

# INFOPARENTS

Information document for parents of students enrolled at the Cégep de la Gaspésie et des Îles

This is it; your teen is starting college. That's quite a change! So, it's normal for you to have some questions. This document presents, amongst other things, the main differences between high school and college; the roles of students, parents and the institution; aspects related to confidentiality; and the services available.



## TABLE OF CONTENTS

The main differences between high school and college .....	2
What about roles? .....	3
What about confidentiality? .....	5
Preventing stress and anxiety .....	5
Services available .....	6
Foundation of the Cégep de la Gaspésie et des Îles .....	8
Resources .....	9
Mediography .....	9

## THE MAIN DIFFERENCES BETWEEN HIGH SCHOOL AND COLLEGE

	High school	College
Obligation or choice	School is compulsory until the age of 16.	Studying at college is a personal choice.
In case of failure	If a failed course is repeated successfully, the failure mark is removed from the report card.	A failure remains on the transcript despite a successful repeat.
Attendance in class	Class attendance is compulsory.	Class attendance is a factor in success. Each department has a policy regarding absences.
School year	The 10-month school year is divided into 3 stages.	The school year consists of two terms of 15 weeks of classes and one week of evaluation each. Some courses are offered in the summer.
Timetable and duration of classes	The timetable is spread over a cycle of more than 5 days. Classes are held between 8 am and 4 pm. They last between 50 and 75 minutes.	Most courses are held between 8 am and 6 pm and are spread over a 5-day cycle. They vary in length from 50 to 180 minutes. There are free periods between courses. Some courses are offered in the evening.
Acquisition of course content	About 80% of the content is presented in class.	About 60% of the content is presented in class.
Workload	The personal workload is low.	The personal workload is significant (more than 16 hours per week). It is determined by the weighting of each course (theory, practice, homework).
Language assessment	Errors related to the written language are only penalised in written work in English classes.	Errors related to the written language are penalised in all subjects. The percentage of points that can be lost is determined by each department.
Academic monitoring platform	An academic monitoring platform is in place so that parents can follow their child's progress.	The Omnivox platform is accessible by the student only. It contains, among other things, the student-teacher environment (LEA), the internal messaging system (MIO), the course schedule, the progression grid, the payment centre, the college report card and the tax forms.

# WHAT ABOUT ROLES?

## As students

In addition to the differences between high school and college, a greater emphasis is placed on student **autonomy** and **responsibility** in college. To foster a sense of **self-efficacy** and **self-determination**, your teens will need to make their own efforts.

### Sense of self-efficacy

“The sense of self-efficacy corresponds to an individual's perception of his or her ability to perform a given task in a given context AND to the feeling that his or her actions will produce the expected results.” (Gaudreau, 2018, unofficial translation)

### Self-determination

Self-determination is the “combination of skills, knowledge, and beliefs that enable a person to engage in future-oriented, self-regulated, and autonomous behaviours”. (cited in Ahehehinnou, 2019, unofficial translation)



### Their responsibilities

It's your teens' responsibility to:

- Meet deadlines;
- Use appropriate netiquette;
- Revise their assignments to make sure they've used correct language;
- Make sure they do not plagiarise and that they are familiar with the policies and regulations of the Cégep de la Gaspésie et des Îles;
- Regularly consult the [Omnivox](#) platform;
- Get involved in the activities available during the time set aside for student life and academic support.

In addition, as the Cégep de Rimouski explains (n.d., b), your teens are also responsible for being actively involved in their studies, being present in class, reading their course outlines and learning how to communicate with College staff.

Finally, being a student is something you learn! There are ten competencies to be developed as a student.

Strategies associated with these skills are presented in the school planner.

- Time management
- Concentration
- Listening and note-taking
- Active reading
- Memorising
- [Preparing for an exam](#)
- Self-motivation
- Working in teams
- Making oral presentations
- Completion of long assignments



Your children's transition from high school to college can be a source of concern. This is perfectly normal. Your children are leaving a highly supervised educational institution for college, where **they are considered responsible for their success from the moment they enter.**

For many students, this transition is a positive one. However, entering college and taking the first steps towards adulthood are important periods of change and questioning. Your young person may be confronted with unexpected difficulties and disappointments. "You may be tempted to make a decision and take action on their behalf to make things happen. [...] This is an attractive trap, but ... 'unhelpful' in terms of support and even harmful [to the] development ... of [their] responsibilities" (Cégep de Sorel-Tracy, 2021, unofficial translation).



## Your role

**Your role is different, but it remains indispensable.** Your support in your son or daughter's school career is a determining factor in their **staying in school.**

Here are some examples of situations where your support could be relevant

**Orientation and choice of study program:** Your children are unsure of their choices and their fear of making a mistake is a source of anxiety. Ask them questions about their strengths, desires, interests, etc. Be reassuring! Some students change their program of study midstream, while others need to explore different programs to find out what suits them best. Encourage your student to consult the school counselling service on their campus.

**Failure:** They have always done well in high school, but are failing the first semester? Discuss the reasons for the failure with them. Encourage them to quickly put in place ways to ensure success.

**Work overload:** Does the amount of work seem to be overwhelming your student? Suggest that they review their work and organisational methods. The level of demand is not the same as in high school, and some students underestimate the time and effort required to complete a task.

**Work-study balance:** Research shows that students are less successful when they work more than 15 hours per week. The College provides several tools and resources to help students better balance their studies and their work.

In short, in high school, your children didn't really have to go through the process of getting help. In college, this assistance also exists, but students are responsible for applying for it. Be aware of the services available and encourage your teen to seek them out. We will be there to welcome them and provide them with the support they need.

As an institution dedicated to higher education, the Cégep de la Gaspésie et des Îles also has responsibilities towards its students. Here is a brief list of these responsibilities:

- Ensure quality teaching;
- Offer support services;
- Build a success plan;
- Establish and disseminate policies and rules that provide recourse for students;
- Monitor each student's pathway from admission to graduation;
- Ensure the safety of all students.



### WHAT ABOUT CONFIDENTIALITY?

As parents, it may be tempting to seek information about your children's attendance, grades, participation in support services, etc. However, support and professional staff are **bound by confidentiality with respect to student records and cannot disclose information to you without their consent**. Even when your young person is a minor, support workers will recommend that you talk to them rather than give you their information. A meeting may also be scheduled with you and your teen to discuss their situation.

"In accordance with the Act respecting access to documents held by public bodies and the protection of personal information, a college cannot provide a parent with nominative information about a student, unless the student is a minor. This means that, as soon as the student is of age, the college cannot provide the parent with any information: attendance or non-attendance in a course, full-time or part-time status, exam results, etc." (Espace Parents, 2021, unofficial traduction).

### PREVENTING STRESS AND ANXIETY

The transition from high school to college involves many new things and challenges. Your teens may be stressed during this time.

However, the stress and anxiety may be too much. If your children are unable to manage their stress, they can consult the psychosocial resources of the Cégep de la Gaspésie et des Îles.

### Adapted services department

The mission of the [adapted services](#) department is to allow students with functional limitations to develop their sense of responsibility and autonomy by offering them assistance adapted to their needs to promote their integration and success in learning.

To use the services provided by the adapted services department, students must present a diagnosis issued by a Quebec professional health resource. Your children can also use this service if they are experiencing significant difficulties. Following a needs assessment, educational support and accommodations are offered to compensate for the difficulties. However, they will be responsible for requesting and using them. In addition, please note that the evaluation criteria and the way teachers correct students are not modified by a diagnosis.

### Psychosocial and health services

A [counsellor](#) is present on each campus to help students who need to talk about and find solutions to various problems that impact their studies. Examples of these issues include sexual diversity, substance abuse, family-study balance, food assistance, family, personal or social life, mental health, etc. (Levasseur, 2016). Some health services are available directly on campus. Referrals for outpatient consultations are also available.

### Guidance department

Students can consult a resource from the [Educational guidance and information](#) if they have any questions about their academic or professional future. The guidance counsellor can provide information on the various programs of study and the job market and help them choose a program of study or career, taking into account their interests, aptitudes, needs and personality.



### The Academic organisation department

At the [academic progress](#) department, students can consult a personal academic counsellor for all questions related to their academic progress. This person, who has been assigned to individual students according to their program of study, can help them to:

- Obtain personalised learning support services;
- Make course selections or cancel one or more courses;
- Adapt their course of study according to their needs and abilities;
- Obtain equivalencies, substitutions or an agreement to take a course at another College; and
- Understand the grade review process.

It is also possible to obtain [official documents](#) by downloading them from Omnivox or through the registrar's office.

## The financial aid department

The person in charge of the [financial aid department](#) offers services such as:

- Information and assistance on the various aspects of the loans and bursaries program;
- Distribution of a directory listing the various bursaries available;
- Support for students experiencing financial difficulties;
- Eligibility for the work-study grant program;
- Information on the accident insurance under which each student is covered.

## Libraries

The [libraries](#) on all four campuses provide essential tools for success. In addition to their extensive collection of books, periodicals, DVDs and electronic resources, they offer many other services:

- Introductory document research workshops and research assistance by trained staff to effectively use all these resources;
- Provision of computers with Internet access from which students can do research and print their work;
- Loan and reservation of documents: the Koha catalog allows students to find books and reports, audiovisual material, language dictionaries, encyclopedias and periodicals available on site;
- Inter-campus loan request.

## Socio-cultural and sports activities department

The [socio-cultural and sports activities department](#) plans extracurricular activities that are an extension of the College's training programs. By promoting relationships and exchanges between the various programs of study and campuses, it encourages learning about civic engagement. Individual initiatives and group projects are supported and supervised by the leadership team. Involvement in various projects is possible (trip planning, involvement in the green committee, organising the year-end gala, etc.).

The College encourages its students to participate in the activities of the Réseau intercollégial des activités socioculturelles du Québec (RIASQ) and the Réseau du sport étudiant de l'Est-du-Québec (RSEEQ). Moreover, participation in extracurricular activities has been shown to be a factor in success (Roy, 2015).

At the beginning of the term, in addition to welcoming activities, the activities department offers both socio-cultural and sports programming.



## Help centres

On all campuses of the Cégep de la Gaspésie et des Îles, the teaching staff and tutors and tutors from [help centers](#) provide support in language (French and English), mathematics, methodology, philosophy, distance learning, etc.

## International student hospitality department

The [international student hospitality department](#) organises integration activities, administers national mobility, and provides support for pre-departure and extension procedures.

## Success coaches (repcars) and peer tutoring

Success coaches are teachers who can quickly direct students to the right resources to support their success.

These individuals are responsible for scheduled success support periods. They provide guided success support workshops.

The coaches are also responsible for [peer tutoring](#). This service helps students improve their academic performance, work together and increase their confidence in their abilities. Your teen can also become a paid tutor.

## Student association

The College recognises the right of students to form an association on each campus. Each of these student associations is mandated to defend the rights and interests of students, including those registered for an Attestation of College Studies (ACS), who have paid their fees. The student associations designate, among other things, representatives to the College's decision-making bodies.

## Single entry point to prevent and fight sexual violence

In 2019, the College adopted a policy to prevent and fight sexual violence. Among other things, this policy provides for the presence of a "single entry point" on each campus, to which students can turn to receive support or guidance in their efforts or to report a situation they have witnessed. To find out about resources and access a multitude of tools, [click here](#).

## FOUNDATION OF THE CÉGEP DE LA GASPÉSIE ET DES ÎLES

The [Foundation of the Cégep de la Gaspésie et des Îles](#) contributes to the development of the College and higher education in Gaspésie and on the Magdalen Islands.



## RESOURCES

Find more information on the services offered at the Cégep de la Gaspésie et des Îles:

- on the Cégep de la Gaspésie et des Îles [Student Zone](#);
- in the school planner offered at the beginning of the session.

The following websites provide interesting information on the transition from high school to college or on the responsibilities of students and parents:

- [Transitioning from secondary school to college](#);
- [John Abbott college](#);
- [Cap sur l'avenir](#): Podcasts for parents on high school orientation;
- [Je concilie](#);
- [Alloprof](#) (French only);
- [Espace Parents](#) (French only);
- [Conciliation études-travail Estrie](#) (French only);
- [Outil de gestion du temps au collégial](#) (French only);
- [Table éducation Outaouais](#) (French only);
- [Cégep de Rimouski](#) (French only);
- [Cégep de Sorel-Tracy](#) (French only);
- [Collège Ahuntsic](#) (French only).

## MEDIOGRAPHY

- Ahehehinou, P. C. (2019). *L'autodétermination dans la réussite scolaire des élèves ayant des troubles d'apprentissage*. Réseau d'information pour la réussite éducative (RIRE). <http://rire.ctreq.qc.ca/2019/01/lautodetermination/>
- Cégep de Rimouski. (s. d.-a). *Tableau comparatif : différences entre le secondaire et le collégial*. [http://www.cegep-rimouski.qc.ca/sites/default/files/a\\_quoi\\_tattendre\\_-\\_secondaire\\_vs\\_cegep.pdf](http://www.cegep-rimouski.qc.ca/sites/default/files/a_quoi_tattendre_-_secondaire_vs_cegep.pdf)
- Cégep de Rimouski. (s. d.-b). *Les droits et responsabilités des étudiants*. <https://www.cegep-rimouski.qc.ca/les-droits-et-responsabilites-des-etudiants>
- Cégep de Sorel Tracy. (2021). *Rôle des parents*. <https://www.cegepst.qc.ca/futures-etudiants/role-des-parents/>
- Collège Ahuntsic. (2018). *Guide à l'intention des parents*. <https://www.collegeahuntsic.qc.ca/documents/b4e61f67-892d-4e0e-85a2-e3032598c7b6.pdf>
- Espace Parents. (2021). *Mon rôle en tant que parent – collégial*. <https://www.orientation.qc.ca/espaceparents/post-secondaire/la-formation-collegiale/mon-role-en-tant-que-parent-collegial/>
- Gaudreau, N. (2018, janvier). *Pratiques pédagogiques, sentiment d'efficacité personnelle et réussite scolaire*. Communication présentée aux Journées des services adaptées des Centres collégiaux de soutien à l'intégration (CCSI), Québec.
- Levasseur, L. (2016). *Le cégépien futé : pour bien préparer l'arrivée au collégial*. Septembre éditeur.
- Roy, J. (2015). Les cégépiens et la réussite scolaire. Un point de vue sociologique. *Revue internationale d'études québécoises*, 18(1), 272-297. <https://doi.org/10.7202/1037892ar>

