelines*, in particular to new faculty members, research staff, and research trainees.

2. Allegations

- 2.1 All allegations shall be forwarded to the Senior Vice-President, Academic.
- 2.2 Where a Respondent is the Senior Vice-President, Academic, all allegations shall in respect of all Respondents be forwarded to the SLC President and CEO who shall then be responsible for ensuring that these procedures are followed with such variations as are necessary.

3. Responsibilities of the Senior Vice-President, Academic

- 3.1 The Senior Vice-President, Academic, may delegate any function specified in these procedures but is ultimately responsible for ensuring that the procedures are complied with, and that all allegations and complaints are properly investigated, documented and disposed. However, where the Senior Vice-President, Academic, personally formulates the complaint in writing, another Senior Vice-President from the College shall be responsible for ensuring compliance with this provision.



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4. Authority of the Senior Vice-President, Academic

The Senior Vice-President, Academic, has the authority to:

- i. close down facilities used for research;
- ii. protect the administration of College and outside funds involved in the research;
- iii. obtain and retain relevant documentation (e.g., lab notes, computer disks, hard drives) related to an investigation;
- iv. request that members of the College Community appear before a Preliminary Inquiry Committee or a Research Integrity Investigation Committee and answer the Committee's questions or supply materials to it.

5. Formal Complaint Procedures

Formal procedures for the investigation of allegations of a breach of research integrity or scholarly misconduct are essential to assure the protection of the rights of all those involved in the case until the basis of the allegations can be examined and a resolution of the problem can be determined.

- 5.1 Instances of alleged breaches in research may be resolvable through informal consultation; departments are encouraged to establish mechanisms for such informal resolution. It is acknowledged that there may be a power imbalance in the relationship between the parties (e.g., between a student and a supervisor) that might prevent this. If the complaint is not carried beyond this stage, the College shall maintain no written record of the names of the parties or of the precise particulars of the allegation.
- 5.2 On receipt of an allegation of a possible breach in research or scholarly misconduct, the Senior Vice-President, Academic, shall determine if it is possible to formulate a complaint in writing. Such a complaint may be formulated by any person who has reviewed the relevant documentation, including the Senior Vice-President, Academic. If for any reason a complaint in writing cannot be formulated, then no further steps shall be taken against the Respondent under these procedures.



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- 5.3 Anonymous allegations will not normally be considered; however if compelling evidence is received anonymously by the VP Academic, the investigation process may be initiated.
- 5.4 All complaints of breaches or scholarly misconduct must be put in writing.
- 5.5 A complaint shall identify the complainant and provide sufficient information to enable the Respondent to understand the alleged breach or scholarly misconduct that is under investigation. Complainant's identity will be kept confidential unless that person has explicitly agreed to waive confidentiality.
- 5.6 Whereas the Senior Vice-President, Academic, determines it necessary for a proper evaluation or resolution of the complaint to be achieved that the complainant or any person who supports the complaint be identified, the Senior Vice-President, Academic, or the designee, will obtain in writing explicit consent to reveal the identity of the complainant and/or party.
- 5.7 As soon as possible after a complaint has been formulated in writing, and in any event within ten days of receipt of an allegation, the Senior Vice-President, Academic, shall create a Preliminary Inquiry Committee (PIC) consisting of three members to conduct the inquiry into the allegation(s).
- 5.8 The Senior Vice-President, Academic, shall forthwith upon sending a complaint to a PIC send a copy of the complaint to the Respondent. The letter to the Respondent shall also include the composition of the PIC. The Senior Vice-President, Academic, shall also send a letter to any person who is identified in the complaint to inform them of the preliminary inquiry.
- 5.9 Any objection by the Complainant or the Respondent to the composition of the PIC and its ability to conduct an impartial inquiry shall be made to the Senior Vice-President, Academic, within seven days. The disposition of any such objection by the Senior Vice-President, Academic, shall be final.



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6. Preliminary Inquiry Committee

6.1 The Preliminary Inquiry Committee (PIC) shall consist of:

- three experienced members from the SLC Community with the requisite expertise to address the issues involved to conduct the initial inquiry;
- all at arms-length from both the person(s) alleging misconduct and the Respondent; and
- the PIC shall elect one of its members as Chair.

6.2 The PIC shall proceed informally and in complete confidentiality to determine whether or not the complaint warrants an investigation.

6.3 The PIC shall advise the Respondent in sufficient detail of the evidence being considered by the PIC and shall invite the Respondent, accompanied by an advisor if the Respondent so desires, to meet with it and respond to that evidence orally and/or in writing.

6.4 Prior to receiving evidence from any person not already identified in the complaint in writing, the PIC shall obtain written consent from any person that it deems necessary in the interests of achieving a resolution to reveal that person's identity to the Respondent.

6.5 Within thirty days of being appointed, the PIC shall complete its inquiry and shall determine whether or not it finds that the complaint warrants an investigation.

6.6 The PIC's inquiry findings:

- Shall be reported in writing to the Senior Vice-President, Academic;
- Shall provide the Senior Vice-President, Academic, with the information used to reach its decision, which the Senior Vice-President, Academic, shall convey to any subsequent Research Integrity Investigation Committee; and



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- 6.6 If the complaint is not found to be a serious breach (e.g., carelessness would not warrant an investigation), the PIC may recommend to the Senior Vice-President, Academic, a way to resolve the complaint.
- 6.7 If the PIC reports that the complaint does not warrant an investigation, the Senior Vice-President, Academic, shall advise the Respondent and any person identified in the complaint that the complaint is dismissed.

7. Research Integrity Investigation Committee

- 7.1 Upon being advised by the PIC that there is a complaint warranting an investigation, the Senior Vice-President, Academic, shall within 10 days appoint a Research Integrity Investigation Committee (RIIC) to conduct the investigation.
- 7.2 The Senior Vice-President, Academic, shall inform in writing the Respondent, the Complainant, and any person identified in the complaint, of their rights and the ensuing investigation by the RIIC.
- 7.3 Any objection to the composition of the RIIC and its ability to conduct an impartial inquiry shall be made to the Senior Vice-President, Academic, within seven days. The disposition of any such objection by the Senior Vice-President, Academic, shall be final.
- 7.4 The RIIC shall forthwith thereafter communicate with the Complainant, the Respondent, and any person identified in the complaint of the composition of that RIIC and its process of investigation.
- 7.5 The Research Integrity Investigation Committee shall consist of:
- three experienced members who did not serve on the PIC to conduct the initial inquiry;
 - at least one external to SLC, with the requisite expertise to address the issues involved;



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- all at arms-length from both the person(s) alleging misconduct and the Respondent; and
- the RIIC shall elect one of its members as Chair.

7.6 In cases of collaborative research involving other institutions, it may be desirable to conduct either parallel investigations or a joint investigation, with appropriate changes to the procedures outlined below. Whichever method is chosen, SLC will cooperate fully with other institutions.

7.7 The RIIC has the authority to see any College documents and question any students or members of faculty and staff during its investigation.

7.8 The RIIC may seek impartial expert opinions, as necessary and appropriate, to ensure the investigation is thorough and authoritative.

7.9 The RIIC shall review all scholarly activity with which the Respondent has been involved during the period of time considered pertinent in relation to the allegation, including any abstracts, papers or other methods of scholarly communication. A special audit of accounts may also be performed on the sponsored research accounts of the Respondent.

7.1.0 The RIIC shall ensure that it is cognizant of all real or apparent conflicts of interest on the part of those involved in the inquiry, including both the Respondent and those making the allegations.

7.1.1 The RIIC shall provide the opportunity for a person who made an allegation leading to the complaint, accompanied by an advisor, if desired, to address it in speech or in writing.

7.1.2 The RIIC shall advise the Respondent in sufficient detail of the evidence being considered by the RIIC and shall invite the Respondent, accompanied by an advisor if the Respondent so desires, to meet with it and respond fully to that evidence orally and/or in writing.

7.1.3 Within sixty days (60) of determining that an investigation is warranted, the RIIC shall complete its investigation and submit its written report to the Senior Vice-President,



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Academic. The report shall detail the full allegation(s), the investigative steps taken by the RIIC, including the individuals with whom it communicated and what their evidence was, its finding of whether or not scholarly misconduct occurred, and, if so, its extent and seriousness, and any remedial action it is recommending. For example:

- withdrawing all pending relevant publications;
- notifying editors of publications in which the involved research was reported;
- ensuring that the school(s) involved is informed about appropriate practices for promoting the proper conduct of research.

7.1.4 The Senior Vice-President, Academic, shall, upon receipt of the report, forthwith as appropriate:

- a) Advise the Respondent and any person identified to the Respondent that the complaint is dismissed;
- b) Advise the Respondent and any person identified to the Respondent that the complaint is substantiated as misconduct which can appropriately be dealt with under the existing disciplinary powers of the Senior Vice-President, Academic;
- c) Advise the Respondent and any person identified to the Respondent that the complaint is substantiated as a gross misconduct in research and scholarship. This means that the conduct is judged to be deliberate or reckless, going beyond negligence, and of sufficient gravity to justify the initiation of dismissal proceedings. The Senior Vice-President, Academic, will then refer the matter to the SLC President and CEO for further proceedings in accordance with College employment policies for Academic Staff.

7.1.5 Where the complaint is not substantiated, the Senior Vice-President, Academic, in consultation with the Respondent and the RIIC, shall take all reasonable steps to repair any damage that the Respondent's reputation for scholarly integrity may have suffered by virtue of the complaint.

7.1.6 Whatever the outcome, the Senior Vice-President, Academic, shall also take all reasonable steps to mitigate the consequences of the process for individuals who have been unintentionally adversely affected by it.



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8. Materials from the PIC and the RIIC

- 8.1 The Chairs of both committees shall keep copies of all material, records and notes of interviews with individuals involved in a secure and confidential manner and hand them over to the Senior Vice-President, Academic, along with their committee reports. The reports and related materials shall be stored for a period of seven years in a secure location at the College.
- 8.2 No person shall make any use of the reports or any part of the related materials save for the purposes of these procedures or for related purposes respecting terms and conditions of employment.

9. Appeals

- 9.1 A Respondent whose appointment is covered by the SLC Collective Agreement may appeal in accordance with that Agreement.
- 9.2 For other Respondents, appeals shall be made to the SLC President and CEO who will form an Appeal Committee (AC) to hear the appeal. The President and CEO's decision on the appeal is final and binding.

10. Notification of Funding Agencies

- 10.1 When a Preliminary Inquiry Committee has completed its inquiry and reports to the Senior Vice-President, Academic, that an investigation is warranted, the Senior Vice-President, Academic, shall inform any granting agency or sponsor of the research and scholarship in question of this finding if either:
 - i The granting agency or sponsor requests this information; or
 - ii When all reporting of such findings are required by the granting agency's or sponsor's policies as they existed at the time of the signing of the grant or sponsorship.



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10.2 When the Research Integrity Investigation Committee has completed its investigation and reports its conclusions to the Senior Vice-President, Academic, the Senior Vice-President, Academic, shall inform any granting agency or sponsor, that has already been informed under the clause 10.1 (above), of the conclusion of the investigation.

10.3 Furthermore, where the RIIC decision is that a serious breach or a gross misconduct is substantiated, the Senior Vice-President, Academic, shall within 30 days provide the RIIC report and decision regarding discipline/remedies to the appropriate granting agency or sponsor, and may inform other stakeholders in the interests of protecting the integrity of research and scholarship.

11. Institutional Responsibility

Whenever a RIIC concludes that a serious breach or gross misconduct is substantiated, appropriate arrangements shall be made to ensure that all other research and scholarship previously undertaken by the Respondent at this College is evaluated to determine its integrity.

12. Good Faith

In all proceedings leading to and following a final decision, the College will undertake to assure that those making an allegation in good faith and without demonstrably malicious intent are protected from reprisals or harassment. False allegations made purposefully will give lead to discipline for the individual making the allegation by the College.

13. Reporting to the Academic Council

13.1 The Senior Vice-President, Academic, shall provide an annual report summarizing the facts of cases of serious breaches or scholarly misconduct and their disposition to the Academic Council.

13.2 A copy of this report shall also be forwarded to the granting agencies.



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14. Time Limits

All time limits in these procedures may be extended for good reason of which a formal record is kept. The Respondent shall be advised of both the extension of time and the reasons therefore.



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SECTION B. INSTITUTIONAL GUIDELINES

1. Supervision of Research Personnel

The Principal Investigator (PI) has ultimate responsibility for a research project, funded or unfunded, and for careful supervision which considers the best interest of the research project, the research team, the institution, the research sponsor, the academic community, and the public. Accordingly, the PI(s) must:

- a. Provide effective and appropriate supervision of all aspects of the project;
- b. Ensure effective communication and continuous supervision of all aspects of the project, and an appropriate ratio of research personnel, especially students, to the Principal Investigator(s);
- c. Review, edit, and approve the design of the research and the processes of acquiring, recording, examining, interpreting, and storing data;
- d. Edit all research reports prior to publication;
- e. Provide each new member of the research team with applicable governmental and institutional requirements for the conduct of studies involving human participants, animals, radioactive or other hazardous substances or recombinant DNA, the College's Policies and Guidelines for the Ethical Conduct of Research, and any other information directly relevant to the research activity;
- f. Clarify the relationship among members of the research team which may include a Memorandum of Understanding outlining roles and responsibilities;
- g. Hold regular collegial discussions among all personnel in a research team in order to contribute to the scholarly efforts of members, monitor progress, and provide informal review.



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2. Data Collection, Transmission, Storage, and Retention

The PI is responsible for the collection, management and retention of research data. The management of accurately recorded and retrievable results is essential to any research project. Accordingly:

- PIs should adopt an orderly system of data organization and should communicate the chosen system to all members of a research team and to the appropriate administrative personnel, where applicable;
- All research data shall be appropriately recorded in a manner that allows verification of its authenticity and accuracy;
- If research data contains sensitive, confidential, or private information, then it must be appropriately safeguarded to ensure its protection;
- If research data contains sensitive, confidential, or private information and it is to be transported on a mobile device (USB key, laptop, external hard drive, cellular phone, recording device, etc.) the data must be encrypted and the mobile device must be password protected;
- If research data contains sensitive, confidential, or private information and it is transmitted digitally, it must be encrypted;
- Research data shall be retained for a period of time that is either determined by the research discipline, research purpose, or kind of data involved, or stipulated by a funding agency, sponsor, regulation, journal, professional standard (e.g., Canada Revenue Agency and the Tri-Agency require a minimum of 7 years; Health Canada requires 25 years for registered clinical trials; most hospitals and some professions require 10 years; while most publications require only 5 years).
- The PI is responsible for knowing the data retention period requirements for their research project and for ensuring the secure, long term, storage of their research data.



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3. Access

The PI will determine (usually in agreement with the research team) who on the research team will have access to the research data. Those identified must be listed on a research project's approved ethics application.

- 3.1 The PI may also share the research data for the sole purpose of aiding the research project with anyone who has signed a Confidentiality Agreement.
- 3.2 The PI may share the research data with another researcher for the purpose of a secondary use of it as long as the P.I. complies with the *Tri-Council Policy Statement: Ethical Conduct of Research Involving Humans* requirements concerning the secondary use of data.
- 3.3 Where a Data Sharing Agreement is signed by the PI, (e.g., community-based participatory research project with a First-Nation community, sponsored research) ownership and control of the research data may be shared or retained by the original owner or sponsor;
- 3.4 The PI shall permit monitoring and auditing by the College, a sponsor, and inspection by the appropriate regulatory authorities.
- 3.5 Where necessary to ensure needed and appropriate access, for example, to facilitate a response to an allegation of research misconduct, the College has the option to take custody of the data in a manner specified by the Senior Vice-President, Academic.

4. Data Access Disputes

- 4.1 If a dispute arises concerning a researcher's access to data, an initial effort to resolve the dispute will be made to the Chair of the St. Lawrence College Research Ethics Board.
- 4.2 Any subsequent appeals will be forwarded to the Senior Vice-President, Academic, or their designee.



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5. Transfer in the Event a Researcher Leaves St. Lawrence College

- 5.1 When individuals involved in research projects at SLC leave the College, they may take copies of research data for projects on which they have worked. Original data, however, must be retained at SLC by the PI.
- 5.2 If a PI leaves SLC, and a project is to be moved to another institution, ownership of the data may be transferred with the approval of the Senior Vice-President, Academic, and with a written Institutional Authorization Agreement from the PI's new institution that guarantees: 1) its acceptance of custodial responsibilities for the data, and 2) St. Lawrence College's access to the data, should that become necessary.

6. Authorship

The attribution of authorship in all research publications must accurately reflect the intellectual contributions of all members of a research team.

6.1 Eligibility

- a. The co-authors of a publication are all those persons who have made significant intellectual contributions to the results. An administrative relationship to the investigation does not by itself qualify a person for co-authorship. Authorship decisions should not be affected by whether participants were paid for their contributions, or by their employment status. The author who submits a manuscript or report for publication is responsible for including all appropriate co-authors, for sending each co-author a draft copy of the manuscript for comment, and for obtaining consent on co-authorship, including the order of names.
- b. Purely formal association with a research project, such as the directorship of a laboratory or an administrative position in a School, does not constitute authorship, but may be recognized in an acknowledgement. General supervision of the research group, technical help, data collection, or critical reviews of manuscripts or reports prior to publication are not sufficient



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for authorship, but may be acknowledged in a separate paragraph. There shall be no honorary co-authorship. Authorship must be based entirely on significant intellectual, professional or immediate supervisory contribution. Other contributions should be indicated in a footnote or in an Acknowledgements section.

6.2 Student Contributors

- a. In student/professor collaborations as co-authors of a joint publication, both should:
 - i. Make a significant scholarly contribution that is creative and intellectual in nature;
 - ii. Be integral to the completion of the paper or report.
- b. A student should be granted due prominence on the list of co-authors for any multiple authored article or report that is based primarily on the student's own work, according to the commonly accepted practice in the field.

6.3 Resolution of Conflict

In the event of a conflict between co-authors on technical content, number of co-authors, or order of names in co-authorship, every attempt should be made to resolve the matter informally. If unavoidable, mediation by the Senior Vice-President, Academic, may be required. In case the conflict cannot be resolved, the conflict must be reported to the Academic Council.

MONITORING

This policy will be reviewed and revised as needed but no less than every 5 years.

POLICY REVISION HISTORY

- Previous version ACR-2007-05-#001, May 08, 2007



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ACKNOWLEDGMENT

This policy was developed based on information from the Tri-Agency Framework: Responsible Conduct of Research, the Tri-Council Policy Statement: Ethical Conduct of Research Involving Humans and St. Lawrence College's previous policies (using the format of the SLC Meta Policy, 2011) and the University of Ontario Institute of Technology Researcher Guidelines (2007).

Appendix G: Student Assessment Feedback [rev. 2017-2018]

Background

Definitions

Assessment: Assessment strategies are designed to measure a student's level of knowledge, skill and ability within an individual course in regard to the achievement of learning outcomes identified in the Course Outline. Assessment strategies may include, but are not limited to, written and oral quizzes, essays, presentations, reports, group projects, practical demonstrations, in-class tasks, tests.

Feedback: In addition to grades, feedback can be delivered by a variety of methods and may vary in its level of detail and intensity, depending, among other things, on the relative importance of the assessment item and the resources available. Feedback to students may be provided, through one or more means such as, but is not limited to the following examples:

- discussion(s),
- continuous assessment evaluation (marks) tracking progress,
- written comments on work submitted,
- suggested references or resources,
- model answers,
- lists of common mistakes,
- peer and self-evaluation,
- feedback sheets containing common constructive comments,
- individual comment (written or verbal),
- rubrics,
- Academic Advisement Forms

Effective feedback shall:

- Enable students to understand the reasons for the mark/grade assigned
- Be constructive - its primary purpose being to encourage student learning.
- Be meaningful in the context of the course learning outcomes.
- Be relevant to improving the student's understanding of course requirements.
- Provide students with an understanding of the strengths and weaknesses of their work.
- Guide students regarding their progress towards course learning outcomes.

Purpose: Providing effective feedback on tests, assignments, and other evaluative tools is an integral part of student learning and is essential to the learning process. This policy provides the framework for effective feedback to students which is timely, continuous, focused, relevant to the assessment criteria for the task, developmental, and personal to each student.

Scope: This policy applies to all credit courses offered by St. Lawrence College.

Policy Statements

1. All student coursework should be graded promptly and returned with the mark/grade and associated relevant feedback to the student. Typically this means feedback is provided within 1-3 weeks of the due date (administration of the test and/or submission of the assignment, or other evaluative tool). Comprehensive assessments may require additional time to provide meaningful feedback. The professor and the students will mutually agree to alternative arrangements.

2. Student feedback is a vital component of online learning since it provides students with an opportunity to interact with their faculty. It is essential that students are provided regular and timely feedback for their online and hybrid work so that students can effectively move forward in the lesson modules and also to trigger early intervention for student success initiatives as online learning is new to many students.
3. Where assignments or tests require students to build directly on the proficiencies developed through earlier tests or assignments, feedback must be made available to students on the earlier work prior to the subsequent due date for the current assignment.
4. Students should receive feedback for a portion of the required course work sufficient for informed decision-making prior to the final deadline for withdrawal from courses without academic penalty (usually two thirds of the way through the course).
5. All assessments, whenever possible, are to be returned to students. Students may request to review feedback with the professor.
6. The professor has the right to collect all tests/exams upon review with the student(s).
7. Students are expected to meet the originally scheduled course requirements for writing tests and examinations as scheduled and submitting assignments by the due date. Opportunity for reassessment is not a right and in many cases is not possible. Course appendix/learning plans, which are provided to students at the beginning of the term, will indicate if reassessment is a normal option for that course. Reassessment, due to exceptional circumstances, will be reviewed on a case-by-case basis and is at the discretion of the professor.
- 8 Faculty post grades on the Learning Management System (BlackBoard).
- 9 In accordance with the Student Academic Appeal policy, if a student feels that he/she has not been treated fairly with respect to academic policy, feels that a college policy has been violated or that a decision is excessive or unwarranted he/she may appeal the academic decision.

Monitoring

The Senior Vice-President, Academic is responsible to ensure that this policy is fully implemented.

- It is the responsibility of the appropriate Associate/Campus Dean to communicate this policy to faculty.

om comments on academic freedom posted publicly by D. Woolf, November 12, 2012.

Appendix H: Student Support and Intervention: Non-Academic Involuntary Withdrawal [dev. 2020-2021]

CR304 Student Support and Intervention: Non-Academic Involuntary Withdrawal

Policy Title:	Student Support and Intervention: Non-Academic Involuntary Withdrawal
Policy Number:	CR304
Owner:	Student Services
Approved by:	CLT / CET
Effective Date:	September 2019
Reference:	N/A
Links to Other Policy:	N/A

St. Lawrence College is committed to making our resources usable by all people, whatever their abilities or disabilities. This document will be made available in alternative format upon request.

Background

Definitions:

Student-of-Concern: any student for whom their physical, psychological or other condition and their associated behaviour is such that they may be, or have become, a risk or threat to themselves, others, the educational process, and/or the St. Lawrence College community in general.

Purpose:

St. Lawrence College is committed to providing a positive and safe learning environment. The College has the right and responsibility to address the behaviour of a student-of-concern in order to ensure the student is fit for academic life and/or to protect that student and/or other members of the College or local community from risks or significant impact posed by their behaviour, whether or not a violation under the Student Code of Conduct has occurred.

Scope:

This policy applies to all St. Lawrence College students and to all learning and community experiences associated with St. Lawrence College which students participate in. This includes, but is not limited to: classroom participation; on-campus interactions; interactions within College Residence; placements; co-curricular and volunteer activities; practicums; etc...).

Policy Statements

1. When the behaviour of a student gives rise to a threat or risk of harm to the student (themselves) or to others, poses significant threat or risk to property, causes significant disruption to or interference with the educational process, interferes with the lawful and proper activities or functions of the institution, its staff and/or members of the campus community, including the Residence community, or suggests that the student is unable to engage in the basic required activities to obtain an education, the institution will

respond in a manner deemed appropriate to the situation which may include involuntarily withdrawal of a student.

2. A student has a right to procedural fairness. Any time there is an impact on a student's status at the College, based on concerns that are brought forward as a result of this process, procedural fairness will include:
 - the right to be made aware of and given an opportunity to respond to, correct or contradict information available, in person and/or in writing;
 - the right to have a decision reviewed based on the conditions outlined in the Decision Review for Non-Academic Involuntary Withdrawal Procedures; and
 - the right to request an advisor or support person be present at any meeting, if desired.

This process will make every reasonable effort to involve and support the student in order to enable them to continue their studies.

3. If a student refuses or is unable to manage identified physical, psychological and/or other conditions, or to cooperate with the College's reasonable efforts to evaluate health conditions, the student may be involuntarily withdrawn from the College.
4. The College acknowledges that it has a duty to accommodate a student with a learning, psychological or physical disability, in accordance with provincial law and College policy. Accommodation of students with disabilities should be made in accordance with the following principles: respect for dignity, individualized accommodation, and inclusion and full participation. The College acknowledges its duty to accommodate up to the point of undue hardship, and does so while recognizing its obligation to protect the health and safety of individuals and the College community. The student seeking accommodation has a corresponding responsibility to make full disclosure of the functional limitations of their disability and to cooperate with the College in making appropriate accommodation for them, including advising College officials of the need for accommodation, cooperating with College officials in the accommodation process and providing medical or other requested information relating to the disability and the required accommodation.

MONITORING

Student Services is responsible for monitoring this policy.

POLICY REVISION DATE

May 2019

SPECIFIC LINKS

N/A

APPENDIX A

Roles and Responsibilities

1. If an employee or stakeholder of the College identifies a student-of-concern, the individual will alert security in cases of imminent threat and proceed with notifying the Behavioural Intervention Team (BIT).
2. The BIT is to facilitate coordinated response and provide recommendations on follow-up and/or support to the student-of-concern.
3. The decision to involuntarily withdraw a student for non-academic reasons will be made by the Vice President, Student Services, on the recommendation of the BIT. Authority for communicating this decision can be delegated to the Director, Student Services.

APPENDIX B

Procedural Considerations

1. The College may impose interim measures while a review of the student's case is ongoing and an appropriate response is being formulated. Interim measures may include preventing or limiting a student from being on-campus or participating in some or all College-related activities.
2. In addressing situations involving a student-of-concern, and in applying this policy, the College will provide a response appropriate to address the situation. Responses may include, but are not limited to:
 - an offer of appropriate support or referral;
 - a support agreement;
 - a behaviour contract;
 - Wellness agreement;
 - referral of the case through the St. Lawrence College Behavioural Intervention Team (BIT);
 - immediate interim measures, including interim suspension or interim restrictions on the student's access to campus or participation in academic or campus life;
 - development of a modified academic learning plan for the student;
 - voluntary withdrawal, which allows for a student and support person to be actively involved in setting the terms of withdrawal and return. Where possible, this option will be provided to the student before an Involuntary Withdrawal is initiated; or
 - involuntary withdrawal: In some circumstances, withdrawing a student may be the most effective and appropriate course of action to address the situation.
3. Prior to requiring involuntary withdrawal the College will make every reasonable effort to support the student to enable them to continue their studies

4. If a student is being withdrawn, the College will notify the student of its decision in writing. If applicable, this will include the earliest date by which the student may apply for re-admission, the process for applying for re-admission, and any conditions for re-admission, and/or on-going conditions if re-admitted. Such conditions may include but are not limited to a medical, psychological or psychiatric report confirming fitness to participate in academic and campus life, in addition to evidence supporting that any other conditions imposed have been fulfilled. The College acknowledges that each situation will be determined on an individual basis, and any additional conditions (including but not limited to a behavioural contract, wellness agreement and/or requirement to meet with specific College staff), will be communicated to the student in question. The resulting term grades for a student being withdrawn will be determined on a case-by-case basis considering, in part, the point in the term that the student is being withdrawn. Fee refunds will be considered in exceptional circumstances, on a case-by-case basis, considering, in part, any medical documentation and the circumstances leading to the withdrawal.
5. In circumstances where a student residing in a St. Lawrence College Residence is deemed to be a risk or threat to themselves or other students, the Director, Student Services in conjunction with the Director of Residence Services, may impose, as an interim measure, an immediate and indefinite withdrawal from residence. An indefinite withdrawal requires the student to leave residence until a determination has been made about the next steps for responding. After consultation with the BIT and/or the Director, Student Services, Residence Services will advise the student whether the withdrawal is lifted or converted to an eviction from Residence, along with any special conditions.
6. The student is allowed to have a support person assist them during this process.
7. A review of any decision made under this policy will follow the review process as outlined in the *Decision Review for Non-Academic Involuntary Withdrawal Procedure*.

APPENDIX C

Privacy and Confidentiality Considerations

St. Lawrence College personnel strive to protect the personal information of its students, and to exercise discretion at all times. If it is not necessary, personal information will not be shared. However, as outlined by the Privacy Commissioner in the “Emergency Disclosure of Personal Information by Universities, Colleges and other Educational Institutions” [excerpt]:

“In emergency situations, privacy laws in Ontario do not prohibit universities, colleges or other educational institutions from responsibly disclosing a student’s personal information, including information about their mental, emotional, or other health conditions, to parents or others who may be able to help in a crisis.”

Ontario’s Freedom of Information and Protection of Privacy Act (Ontario FIPPA)

Ontario PHIPA also permits disclosure “for the purpose of contacting a relative, friend or potential substitute decision-maker of the individual, if the individual is injured, incapacitated or ill and unable to give consent personally.”

Ontario FIPPA contains similar emergency disclosure provisions that allow student residence advisors, school counsellors, and other personnel to disclose a student’s information, without consent, where they become aware of compelling circumstances affecting the health or safety of an individual or others. This includes serious mental health concerns or threats of violence.

APPENDIX D

Decision Review for Non-Academic Involuntary Withdrawal Procedure

Purpose:

St. Lawrence College strives to foster a community of care wherein students are supported to succeed personally and academically. Occasionally circumstances interfere with an individual’s ability to accomplish this, impacting their own learning and, at times, the learning environment of those around them. The College has the right and responsibility to address the behaviour of a student-of-concern in order to ensure the student is fit for academic life and/or to protect that student and/or other members of the College or local community from risks or significant impact posed by their behaviour, whether or not a violation under the Student Code of Conduct has occurred. The student has the right to have a decision reviewed as outlined in this procedure.

Definitions:

None

Procedures:

1. Students must submit a request for review in writing to the Vice President, Student Services, within ten (10) business days of confirmed receipt of the decision.
2. The Vice President, Student Services or designate will determine if the request for review is accepted and confirm the decision in writing within seven (7) business days after confirmed receipt of the written review request.
3. A decision to deny a review is final and the student will have exhausted all available means of review at St. Lawrence College.
4. If the review is granted, the Vice-President, Student Services will determine the appropriate administrative officer to do so, and the student will be informed of the process.
5. Filing or receiving a request for review does not suspend the decision under review.

6. If the Office of Safety and Security deems a student a risk to self or others, the student will not be permitted on campus, with the exception of any designated meetings, until the review process is completed.
7. Where possible, students may resume regular or modified participation in their academic pursuits during a review process on approval of the Vice-President, Student Services or designate.
8. When a review is conducted, the decision of that process is final and the student will have exhausted all available means of review at St. Lawrence College.

Appendix I: SLC Service Animal Policy [dev. 2020-2021]

Policy Number Pending: Service Animal Policy

Policy Title:	Service Animal Policy
Policy Number:	Pending
Owner:	Student Services
Approved by:	CLT
Effective Date:	May 2019
Reference:	N/A
Links to Other Policy:	N/A

St. Lawrence College is committed to making our resources usable by all people, whatever their abilities or disabilities. This document will be made available in alternative format upon request.

Background

As per the Ontario Human Rights Code and the Accessibility for Ontarians with Disabilities Act, St. Lawrence College has a duty to accommodate a person with a disability accompanied by a guide/signal dog or a service animal. Accommodations for service animals will be implemented on a case-by-case basis based on medical documentation verifying the need for a service animal, or in the case of guide dogs as defined by the *Blind Persons' Rights Act*, by providing the appropriate identification cards. Accommodation Letters with respect to the use of a service animal will be issued by the College.

Definitions:

Service Animal An animal is a service animal for a person with a disability,

- (a) if it is readily apparent that the animal is used by the person for reasons relating to their disability; or
- (b) if the person provides medical documentation from a physician or other regulated health professional confirming that the person requires the animal for reasons relating to a disability along with functional limitation information related to the disability.

Partner A person with a disability who uses a service animal.

Purpose:

The purpose of this policy is to provide the College community with guidelines for the use of service animals on St. Lawrence College Campuses.

Scope:

This policy applies to the College community, which includes students, staff, volunteers and visitors and the general public.

Policy Statements

1. The College enforces a no-animal/no-pet policy in its residence halls and Campus facilities. Exceptions are made on a case-by-case basis for service animals and as noted in policy statement #2. Where the need for a service animal is not readily apparent, accommodated exceptions for animals are based on functional limitations outlined in medical documentation confirming the requirement for the service animal.
2. Animals used in College labs (i.e. Veterinary Assistant / Technology programs, etc...), College learning enterprises (i.e. Scruffy Dog Salon) or for approved college events involving animals (i.e. Therapy Tails) are exempt from this policy; animals used for these purposes will have their on-campus presence solely limited to the times and locations of said approved purpose or event.
3. The College reserves the right to enforce all relevant rules for the use of service animals, through the Student Code of Conduct and applicable laws. The College also reserves the right to revoke permission granted for the Campus presence of any animal ('excluded / exclusion') whose partner fails to follow the requirements set forth in this policy and associated procedures.
4. A service animal may be excluded when any one of the following conditions exists:
 - The animal is disruptive and the partner is not effectively controlling it.
 - The animal's presence, behaviour or actions pose an unreasonable or direct threat to property or the health or safety of others. Risk may not be remote or speculative, such as thinking an animal might bite someone or will annoy others. Allergies or a fear of animals are generally not sufficient conditions to exclude service animals.
 - When another law specifically states that animals must be excluded or the animal is excluded by operation of another law.
 - When the partner acts in violation of the Service Animal Policy.

If the service animal is to be excluded for any of the above reasons, the partner must be given the option of participating in an activity or receiving services without the animal on the premises. If the animal has been excluded because of disruptive behaviour, the partner must be allowed to participate in the activity with the service animal once the animal's behaviour is demonstrated and confirmed to be under control. Multiple incidents of disruptive behaviour may result in the animal being permanently excluded from College property.

Monitoring

Student Services is responsible for monitoring this policy.

NEXT Policy Revision Date

N/A

Specific Links

N/A

Appendix A and Attachments

1. Requirements of a Service Animal and Its Partner

- Service animals must be accompanied and controlled at all times by their partner.
- Service animals in training must be appropriately marked.
- Service animals should wear specialized equipment such as a backpack, harness or special collar identifying them as a service animal, but this is not a legal requirement.
- The partner must remain in close proximity to the service animal, unless the partner is in an area where the animal is not allowed; at such times the animal must be crated.
- Where appropriate for the type of service animal (i.e. service dogs), the animal should be responsive to voice commands at all times and be under the full control of the partner.
- Service animals must be housetrained.
- The service animal must be restrained on a leash (no more than 5 feet) or harness at all times unless the animal is confined to a crate.
- Barking, growling, biting or any aggressive behaviour by a service animal will not be tolerated or permitted and will result in exclusion.
- Service animals must not be disruptive to others. This includes, but is not limited to, interaction with others, disturbing the personal belongings of others, engaging in personal grooming in public settings, blocking an aisle, passageway for fire and/or emergency exits.
- The partner is responsible for any damage caused by their service animal.
- The partner must clean up after the animal on Campus property including the sanitary disposal of animal wastes.
- Individual departments of the College such as Veterinary Assistant / Technology, Biotechnology, Culinary, Medical Laboratory Science and the College Residences may require additional regulations / procedures / specialized contracts for service animals to ensure the health and safety of their respective areas.
- In order for service dogs, which are not trained as guide dogs or signal dogs, to be in campus buildings, including College Residences, they must have recent (within two years) “Canine Good Neighbour Program” certification, or certification under a comparable program recognized by the Canadian Kennel Club.

2. Care of a Service Animal on Campus

- The partner is responsible for providing water, food and timely bathroom and exercise breaks each day and for generally adhering to appropriate standards of care for the animal.
- When the service animal is left alone on Campus, the partner must provide an appropriately-sized, well-ventilated crate / cage for the animal and make appropriate arrangements through their Academic School, College Residences and/or Counselling and AccessAbility Services for the container during these periods.
- The partner is responsible for the health of the animal and must provide verification to Counselling and AccessAbility Services from a licensed veterinarian that all necessary vaccinations (including deworming and tick and flea treatment) appropriate for that type of service animal are current.
- It is the responsibility of the partner to ensure their animal is kept clean, well-groomed and odour free. The partner must arrange for any cleaning necessary due to the presence of the animal.
- The partner is responsible for seeking prompt veterinarian attention for their animal if it is displaying any signs of illness.

3. Maintaining an inclusive environment for Service Animals and Partners

- A service animal should be allowed to accompany their partner in areas of the campus as specified in their approved Accommodation Letters.
- Maintain a respectful distance from service animals. It is not appropriate to touch, feed or startle service animals as this might distract it from its work / function.
- Ensure that the person using a service animal is included and not isolated from others.

4. Conflicting / Competing Disability Accommodations

- There may be circumstances where a partner's accompaniment by a service animal has to be balanced with the health and safety needs of other students or other College community members. Students with medical condition(s) affected by a service animal should contact Counselling and AccessAbility Services if they have a health or safety concern about exposure to the animal. The student raising the issue will be asked to provide medical documentation that identifies the condition(s) allowing a determination to be made as to whether the condition is disabling and whether there is a need for an accommodation. Staff should follow the same process by speaking directly with their Manager.

5. Approval Processes for Service Animals

- If the need for a service animal can be readily identified, no additional information about the student's medical needs or the need for accommodation is required. For example, a blind person with a guide dog does not need to verify her/his disability or need for the dog, however in the case of guide dogs as defined by the *Blind Persons' Rights Act*, they may be asked to provide the appropriate identification cards for the guide dog.
- In situations where the need for a service animal is not readily apparent, the partner must provide medical documentation from a regulated health care provider, such as a physician, psychologist, psychiatrist or other regulated health professional, that clearly outlines the functional

impairment that requires the use of a service animal, how the service animal supports the partner's functional impairment and other related information. Any medical related needs for a service animal to be on Campus, including outside of a person's personal living space in Campus Residence buildings, must be clearly articulated through medical documentation. Medical documentation is to be submitted to Counselling and AccessAbility Services.

- Documentation confirming up to date vaccinations and an ongoing wellness program with a veterinarian must also be submitted for service animals along with current municipal licensing documentation.
- Once documentation is received and approved by Counselling and AccessAbility Services, the partner will be required to complete, and sign, a "Contract for Service Animal and Partner".
- The type of animal that can be brought into College Residences must also be vetted and approved by the Director of Residence Services in addition to Counselling and AccessAbility Services. Each case will be handled on a case by case basis.
- For employees requesting approval for an on-campus service animal, Human Resources is the Campus authority who considers requests and provides approval. Human Resources will evaluate the request using documentation of the disability from the employee and determine if the animal is a reasonable accommodation. The employee will also be required to complete the "Contract for Service Animal and Partner".
- If a partner obtains a new / different service animal to be used under the provisions of this procedure, the animal must be registered and approved by Counselling and AccessAbility Services, and where applicable, College Residence or Human Resources.

6. Dispute Resolutions Process

- In the event of a disagreement about the appropriateness of an accommodation, service quality, or an animal exclusion, a student should confer with Counselling and AccessAbility Services.
- An employee with a disagreement should confer with Human Resources and if the concern is not resolved, may contact the Vice President, Human Resources.

Contract for Service Animal and Partner

Partner / Owner / Trainer Name: _____

Telephone Number: _____

Animal Name: _____

Species: _____

Colour: _____

Date and type of last vaccines and veterinary examinations (including deworming and tick and flea treatment where appropriate):

(documentation required)

Date and type of Behaviour Certification:

(documentation required for service dog other than guide/signal dog)

I hereby agree that:

1. I am the owner/trainer of the animal described above. I have authority to execute this consent.
2. My animal will be on a leash / harness while on College property.
3. I will ensure that my animal in no way interferes with the learning environment of the College.
4. I will ensure my animal does not display any aggressive or disruptive behaviour such as biting, lunging, growling or barking.
5. I will clean up after my animal at all times, including washing surfaces when required.
6. I will ensure my animal is provided with water, food and regular bathroom and exercise breaks.
7. I will not allow my animal to enter any classroom / lab animal rooms of the College.
8. I will ensure my animal is clean, well groomed and parasite free.
9. I will not bring my animal onto campus if it is in estrus (heat).
10. I will not hold St. Lawrence College or its staff responsible for injuries or damages to my animal that may occur while on St. Lawrence College property.
11. I will not allow my animal to damage or destroy St. Lawrence College property.
12. I understand that my animal will not be in areas where food is being prepared, served or eaten or in animal labs (exemptions will be based on medical / accommodation documentation).
13. I will abide by the accommodations approved by St. Lawrence College for my animal and myself.
14. I understand that I am liable and responsible for my animal's behaviour and activities while on campus, including property damage.
15. I will abide by the St. Lawrence College Service Animal Policy.

16. I will ensure my animal has up-to-date vaccinations, is participating in an ongoing wellness plan with a veterinarian and has all required local municipal licenses.
17. I understand that failure to comply with this contract will result in having my animal being excluded from St. Lawrence College property.
18. I have read and understand this contract.

Signature: _____ Date: _____

Witness: _____ Date: _____

Parent / Guardian Signature: _____ Date: _____

(Required if student is less than 18 years of age)