

Par sa Politique institutionnelle visant à prévenir et à combattre les violences à caractère sexuel, le Cégep vise à offrir un milieu de vie sain et sécuritaire, ainsi que des services d'information, de soutien et d'accompagnement.

Pour consulter la Politique, faire un dévoilement en ligne, obtenir les coordonnées des ressources ou télécharger les outils destinés aux victimes, aux témoins ou à celles et ceux qui se voient confier un dévoilement, rends-toi sur le site web de la Zone étudiante du Cégep à la section Violences à caractère sexuel.



Through its Institutional policy to prevent and fight sexual violence, the CEGEP aims to provide a healthy and safe environment, as well as services for information, support and accompaniment.

To view the policy, to make an online disclosure, to obtain contact information or to download tools for victims, witnesses, or those who are entrusted with a disclosure, go to the Student Zone site, Sexual violence section.



RESSOURCES SPÉCIALISÉES DANS LE DOMAINE DES VIOLENCES À CARACTÈRE SEXUEL SPECIALISED RESOURCES IN THE FIELD OF SEXUAL VIOLENCE

La ressource du guichet unique de ton campus / Single entry point resource at your campus

<p>📍 Gaspé</p> <p>Julie Renaud</p> <p>local/room 309-D 418 368-2201, p./ext. 1368 MIO jrenaud@cegepgim.ca</p>	<p>📍 Carleton-sur-Mer</p> <p>Annie Léonard</p> <p>local/room 202 418 364-3341, p./ext. 7265 MIO aleonard@cegepgim.ca</p>	<p>📍 ÉPAQ</p> <p>Alexandra Méthot-Coffie</p> <p>local/room 209 418 385-2241, p./ext. 4109 MIO amethot@cegepgim.ca</p>	<p>📍 Îles-de-la-Madeleine</p> <p>Laurence Arseneau-Forest</p> <p>local/room 107 418 986-5187, p./ext. 6227 MIO lforest@cegepgim.ca</p>
--	---	--	---

CALACS

La Bôme Gaspésie
1 866 968-6686

Je porte plainte

Protection de l'intégrité dans l'exercice du sport
Protection of the Integrity in the Practice of sport
insquebec.org/athletes/sports-securitaires/plateforme-je-porte-plainte/

CALACS

L'espoir des Îles
418 986-6111

ALIX

violences vécues par les communautés LGBTQ+
violence experienced by people from LGBTQ+ communities
1 888 505-1010

Info-aide violence sexuelle / Sexual Violence Helpline

Clavardage de midi à minuit : infoaideviolencesexuelle.ca
Online chat from noon to midnight: sexualviolencehelpline.ca
1 888 933-9007 24/7



En tout temps, compose le **8-1-1** pour toute assistance psychosociale (**Info-Social : poste 2**) ou santé (**Info-Santé : poste 1**). Pour toute urgence, fais le **9-1-1** et informe un membre du personnel.

Contact **8-1-1** at any time for any psychosocial (**Info-Social, ext. 2**) or health (**Info-Santé, ext. 1**) assistance you might need. In the event of an emergency, call **9-1-1** and inform a staff member.

ON S'ÉCOUTE

LE CONSENTEMENT,
ÇA S'APPREND.





**Cégep de la Gaspésie
et des Îles**

www.cepeggim.ca

www.facebook.com/cepeg.gaspesie.iles

www.instagram.com/cepeg_gaspesie_iles

Études
grandeur
nature

**CET AGENDA APPARTIENT À :
THIS AGENDA BELONGS TO:**

IDENTIFICATION

Nom / Name : _____

Adresse / Address : _____

Ville / City : _____ Code postal / Postal Code : _____

Téléphone / Telephone : _____

Programme / Program : _____

Code permanent / Permanent Code : _____

EN CAS D'URGENCE / IN CASE OF EMERGENCY

Nom / Name : _____

Lien de parenté / Relationship : _____

Téléphone (principal) / Telephone (primary) : _____

Téléphone (autre) / Telephone (other) : _____

Courriel / Email : _____



J'ai pris connaissance du contenu de cet agenda.
I have read the content of this agenda.

GRILLE HORAIRE – AUTOMNE 2025

SCHEDULE – FALL 2025

	Lundi <i>Monday</i>	Mardi <i>Tuesday</i>	Mercredi <i>Wednesday</i>	Jeudi <i>Thursday</i>	Vendredi <i>Friday</i>
8 h – 8 h 50					
9 h – 9 h 50					
10 h – 10 h 50					
11 h – 11 h 50					
12 h – 12 h 50					
13 h – 13 h 50					
14 h – 14 h 50					
15 h – 15 h 50					
16 h – 16 h 50					
17 h – 17 h 50					
18 h – 18 h 50					
19 h – 19 h 50					
20 h – 20 h 50					
21 h – 21 h 50					

GRILLE HORAIRE – HIVER 2026

SCHEDULE – WINTER 2026

	Lundi <i>Monday</i>	Mardi <i>Tuesday</i>	Mercredi <i>Wednesday</i>	Jeudi <i>Thursday</i>	Vendredi <i>Friday</i>
8 h – 8 h 50					
9 h – 9 h 50					
10 h – 10 h 50					
11 h – 11 h 50					
12 h – 12 h 50					
13 h – 13 h 50					
14 h – 14 h 50					
15 h – 15 h 50					
16 h – 16 h 50					
17 h – 17 h 50					
18 h – 18 h 50					
19 h – 19 h 50					
20 h – 20 h 50					
21 h – 21 h 50					

Tableau de planification – AUTOMNE 2025

Planification table – FALL 2025

	Cours ou activité / Course or activity		
Semaine du / Week of	Informations importantes / Important information		
18 au/to 22 août/Aug.			
25 au/to 29 août/Aug.			
1 au/to 5 sept.			
8 au/to 12 sept.			
15 au/to 19 sept.			
22 au/to 26 sept.			
29 sept. au/to 3 oct.			
6 au/to 10 oct.			
13 au/to 17 oct.			
20 au/to 24 oct.			
27 au/to 31 oct.			
3 au/to 7 nov.			
10 au/to 14 nov.			
17 au/to 21 nov.			
24 au/to 28 nov.			
1 au/to 5 déc./Dec.			
8 au/to 12 déc./Dec.			
15 au/to 19 déc./Dec.			

Tableau de planification – HIVER 2026

Planification table – WINTER 2026

	Cours ou activité / Course or activity		
Semaine du / Week of	Informations importantes / Important information		
19 au/to 23 janv./Jan.			
26 au/to 30 janv./Jan.			
2 au/to 6 fév./Feb.			
9 au/to 13 fév./Feb.			
16 au/to 20 fév./Feb.			
23 au/to 27 fév./Feb.			
2 au/to 6 mars/March			
9 au/to 13 mars/March			
16 au/to 20 mars/March			
23 au/to 27 mars/March			
30 mars/March au/to 3 avril/April			
6 au/to 10 avril/April			
13 au/to 17 avril/April			
20 au/to 24 avril/April			
27 avril/April au/to 1 mai/May			
4 au/to 8 mai/May			
11 au/to 15 mai/May			
18 au/to 22 mai/May			

Note to English-speaking students:

The full content of this information can be found on the Student zone in the Back to school guide section

Word from the Director General

Dear students,

Welcome to this new school year which promises to be rich in discoveries, challenges and success. I am delighted to welcome you to offer you life-size studies on a human scale.

At the Cégep de la Gaspésie et des Îles, we are committed to creating an environment where each student is recognized, supported and encouraged to reach their full potential. You are a valuable part of our community, and we are here to support you in every step of your academic and personal journey.

Whether remotely or in person, you will discover here a dedicated and committed team who will make your time in college a success that meets your expectations. At all times, don't hesitate to speak to staff members for answers to your questions. In addition, I invite you to browse the different sections of this agenda to find various practical information necessary for your progress. We believe in your ability to achieve great things, and we look forward to seeing you flourish in the months to come.

May this year be filled with discoveries, learning and personal development and let's build a bright and promising future together.

I wish you an excellent 2025-2026 school year in your CEGEP life-size studies.

Yolaine Arseneau, Director General



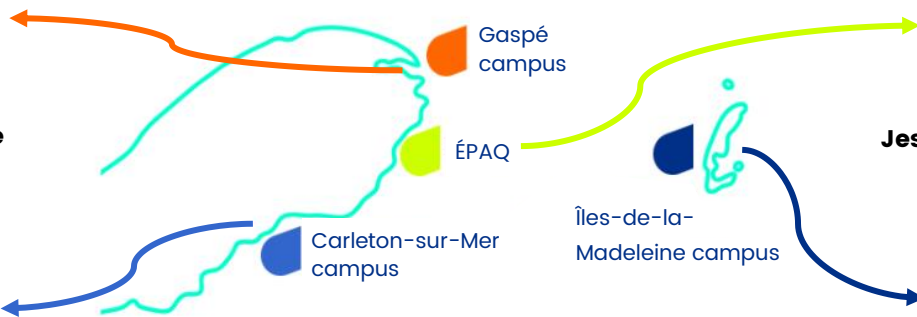
Campus directions



Stéphane Côté



Geneviève Bibeau



Jessica Curadeau



Marie-Claude Côté

Direction of studies

The Direction of studies team is responsible for ensuring the quality of training and services offered to students, from admission to certification of studies. The implantation of the success plan and the application of several policies and regulations that affect college communities fall under their responsibility. Important information will be sent to you by a monthly newsletter called Memo from the Direction Team.

Serge Rochon

Academic Dean

Danka Cormier

Assistant to the Academic Dean
(Programs, pedagogical development,
and quality assurance)

Françoise L.-Perreault

Registrar coordinator and Assistant
to the Academic Dean
(Student success and services)

Alexandre Jacob

School organization
coordinator



cegepgim.ca/zoneetudiante/en/contact

On the **Contact** page, in the **Essential Information** section, you will find the contact details of the persons for the services offered to students at the Gaspé, Carleton-sur-Mer, Îles-de-la-Madeleine, and l'École des pêches et de l'aquaculture du Québec.

Sociocultural and sport activity department (Vie étudiante)

The College aims to develop extracurricular activities that are an extension of its programs of study while encouraging students to become familiar with social responsibility.

Resource person: _____ Contact details: _____

Resource person: _____ Contact details: _____

Student association

The College recognizes that students have the right to an association on each campus. Each student association is tasked with defending the rights and interests of students. Each campus student association notably designates a representative who will speak on its behalf with college decision-making authorities. Do not hesitate to contact your representative and become involved in your student association.

Student association: _____

Contact details:

Student access centre

For students with functional limitations, the College offers accommodations adapted to their needs, the goal being to help them integrate and succeed in their studies.

Resource person: _____ Contact details: _____

Resource person: _____ Contact details: _____

Personalized educational support

A counselor is available in person or remotely to meet with students individually. The purpose of these meetings is to develop skills related to the student profession. Strategies related to concentration, note taking, effective study, email/MIO management, time management and organization, problem solving etc. can be explored and put into practice.

Resource person: Julie Labbé _____ Contact details: 418 358-2201, 1441 / jlabbe@cegepgim.ca _____

Academic advising

The academic advisor is the person to consult for any questions relating to your academic progress.

The list of academic advisors is kept up to date on the Student Zone.

Resource person: _____ Contact details: _____

Guidance department

You can consult the guidance counsellors if you have questions concerning your academic or professional future.

Resource person: _____ Contact details: _____

REPCAR teachers (success)

One teacher at each College campus is a REPCAR (success plan) advisor. This individual will be able to direct you towards the right resources to help you succeed.

Resource person: _____ Contact details: _____

Peer tutoring

It is possible to receive help from a peer for a course in which you are having difficulty, for digital support or to facilitate your integration into the college environment.

The tutoring service also offers you the possibility of helping students to be more successful. You will receive a tutoring certificate, in addition to being paid. Do not hesitate to contact the repcar of your campus.

Help centers

You can contact the repcar on your campus or consult the Student Zone for information on the assistance centers offered on your campus.

English-Language Assistance Centre (Language of Instruction)

Resource person: _____ Contact details: _____

French-Language Assistance Centre

Resource person: _____ Contact details: _____

Methodology Help Center (CAMO)

Resource person: _____ Contact details: _____

Philosophy Help Center

Resource person: _____ Contact details: _____

Mathematics Help Center

Resource person: _____ Contact details: _____

Libraries

Do not hesitate to contact the person in charge of the library if you have any questions or comments.

Resource person: _____ Contact details: _____

Document production department

You can use this service to fill out an official form (e.g., insurance, CNESST, SAAQ, etc.). For any other official document (e.g., transcript, registration certificate, etc.), select the Document Request tab in the My Services section of your Omnivox file.

Resource person: _____ Contact details: _____

Student financial assistance department

The College has an institutional financial assistance department to serve students on all its campuses. The person in charge provides personal assistance by phone, via MIO or by videoconference.

To find out more about the student financial assistance program or to apply, visit the website <https://www.quebec.ca/en/education/student-financial-assistance> or that of the Student Zone at Financial aid and scholarships section.

Resource person: _____ Contact details: _____

International Students Department

This department provides integration activities for foreign or national mobility students, as well as assistance with pre-departure or stay extensions.

Resource person: _____ Contact details: _____

Psychosocial and health services

Whether it is to better manage your stress, to overcome family problems or because you are experiencing personal difficulties, do not hesitate to call on our resources, in complete confidentiality.

To obtain support in the event of sexual assault or violence, contact the one-stop resources on your campus (contact information is on the back cover of the agenda).

Resource person: _____ Contact details: _____

Resource person: _____ Contact details: _____

Resource person: _____ Contact details: _____

Technical Support

You can contact the campus IT technician for help connection to the CEGEP's IT equipment (Wi-Fi, printers, computer, etc.), Microsoft 365 or Omnivox.

Resource person: _____ Contact details: _____

Department Coordinators

You can contact the coordinator for questions regarding the entire program.

Resource person: _____ Contact details: _____

Recherche-études

Offered in most technical and pre-university programs, the Research-Studies option offers the possibility of participating in concrete research work and working alongside the team of the Cégeps research centers, either Nergica, Merinov or le CIRADD, during your studies. You will collaborate with experienced researchers on one of their projects, which you will choose according to your interests.

CIRADD
INNOVATION SOCIALE


merinov
réinventer la mer

NERGICA

EMERGENCY PROCEDURES

No one is immune to an emergency situation. Since safety is everyone's concern, it is important that people inside the Cégep know what to do in case of an emergency. Take a few minutes to read them.



The **THREE** basic **GUIDELINES** are:

1. Ensure your safety;
2. Stay calm and listen to instructions;
3. **Immediately** notify the person in charge on your campus by calling the number listed below so that they can announce the emergency procedure using the warning system:

Gaspé

418 368-2201
extension **8888**

Magdalen Islands

418 986-5187
extension **2222**

Carleton-sur-Mer

418 364-3341
extension **4444**

ÉPAQ

418 385-2241
extension **3333**

4.



If necessary,
dial
9-1-1

To know the safety instructions according to the different emergency situations, consult cegepgim.ca/en/emergency-procedures/



Omnivox Mass Notification System

You are invited to subscribe to the Cégep de la Gaspésie et des Îles mass notification system from their Omnivox account so that they can be notified in the event of an emergency. This free service allows you to receive real-time alerts in case of a critical situation



Instructions for accessing Omnivox alerts.

To receive alerts on your cell phone, make sure you have downloaded the latest mobile version of Omnivox. You will also need to ensure that notifications are enabled on your device.



Active Shooter or Armed Individual

Here are the safety instructions to follow if an armed or presumed armed individual comes into the establishment or if you hear a gunshot
cegepgim.ca/en/emergency-shooter/



First aid in the workplace, first aid kits and **defibrillators** are present on all campuses.
Please watch the local display.



STORM LINE

Information about campus class suspensions or cancellations is posted first on the College website and also provided via local media.

The student profession

Studying at college rhymes with COMMITMENT AND RESPONSIBILITY

I have the right to support and access to resources.

I am responsible for taking the steps to have access to the necessary resources.

FAMILIARIZE MYSELF WITH THE RESOURCES

1

- ☐ I am able to connect to the cégep's Omnivox portal.
- ☐ I use an agenda.
- ☐ I am able to read my MIO's.
- ☐ I know how to use the digital environment used by my teachers (LÉA, Teams, etc.).
- ☐ I know Microsoft 365.
- ☐ I know where to find the documents I need.
- ☐ I know how to request IT support for software and hardware.
- ☐ I familiarize myself with the school calendar.
- ☐ I read the Memos from the Direction teams sent monthly by MIO.

I have the right to know how the courses are given.

I am responsible for planning the time necessary for my success.

PLAN MY SCHEDULE

2

- ☐ I write down all my courses, evaluations and my personal activities in my agenda.
- ☐ I book moments of team work in my agenda.
- ☐ I mark my appointments with the professional services of the Cégep in my agenda.
- ☐ I carefully read all my course plans.
- ☐ I plan my time for reading and carrying out activities.
- ☐ I plan times where I study quietly.
- ☐ I plan times to revise and correct my work before handing it in.
- ☐ I prepare my questions for follow-up meetings with my teachers.

I have the right to teaching activities that promote motivation and learning.

I am responsible for preparing my classes and actively participating in them.

ACTIVELY PARTICIPATE IN MY COURSES

3

- ☐ I consult the documents provided by my teachers.
- ☐ I do all the preparatory reading for my courses.
- ☐ I have materials on hand to take notes.
- ☐ I ask questions to stay active and engaged.
- ☐ I make myself available for my team work.
- ☐ I participate in exchanges and team follow-up discussions.
- ☐ I know how to communicate with my teachers.



The recommendations associated with this icon are intended for distance education students.



- ☐ I actively participate in courses with the camera open.
- ☐ I choose a quiet place to participate in my courses.
- ☐ I sit at a table or at a desk.

I have the right to respect

I am responsible for adopting a polite, courteous and respectful behaviour

**COMMUNICATE
ACCORDING TO ETIQUETTE**

4

- ☐ I close my phone or other screens not required for the course.
- ☐ I am punctual.
- ☐ I communicate politely.
- ☐ I wait my turn to speak.
- ☐ I avoid comments that could harm someone.
- ☐ I respect differences.
- ☐ I am sensitive to the fact that everyone can express themselves.
- ☐ I ask permission before recording a lesson or taking a photo.



- ☐ I record (audio, video, text) or take screenshots only if allowed.
- ☐ I activate my microphone at the teacher's request.

I have the right to know when and how I will be assessed

I am responsible for completing the assignments and evaluations of the courses

**COMPLETE MY ASSIGNMENTS
AND ASSESSMENTS**

5

- ☐ I know the instructions for each task requested and the way to submit it.
- ☐ I understand the ways of being evaluated and have read the criteria and the evaluation grid.
- ☐ I refer to the presentation standards given by my teachers.
- ☐ I demonstrate intellectual integrity (beware of cheating, fraud and plagiarism!).
- ☐ I use Antidote to improve the quality of my French.
- ☐ I hand in all my formative work so as to receive feedback.
- ☐ I use feedback from teachers or the team to improve my work.
- ☐ I make sure I know how to answer exam questions effectively.
- ☐ I use the remedies to which I am entitled according to the PIEA (recovery, complaint, etc.).

I have the right to psychosocial services and special education

I am responsible for taking the steps to have access to the resources I need

TAKE CARE OF MYSELF

6

- ☐ I take care of my health.
- ☐ I get enough sleep.
- ☐ I take time to socialize
- ☐ I devote 15 hours or less per week to paid work.
- ☐ I set realistic goals for myself.
- ☐ When I study, I plan breaks and move around to clear my mind.
- ☐ I celebrate my successes.
- ☐ I contact psychosocial services as needed.
- ☐ I contact the appropriate services as needed.
- ☐ I know how to contact the Academic Advisor associated with my program.
- ☐ I am aware that help centers and other services exist.
- ☐ I participate in appointments that are proposed to me.

Digital learning environment



Your access codes to Cégep IT resources

1 Connection to Omnivox

cegepgim.omnivox.ca



Student number:

This is your admission number.



Password:

You choose my password when I login for the first time.

3 Synchronization with Microsoft

My Microsoft account is my master key for accessing IT resources.



[Student number]@cegepgim.ca



[Omnivox Password]



Services accessible with Microsoft account:

office.com



- On 5 personal devices
- 1 TB of disk space

cegepgim.ca/biblio • library

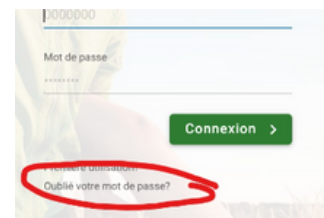
cegepgim.ca • Quick access

• Moodle

4 Modification of password

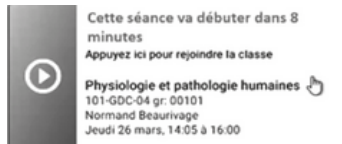


In Omnivox, I can recover a forgotten password or change it. It will synchronize again with my Microsoft master key.



2 Access to virtual classrooms

Directly in Omnivox, in the "What's new?" section.



5 Wi-Fi connection to the Cégepim network



Network to choose from:
Cégepim



User: Student number



Password: Omnivox password



Get support

Connect to:

- Omnivox and to virtual classrooms
- Office 365 (including Teams)
- Cégep computer Equipment
ex. : Wifi, printers, computers, etc.)

Hardware

Service:

<http://support.cegepgim.ca>

Computer technician on my campus



The use of: O365, Teams, Zoom and Moodle

Optimize the use of my cell phone
(Omnivox mobile, Zoom, OfficeSuite)

Mio to Centre d'aide méthodologique
et numérique

(Methodological and digital help center)

The use of: Antidote

French help centers on my campus

Librairies

The Cégep libraries are based on four campuses and are key to your success. Here are the services offered to the cegep community:

- A vast collection of books, periodicals and DVDs available in our library catalog Koha;
- Workshops on library research and also, reference assistance service offered by qualified staff;
- Computers for research and printing assignments;
- Interlibrary loans from our four library campuses;
- Electronic resources: eBooks in streaming, journal articles, press news, educational videos and more!

Discover our electronic collection here!



érudit

curio



SCHOLARVox

SDM REPÈRE COLLEGIAT

EUREKA.CC

Check out our library services.

Library page:
cegepgim.ca/en/library/librairies/



Do you Need help?

Do not hesitate to contact the person in charge at the library if you have any questions or comments.

1, 2, 3 ...
Read!

There are so many benefits to reading! It's a great way to help you perform better in school, and it also plays a fundamental role in our everyday lives. Each open book is an opportunity to have fun, learn something new, and use your imagination. Reading for pleasure is a perfect way to relax and escape your daily routine.

Reading Recommendations


We have developed reading suggestions for different reader profiles. Stop by the library to borrow your next reading adventure!

THE EXPLORER READS ABOUT ACTION AND ADVENTURE



PROFILE OF THE READER
Need a book to evade your current reality? Choose your book to start on an exciting adventure! Epic heroes, grandiose stories filled with action, breath-taking surprising turn of events and obstacles, great page turners to find out if they make it out alive and how is they did it! Explorers of the world, visit the present or historic events to feel the thrill of the characters or biographic experiences of people who dared to face their fears and do everything in order to reach their impressive goals.

THE HUMANIST READS ABOUT THE HUMAN EXPERIENCE



PROFILE OF THE READER
Sensible to the lives experiences of others, their different psychology, their understanding of life from their intimate point of view, their lessons and knowledges gained through hardship but also, their experience of beauty, contemplation of our world, and all the emotions we can live to feel alive. This reader likes to learn from others through their stories, to attain their own personal development or growth goals.

THE THRILL-SEEKERS READS HORROR, THRILLER, CRIME



PROFILE OF THE READER
You get excited to joyfully go on a tension-fast ride to feel alive. You enjoy a wide range of emotions from being scared, (dis)stressed, horrified, spooked, disgusted, shaken, overwhelmed with worry for the characters... You like being startled by a wild plot twist, trying to deduce the culprit, the horror of violence, mysterious deaths, psychological craziness, the gore of blood, the nightmares that you can't seem to wake up to but somehow makes you uncontrollably want to keep reading, asking for more! You are a real fan.

THE LEARNER READS ABOUT EVERYTHING NONFICTION




PROFILE OF THE READER
You can't quench your thirst for knowledge and always wishes for more, more, more! You are mostly motivated to read because it grants you access to a world to discover. You love to learn new information about anything that you fancy. You are curious about everything and have a really good general knowledge, so you are hard to beat at questions games. Nothing is irrelevant and you love libraries for their seemingly unlimited access to everything. You are a avid reader, probably reading a few books at the same time and always carrying a book everywhere you go! (Just in case!)

THE DREAMER READS FANTASY, SCIFI, MYSTERY



PROFILE OF THE READER
You like to evade reality by stepping into a book that captivates you with the new worlds you can discover. You get attached to characters that are special, each in their own way, by their access to incredible technology, unique physical and psychological traits, strengths and powers, and their potential for good or evil. When fiction flirts with reality, when the frontiers of the possible isn't clear anymore within the limits of science, faith and mysticism... Travelling through time and beyond in the future is a great pleasure to you, so much, you miss it when you have to close the book.

THE REBEL READS BANNED BOOKS



PROFILE OF THE READER
Critical reader, celebrate the freedom to read challenged or banned books. Revel in unrestricted reading. Question why those titles were listed as such. Why would they be targeted for removal or restricted in schools and libraries. Banning books is a threat to freedom of speech and freedom of choice. Stand up for these freedoms.
- Read these banned books : A Journal and 52-week reading challenge from the American Library Association (2022).

CAMO – Methodological and digital help center

The Methodology Help Center (CAMO) can help you:

In addition, the managers of the Help Centers enhance the documentary training offered by the library managers by providing individual support on the following aspects:

Plan the search for information

- Specify the objective of the research;
- Establish a work schedule.
- Choose and define your subject.

Find the information

- Select and apply appropriate research methods.

Assess the quality of the information

- Ensure the reliability of the source.

Process the information

- Prepare the data;
- Discuss the results;
- Interpret the data;
- Establish a writing plan.

Read actively

- Know the various types of reading;
- Make concept maps;
- Annotate text online;
- Make reading sheets;
- Learn to memorize;
- Summarize a text.

Write certain types of text

- Respect the disciplinary writing rules determined by the teachers or specific to the programs.

Present the information

- Respect the standards of material presentation of the written work of the Cégep and the programs:
 - Quote styles (paraphrase, incorporate quotes);
 - Indicate references (footnotes, APA);
 - Establish a bibliography;
 - Insert a table of contents;
 - Layout (page, align text);
 - Structure a title page.

Take notes in class

- Know the different note-taking techniques.

Prepare an oral presentation

- Know the techniques for preparing an effective oral presentation.

Team work

- Plan work;
- Hold effective meetings.

Getting started with the scientific process

- Know the different stages of the scientific process.

Master the digital tools supporting the methodology.

- Master the basic functionalities of Word, Excel, and PowerPoint software in connection with the methodology.

Utiliser les outils d'intelligence artificielle avec intégrité

- Connaître les principes à respecter pour une utilisation intègre et responsable de l'intelligence artificielle.



I contact the person responsible for CAMO on my campus:



PLAGIARISM QUIZ

As indicated in the I.P.E.S.A., plagiarism is punishable. To avoid consequences, it is important to know all aspects of plagiarism.

TRUE
or
FALSE

Plagiarism includes quoting oral statements from public presentations (e.g., films, interviews, and lectures) without mentioning sources.

True. Plagiarism is not limited to written material but includes all borrowing, including oral information.

YES
or
NO

Three students have a graded assignment to do as a group. They agree on who will do which section. When the teacher hands back corrected assignments, he informs these students that he found plagiarism in their work. Two of the students argue that the plagiarized excerpts are all in the section written by the third student and that they were unaware plagiarism had occurred. Can these two students be accused of plagiarism?

Yes, if any member of a team engages in plagiarism, all team members can be penalized, since each member shares responsibility for verifying the integrity of an assignment before it is handed in to the teacher.

TRUE
or
FALSE

The information on the Internet (writings, ideas, images, videos, etc.) is public in nature and consequently belongs to everyone. Accordingly, it is unnecessary to cite Internet sources.

False. The rules of proper referencing apply regardless of the information source. But there's more. The Copyright Act requires the permission of authors in order to use their material, in particular for images and PowerPoint presentations, whether in part or in full.

TRUE
or
FALSE

The information on the Internet (writings, ideas, images, videos, etc.) is public in nature and consequently belongs to everyone. Accordingly, it is unnecessary to cite Internet sources.

False. The rules of proper referencing apply regardless of the information source. But there's more. The Copyright Act requires the permission of authors in order to use their material, in particular for images and PowerPoint presentations, whether in part or in full.

TRUE
or
FALSE

Handing in the same assignment in two different courses is a form of plagiarism.

True. This is in fact a case of self-plagiarism, i.e., reusing material already used in a previous course while passing it off as original or new material (in the sense that it has not been used before) even though it is actually... leftovers! With the teacher's permission, it is sometimes possible to reuse a past assignment if it is adapted and enriched to meet the requirements of a current course.

YES
or
NO

Guillaume has a graded individual assignment to do. He gets together with two other students in his class to prepare for this work. The three students discuss and exchange sources, texts, etc. Each one hands in an individual assignment, but all three assignments have parts that are similar, bordering on identical. Is this a case of plagiarism?

No, but beware! Strictly speaking, this is not a case of plagiarism, since none of the students "copied off" another student's work. However, since the teacher's instructions were to hand in an individual assignment, all three students are guilty of cheating. While students may reflect on an individual assignment within a team setting, each student must produce an assignment that is a result of his or her own personal reflection. The same principle of verifying integrity also applies to academic articles with multiple authors.

TRUE
or
FALSE

Lea has not yet begun a course assignment that is due in one week. One of her friends, who has already taken the course, suggests that Lea use her work, word for word. Since Lea has her friend's permission, this is not a case of plagiarism.

False. The rules of proper referencing apply regardless of the information source. But there's more. The Copyright Act requires the permission of the author of the work, passing it off as her own is an act of plagiarism, even if the author has given Lea permission to do so. The same goes for any work obtained on the Web or elsewhere.

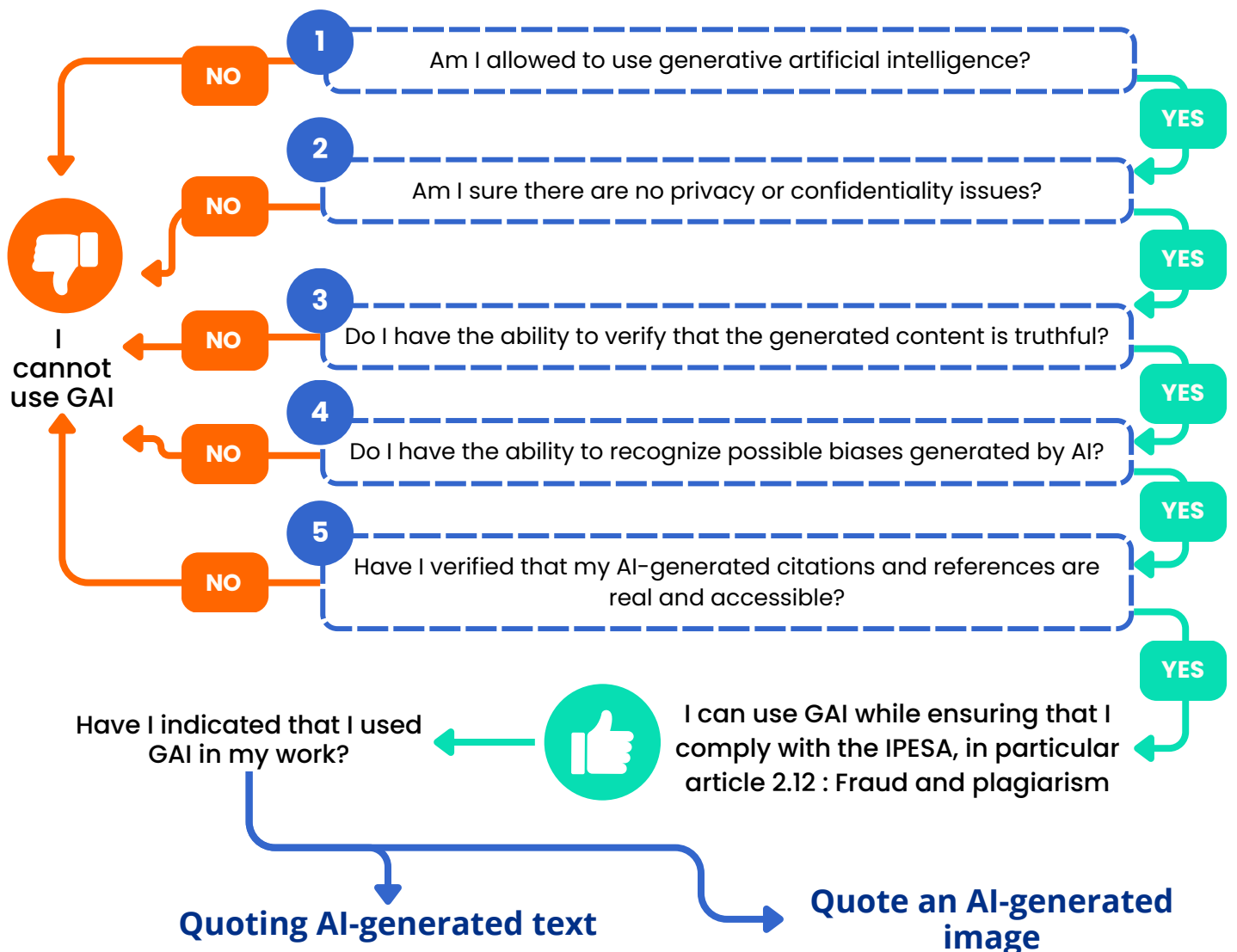


I contact the person responsible for CAMO on my campus:



Source : https://www.usherbrooke.ca/ssf/fileadmin/sites/ssf/documents/Antiplagiat/Questions_Quiz_V4-2013-04-question_avec_reponses.pdf

Tool for integrated use of GAI



In a text:

In APA Style

(Author, Year).

E.g.: (OpenAI, 2021).

In traditional style, footnote

[1] AUTHOR, 'Title of document' in Robot name (artificial intelligence), date, URL address.

Ex. : [1] OPENAI, 'CÉGEP Library Survey,' in ChatGPT (artificial intelligence), November 13.

In a bibliography:

In APA style

Author. (year). Software Title (Version X) (Type of application or software). Publisher. URL

Ex. : OpenAI. (2023). ChatGPT (May 24 version) (Large language model). <https://chat.openai.com/chat>

In traditional style

AUTHOR, 'Document title', in Robot name (Artificial intelligence), Date, URL

Ex.: [1] OPENAI, 'CÉGEP Library Survey' in ChatGPT (artificial intelligence), November 13, 2023, <https://openai.com/blog/chatgpt>

Rules for citing images created by AI tools are not yet well established in bibliographic standards. However, there are templates you can use to reference these images in your work. It is strongly recommended to include a logo to clearly indicate the use of AI.

In the caption of an image:



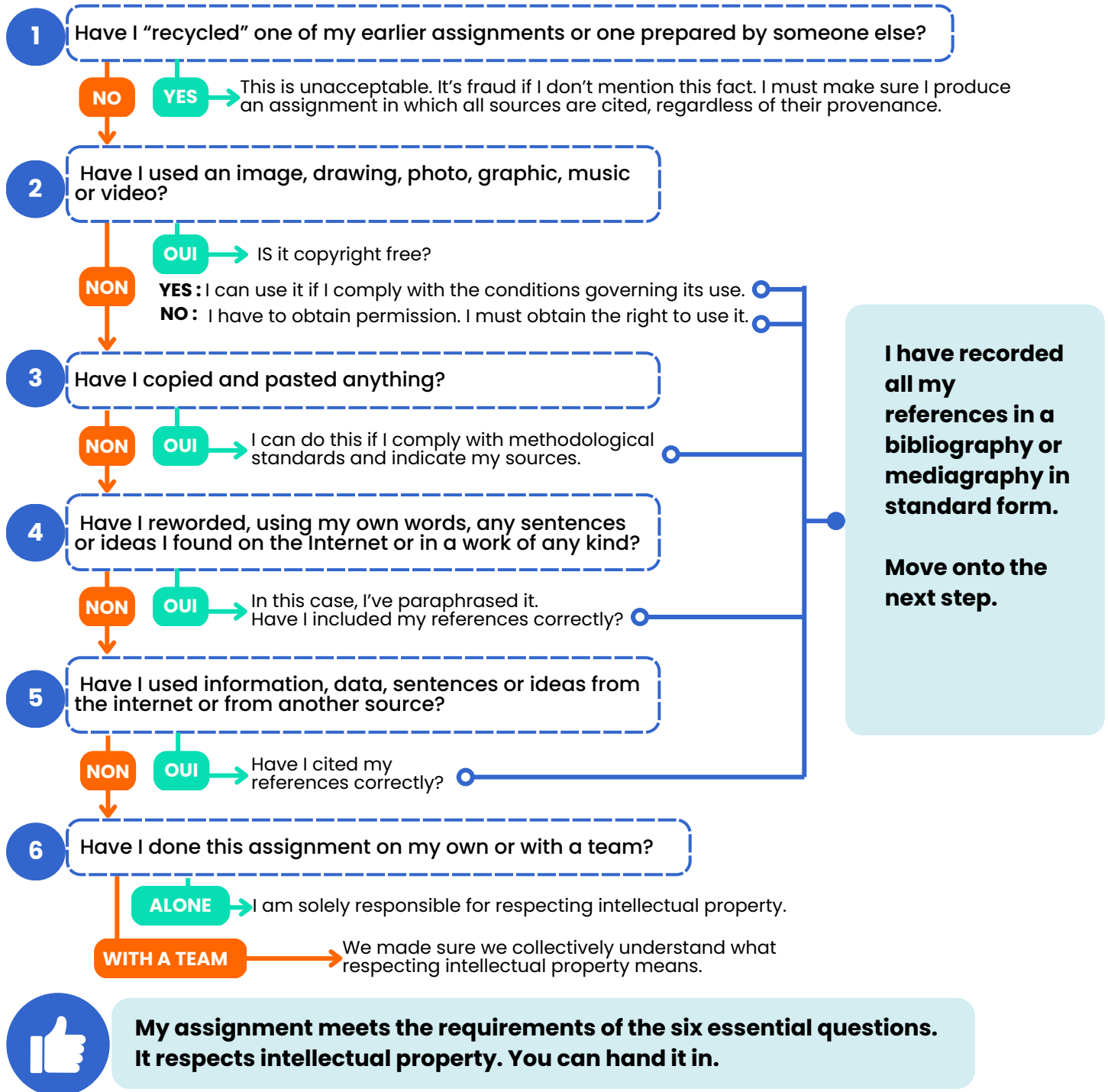
Ex. : Note. Image generated using the prompt "Boston Terrier studying for an exam", by Microsoft, Copilot, 2025, .

In a bibliography:

Ex: Microsoft. (2025). Copilot (generative artificial intelligence model).

Is my assignment ready to be submitted?

Six essential questions to ensure that my work's intellectual property is respected



I contact the person responsible for CAMO on my campus:



Une idée originale du



Adapté par le



Cégep de la Gaspésie et des îles

Conditions d'utilisation

TAKE NOTES IN CLASS EFFICIENTLY

BEFORE class

- Do the **suggested reading** before class. If you're familiar with the topic and terms, it will be easier to take notes.

DURING class

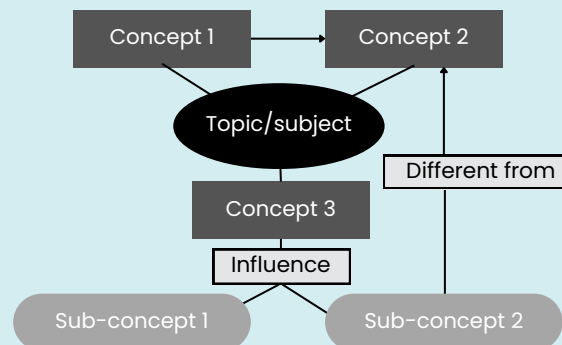
- Take note of the **main ideas**, **important tables** and **significant examples**.
- Draw attention** to key words and concepts you will need to review.
 - Underline
 - Highlight
 - Box
 - Write in coloured ink
 - Add a symbol (*)
- Take notes leaving lots of room so you can read them over later more easily.
- Use **symbols** and **abbreviations** to take notes more quickly.

%	Percentage or probability	<	Less/smaller/fewer than	aws	Always
=	Equal to	>	More/bigger/greater than	o	Degree
!	Good idea	D-o	Depending on	#	Number
?	Need more info	F	Female	M	Male
i/r	In relation to	~	About	C	Consumption
\$	Money	s	Same	W	With

- Cross out** instead of erasing; it's quicker!
- Ask yourself **the basic questions**:
 - Who: Who did or said it?
 - What: What's the main idea? What are the secondary ideas?
 - When: What's the sequence? What are the key moments?
 - Where: Where is the information located? How do you find additional information?
 - How: How are the various elements of information connected?
 - Why: In what way is the information important?

AFTER class

- Add information and comments** right away after class.
- Build a **concept chart** using the notes you've taken. It's one way to make connections and um up what you've learned in a drawing.



I contact the person responsible for CAMO on my campus:



Source : Cégep de Rimouski (s.d.). Production efficace des notes de cours.
 cegep-rimouski.qc.ca/sites/default/files/production_efficace_des_notes_de_cours.pdf

Effective strategies

BEFORE READING



Understand the work to be done:

- Why am I reading this text?
- What are the learning objectives?
- What task will I have to accomplish?
- What are the evaluation criteria?

Scan the text to be read:

- How is the text structured?
- What can I learn from its titles and subtitles?
- What type of text is it?
- Does it contain tables, figures, or images?

Review what you already know:

- What do I already know about this subject matter, about this type of text?

WHILE READING



While reading, apply the appropriate strategies to do the required work:

Consult the document prepared by the Cégep de Rivière-du-Loup here: [cegeprdl.ca/media/4253385/guide-strategies-de-lecture_2019_8-5x11.pdf](https://www.cegeprdl.ca/media/4253385/guide-strategies-de-lecture_2019_8-5x11.pdf)



AFTER READING



Verify what you've learned:

- Make connections between what you already know and what you've just learned.
- Evaluate how well you've learned, and the strategies used while reading the text.

FOR MORE INFORMATION ABOUT READING STRATEGIES

Reading-related learning strategies – Université Laval



Cégep de Rivière-du-Loup reading strategies (strategies, guide and check list)



Composing a text, step by step

- 1 I thoroughly analyse the instructions using a dictionary.
- 2 I do some brainstorming.
- 3 I build a brief or detailed plan incorporating all the elements of the instructions.
- 4 I double-space my text.
- 5 While drafting my text, I think about how the reader will understand it.
- 6 I make sure I employ the language characteristics specific to the type of text I'm writing.
- 7 As needed, I use Antidote dictionaries to enrich my vocabulary.
- 8 I try to write a text that is free of errors, even when writing my first draft. If unsure, I underline the word to come back to it later.
- 9 I frequently read out loud what I've written to make sure the text flows well.

Proofreading and correcting a text, step by step

- 1 I wait several hours or days before I revise my work.
- 2 I revise my work by reading it aloud and make the necessary corrections:
 - Purpose of writing and audience;
 - Clarity and pertinence of ideas;
 - Splitting into paragraphs;
 - Construction of adequate sentences (length, information, etc.);
 - Pertinence of connecting words;
 - Suitability of verbal tenses;
 - Thoughtful choice of vocabulary;
- 3 I double check my work by reading it slowly, and make the necessary
 - Punctuation;
 - Grammatical errors;
 - Spelling mistakes.
- 4 I finish the process by touching up the page layout, as needed (spacing, margins, etc.).
- 5 I proofread word by word by following with my finger or with a pencil on paper (or with my cursor on a computer). I can also start at the end of my work.



I contact the person responsible for French Help Center on my campus:



Time management

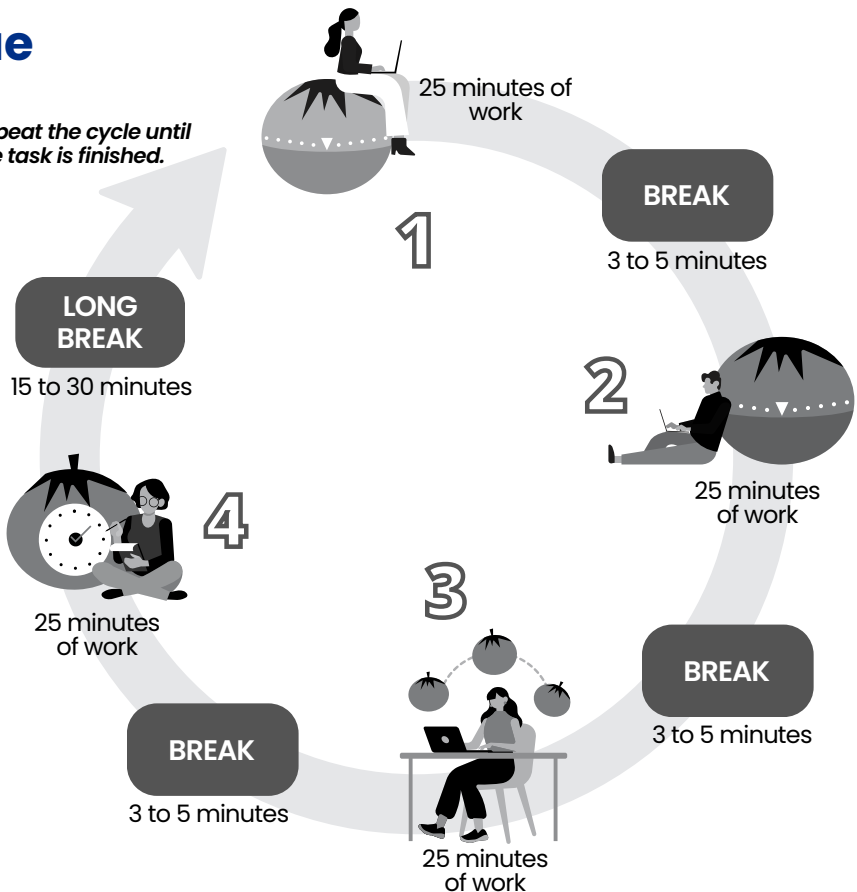
The Pomodoro technique

- It's a 25-minute activity period.
- During this time, you must focus your attention on the activity. It's important to set aside your cell phone and any other distraction.
- The name of the technique is inspired by a timer in the shape of a tomato.

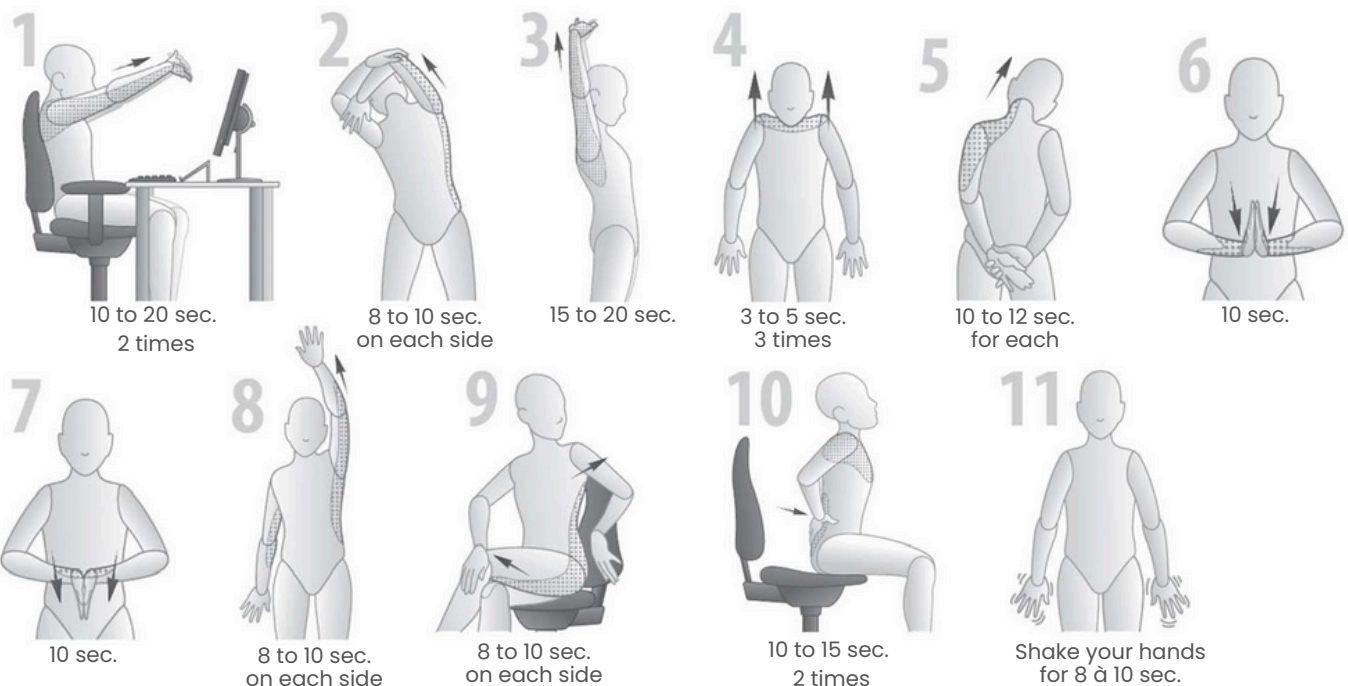
To facilitate the use of the technique, **mobile applications** exist. You just have to search with the term Pomodoro.

I can also consult the **special educator** on my campus for other tools.

Repeat the cycle until the task is finished.



TAKE BREAKS AND STRETCH A LITTLE



Management of stress and emotions

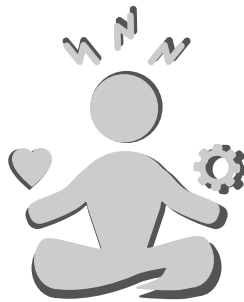
Strategies for dealing with stress and anxiety

Behavioral strategies

- I practice a sport, I walk
- I do at least one pleasant activity per week
- I draw, I craft
- I listen, I play music
- I listen to comedy series

Cognitive strategies (thoughts)

- I identify my unrealistic thoughts:
 - Overestimating the probability of unfortunate events
 - See uncertain situations as threatening
 - Overestimating negative consequences
 - I distance myself from these thoughts
 - I differentiate between:
 - what I have control over (I make changes)
 - what I have no control over (I try to let go)



Regulation of emotions

- I accept my emotions without judging them
- I practice informal mindfulness ¹
- I practice diaphragmatic breathing (from my belly)
Applications: *RespiRelax, Bettersleep, Whitenoice, Petit bamboo*
- I look for social and family support
- I see my mistakes as opportunities to learn
- I avoid isolating myself when I am going through difficult situations.

¹ This exercise consists of paying attention to the present moment during a daily activity (for example, walking, doing the dishes, listening to music). Practicing daily, it would have beneficial effects on reducing stress and anxiety.

Good life habits

- Ideally, I eat 3 meals a day
- Sleep: Ideally, I sleep 7 to 11 hours a night
- I reduce my screen time
- I do physical exercise
- I organize my time, I avoid procrastinating
- I reduce my drug and alcohol consumption

Sources : Zenétudes : Vivre sainement la transition au collège (Diane Marcotte, UQAM)

Centre d'études sur le stress humain, stresshumain.ca/

Centre RBC d'expertise universitaire en santé mentale, sante-mentale-jeunesse.usherbrooke.ca/je-suis-un-jeune/ma-sante-mentale-cest-important/

Useful resources to support the mental health

The advertisement features a man with a beard and tattoos on his arms, standing with his arms crossed. To his left is a yellow circle with the text "station SME" and "Pour soutenir la santé mentale étudiante". Below this, it says "The station to support STUDENT MENTAL HEALTH" and "stationSME.ca". To the right of the man is a smartphone icon and a QR code. The background is a mix of pink and yellow.



I contact the psychosocial and health services on my campus.
(Information on page 12)

Have your volunteer activity recognised

Mention on the transcript

- Information that appears on your transcript and that is associated with your academic success;
- Official recognition of your involvement at school or in your community;
- One more element to enrich your cv.

Gala recognition

- Médaille du Lieutenant-gouverneur pour la jeunesse (distinction qui reconnaît ton engagement bénévole ou ton attitude inspirante);
- Bourse pour le dépassement de soi;
- Autres bourses au gala des finissantes et finissants.

WHAT **ACTIVITIES** CAN BE RECOGNIZED?

WHAT ARE THE **ELIGIBILITY CRITERIA**?

FILL OUT THE **FORM**



cegepgim.ca/zoneetudiante/en/resources-and-tools/life-at-cegep/student-life/community-involvement/



FOR **INFORMATION** AND **ASSISTANCE** IN YOUR APPROACH:
Student life service on your campus



Dream together, succeed together !



The Foundation's mission is to support students at Cégep de la Gaspésie et des Îles in their learning process, to accompany them towards their academic success and their greatest aspirations, by providing them with additional resources that are otherwise inaccessible.

The Foundation supports and supports educational and extracurricular projects and awards a wide variety of scholarships.

The Foundation transforms the generosity of its partners and donors into support for the college community.

To find out about the scholarships awarded by the Foundation, visit fondationcegepgim.ca/en/the-foundation/



Knowing the institutional policies is...

your responsibility

YOUR QUESTION IS ABOUT

Life conditions at the Cégep

(ex: expected behaviour, responsibilities and obligations, sanction procedures, pedagogical complaints, etc.)

Rights, tuition fees and different tariffs

(ex.: full time and part time fees, producing official documents, etc.)

Regulations to be respected by teaching staff and students in regard to learning evaluations, different parts of the course plan, grade revisions, possible transcript mentions, different sanctions at the end of your studies, etc.

The measures put in place to favour the use of the French language and improve language skills, written and oral use in all contexts, and applicable measures related to the French language, etc.

The prevention, awareness, and education of the collegial community to combat sexual violence, the development of a culture of consent by promoting equality between men and women and favouring respect, inclusiveness and diversity, etc.

REFER TO

By-law # 9 :

living conditions at the Cégep de la Gaspésie et des Îles

By-law # 11 and # 2 :

Supplemental fees, contributions and fee-supported expenses

Institutional policy on the evaluation of student achievement (or IPESA)

Politique de valorisation de la langue française

Institutional policy to fight and prevent sexual violence

THIS IS NOT WHAT YOU ARE LOOKING FOR?

I can consult the CEGEP's policies and regulations on the CEGEP website in Official Documents and Calendars or visit the Student Zone in the Rights and Responsibilities section for a summary of the policies, regulations and procedures.



The 2023–2028 Student retention, success and graduation plan

is an element of the strategic plan adopted by the Cégep de la Gaspésie et des Îles. It seeks to foster student success and retention through a series of measures adapted to meet the needs of students. The College hopes to increase graduation rates and make the college or vocational education experience unique, rich and stimulating. To this end, the College banks on the commitment of its staff and the community by offering a range of adapted tools and by promoting the efforts of everyone involved, the ultimate goal being not only to help students attain the competencies connected to their program of study but also to gain competency in language, computer and digital skills.

SUSTAINABLE DEVELOPMENT GOALS

The Sustainable Development Objectives give us the roadmap to achieve a better and more sustainable future for all. They respond to the global challenges we face. The goals are interconnected, and in order to leave no one behind, it is important to achieve each of them, and each of their targets, by 2030.



1 NO POVERTY
Eradicate poverty in all its forms and everywhere in the world.



2 ZERO HUNGER
Reducing hunger, achieving food security, improving nutrition and promoting sustainable agriculture.



3 GOOD HEALTH AND WELL-BEING
Ensuring healthy lives and promoting well-being for all at all ages.



4 QUALITY EDUCATION
Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.



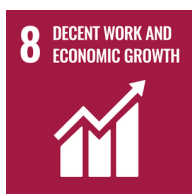
5 GENDER EQUALITY
Achieve gender equality and empower women and girls.



6 CLEAN WATER AND SANITATION
Guarantee access to water and sanitation for all and ensure sustainable management of water resources.



7 AFFORDABLE AND CLEAN ENERGY
Accelerate access to affordable, reliable, sustainable and modern energy for all.



8 DECENT WORK AND ECONOMIC GROWTH
Promoting sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.



9 INDUSTRY, INNOVATION AND INFRASTRUCTURE
Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation.



10 REDUCED INEQUALITIES
Reducing inequalities within and between countries.



11 SUSTAINABLE CITIES AND COMMUNITIES
Make cities and human settlements inclusive, safe, resilient and sustainable.



12 RESPONSIBLE CONSUMPTION AND PRODUCTION
Ensure sustainable consumption and production patterns.



13 CLIMATE ACTION
Take urgent action to combat climate change and its impacts.



14 LIFE BELOW WATER
Conserve and sustainably use the oceans, seas, and marine resources for sustainable development.



15 LIFE ON LAND
Protect, restore and promote the sustainable use of terrestrial ecosystems, sustainable management of forests, combat desertification and halt and reverse land degradation and biodiversity loss.

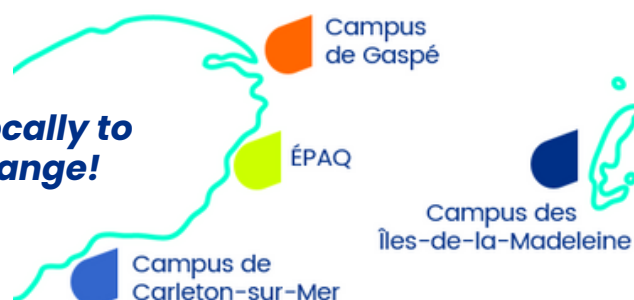


16 PEACE, JUSTICE AND STRONG INSTITUTIONS
Promoting peaceful and inclusive societies for sustainable development, enabling access to justice for all and building effective, accountable and inclusive institutions at all levels.



17 PARTNERSHIPS FOR THE GOALS
Strengthen the means of implementation and revitalize the global partnership for sustainable development.

Let's act locally to initiate change!



Sources :
Ministère de la transition écologique et de la cohésion des territoires (2023, 2 mai). L'agenda 2030 en France
17 objectifs de développement durable. <https://www.agenda-2030.fr/17-objectifs-de-developpement-durable/>

zone

étudiante



Cégep de la Gaspésie
et des Îles

La référence pour ton
parcours d'étudiante ou
d'étudiant au Cégep de la
Gaspésie et des Îles !



[cegepgim.ca/
zoneetudiante](https://cegepgim.ca/zoneetudiante)



student zone

The reference for your student
pathway at the Cégep de la
Gaspésie et des Îles !



cegepgim.ca/zoneetudiante/en

CALENDRIER DES ACTIVITÉS ÉDUCATIVES

EDUCATIONAL ACTIVITY CALENDAR

2025 - 2026

DATES IMPORTANTES IMPORTANT DATES

Automne / Fall 2025

August
18
août

Demi-journée
d'inscription en avant-
midi et début des cours
en après-midi
*Half-day registration in the
morning and classes begin
in the afternoon*

August
25
août

Demi-journée d'accueil
en après-midi
*Welcoming activity in the
afternoon*

September
19
septembre

Date limite de
désinscription
Course withdrawal deadline

October
13-17
octobre

Semaine de lecture
Reading week

November
4
novembre

Date limite d'abandon
sans mention d'échec
*Course drop deadline
without a failure*

December
17
décembre

Épreuve uniforme de
langue
*English Exit Exam
(Ministerial)*

December
19
décembre

Fin probable des
examens.
Probable last date of exams.

December
20, 22, 23
décembre

Journées de reprises
prévues au calendrier en
cas de suspension de
cours durant la session.
*Make up days in the event
that classes are suspended
during the semester.*

Le calendrier scolaire de la
formation régulière doit
comprendre 75 jours de cours et
sept jours d'évaluation. Toute
dérogation au calendrier scolaire
devra faire l'objet d'une mesure de
récupération intégrale des
activités d'enseignement.

Nous vous invitons à imprimer le
calendrier à jour et à le conserver
dans votre agenda. Vous serez
avisés en cas de modification en
cours de session.

Bonne session!

Serge Rochon
Directeur des études

*The educational calendar must
include 75 days of classes and 7
days of evaluation. Any
derogation from the school
calendar will have to be the object
of a measure of complete
recovery of teaching activities.*

*We invite you to print the up-to-
date calendar and keep it in your
agenda. You will be notified of any
modifications during the session.*

Have a great session!

Serge Rochon
Academic Dean

Les calendriers scolaires
à jour sont disponibles en
tout temps sur le site web
du Cégep :

[cegepgim.ca/documents
-officiels-et-calendriers](http://cegepgim.ca/documents-officiels-et-calendriers)

*Up-to-date calendars are
available at any
time on the Cegp web
site :*

[cegepgim.ca/en/official-
documents-and-
calendar](http://cegepgim.ca/en/official-documents-and-calendar)

Les calendriers de la
formation professionnelle
peuvent être consultés à
l'adresse suivante :

[epaq.qc.ca/documents-
officiels-et-calendriers](http://epaq.qc.ca/documents-officiels-et-calendriers)



DATES IMPORTANTES IMPORTANT DATES

Hiver / Winter 2026

January
15
janvier

Journée d'inscription
Registration day

January
19
janvier

Début des cours
First day of classes

February
13
février

Date limite de
désinscription
Course withdrawal deadline

March
9-13
mars

Semaine de lecture
Reading week

April
2
avril

Date limite d'abandon
sans mention d'échec
*Course drop deadline
without a failure*

May
13
mai

Épreuve uniforme de
langue
*English Exit Exam
(Ministerial)*

May
20
mai

Fin probable des
examens.
Probable last date of exams.

May
21, 22, 25
mai

Journées de reprises
prévues au calendrier en
cas de suspension de
cours durant la session.
*Make up days in the event
that classes are suspended
during the semester.*