



**CHAMPLAIN**  

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**REGIONAL COLLEGE**

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



## Adoption and Revision History

Board of Governors Meeting	Resolution Number	Notes
October 26, 2007	2763	
September 29, 2009	2515	Only involved changing campus names to be consistent with Bylaw 1.
June 17, 2011	2647	New section on roles and responsibilities; limited revisions to articles addressing academic integrity (cheating and plagiarism), attendances and absences, recognition of acquired competencies, and accommodations for students with special needs.
September 28, 2018	3135	Revision of Article 3.6.2 on INs in response to new Article 23.1 in the College Education Regulations (RREC); insertion of hyperlinks.
January 30, 2019	3172	Revision of Article 8.2.2 on approval process for course outlines and Article 10.5 on roles and responsibilities of Designated Academic Administrator

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## Section 1: Foundations for the Policy

### 1.1 Conventions

Several conventions are used throughout this policy to enhance readability.

#### 1.1.1 Use of the Term “Ministry”

The term “Ministry” is used throughout the policy to refer to the *Ministère de l'éducation, des loisirs et des sports* (MELS).

#### 1.1.2 Use of the Term “Academic Session”

The term “academic session” is used to cover both the standard semester in the Regular Day sector and the more variable program durations in the Continuing Education sector.

#### 1.1.3 Use of French-Based Annotations in the Remarks Section of the Transcript

The codes used to place annotations in the remarks section of a student’s transcript are based on the French terms used in Ministerial regulations. For example, a course exemption is indicated on the transcript by the annotation “DI” from the French “*dispense*”.

### 1.2 Objectives

The objectives of this policy are:

- to ensure that the evaluation of student learning is fair and equitable;
- to ensure that students receive clear, timely and complete information about how courses will unfold and how learning will be evaluated;
- to empower students, teachers, professionals, support staff and administrators by providing them with clear rules, procedures and guidelines to be applied in the evaluation of student learning;
- to ensure that the awarding of diplomas is based on evaluation of student learning that validly attests to the achievement of a program’s stated competencies; and
- to specify procedures for the dissemination, application, evaluation and revision of this policy.

### 1.3 Application and Scope

This policy applies to the evaluation of learning for students in all pre-university and technical programs offered by the College that lead to a Diploma of College Studies (DEC) and in all programs leading to an Attestation of College Studies (AEC) offered by a Continuing Education service of the College.

The application of this policy is under the joint responsibility of the Director of Studies of the College and, at each campus of the College, the Campus Director.

Furthermore, Campus Directors can delegate to designated academic administrators (DAA) at their campus the responsibility of ensuring the application of given articles of the policy and the conformity of programs or campus procedures or practices that refer to the policy.

## 1.4 Guiding Principles

This policy is based on the following set of guiding principles:

### **Principle 1: Evaluation must be fair**

At the course level, students will be evaluated based on the stated learning objectives of the course, the program competencies which the course is designed to address, the material covered, the relative importance of that material in the course, and the type of course work with which it is associated (*pondération*).

Program-level evaluation, especially the comprehensive assessment in DEC programs, must be based on both the stated program competencies and the material covered in the courses of the program. The relative emphasis on particular competencies in the comprehensive assessment must be consistent with the relative importance of these competencies in the program. Moreover, the comprehensive assessment must be designed in such a way as to afford students the opportunity to demonstrate their effective integration of learning acquired in different courses.

Finally, fairness requires that students have the right of appeal when they perceive that either an evaluation task itself was unfair or that the grade awarded on that evaluation task was unfair.

### **Principle 2: Evaluation must be equitable**

The principle of equity applies both to students in different sections of the same course and to different students in the same section of a course in a given session. In the context of the comprehensive assessment, it applies to students in the same program in a given academic year. Equitable treatment requires that they be placed in similar conditions for developing the course-associated competencies of the program, that their learning be evaluated in a similar fashion, that the requirements be similar from one student to the next, and that all students receive the same kinds of information concerning the different aspects of evaluation.

### **Principle 3: Evaluation practices must be comparable between courses and programs**

The measures and mechanisms implemented in different courses and programs on the same campus will produce comparable evaluation practices. This does not, however, mean that there must be uniformity in evaluation practices across



programs. Rather, it requires that a common set of regulations applies to all courses and programs, from one teacher to another and from one session to another.

**Principle 4: Evaluation must be transparent**

Transparency requires that students be given, in advance, clear and understandable information concerning the content of their courses and their programs, the kinds of learning activities they will encounter, and the different methods for evaluating their learning.

**Principle 5: Evaluation must be both formative and summative**

Course-level evaluation facilitates student learning as well as attests to the achievement of stated competencies and objectives. Consequently, both formative and summative evaluation (see [Section 2.1](#)) must be used in an appropriate balance.

**Principle 6: Evaluation results and feedback must be timely**

In order to maximize the usefulness of evaluation in helping students to become more effective learners and increase their likelihood of success on subsequent evaluations, evaluation results and related feedback must be given back to students in sufficient time that the student can make the appropriate correction or improvement either to master the competency or pass the course. Courses normally taken by students who are in their first session of studies must provide at least one summative evaluation activity during the first five weeks of the session in order to help them adjust to the methods and standards for the evaluation of learning at the college level. The only exception would be intensive courses in Continuing Education which are, by their very nature, of short duration.

**Principle 7: Evaluation must be progressive**

In order to provide a more accurate assessment of a student's learning over the duration of the session, course-level evaluation should be undertaken at multiple points in time. The final course grade cannot be based on a single evaluation exercise.

**Principle 8: Evaluation must attest to the achievement of a program's competencies**

A passing final course grade signifies that a student has acquired, to a satisfactory level, the program competencies attached to that course. The evaluation tools and methods used in the course must therefore be designed in such a way that they will indeed assess the student's acquisition of those competencies.

In DEC programs, a passing grade on the Comprehensive Assessment signifies not only that students have acquired the stated competencies for a given program,

but that they have successfully demonstrated their ability to integrate them. The Comprehensive Assessment must therefore be designed in such a way that it can indeed assess a student's integration of the program's major competencies.

### **Principle 9: Evaluation is the joint responsibility of teachers and the College**

At the course level, individual teachers exercise their professional responsibility and expertise in evaluating student achievement of course competencies (selecting and preparing evaluation tools and methods, timing of evaluations, setting evaluation criteria, etc.).

Departments and programs provide guidance and support to the evaluation efforts of individual teachers and play a critical role in dealing with student appeals.

The College has the right and obligation to ensure that evaluation methods and practices conform to Ministerial regulations and this policy. Institutional responsibility for the quality of evaluation also obligates the College to assist and support teachers in fulfilling their duties as evaluators.

### **Principle 10: The products of evaluation exercises are the property of the student**

Consistent with the idea that one of the key functions of evaluation is to facilitate student learning, all the material produced by students in the completion of evaluation activities during the session (e.g., papers) is the property of the individual student completing them. This carries with it an obligation for students to safeguard these materials and be ready to present them in the event of an appeal.

Final examinations constitute a special case<sup>1</sup> and are therefore an exception to the rule.

Nonetheless, students have the right to consult their final exams.

### **Principle 11: Evaluation results are confidential**

Consistent with the College's espoused value of respect for individuals, student grades, progress reports and other academic records are confidential information. The confidentiality of evaluation results is also a legal obligation under the [Act Respecting Access to Documents Held by Public Bodies and the Protection of Personal Information](#). As such, they will be given only to: (a) students themselves, (b) the parents of students under 18 years of age, upon a request addressed to the DAA, and (c) College employees or College-recognised individuals with a legitimate need for that information in the performance of their duties<sup>2</sup>. In order to maintain confidentiality, marks will not be posted publicly in any fashion such that someone other than the students themselves can ascertain their grade, nor will completed evaluation materials (e.g., papers, test) be returned in such a way that unauthorised persons have access to them.

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<sup>1</sup> Final examinations are among the documents specified in the College's *Calendrier de conservation*.

<sup>2</sup> This would include people such as auditors.

## 1.5 College's Mission, Values and Vision Statement

The particular elements of the College's Mission, Values and Vision Statement on which this policy is based are found below:

### **Mission**

The College is dedicated to fostering the individual success of its students and their development as well-rounded, responsible and informed citizens of the world.

### **Values**

The College values

- lifelong learning for students, teachers and staff through personal growth and professional development;
- excellence through striving for continuous improvement;
- respect for all individuals, manifested through open communication and a commitment to fairness, justice and honesty; and
- collaboration in the achievement of shared goals and objectives.

### **Vision**

Passionate in its commitment to students, and inspired by its mission and values, Champlain Regional College aspires to

- offer unique and innovative high-quality programs and services;
- graduate students who are recognized for the excellence of the knowledge and skills they have acquired; and
- be a learning-centred college.

## Section 2: Course-Level Evaluation of Student Learning

### 2.1 Types of Evaluation

Formative evaluation is done to assist and further student learning by providing feedback to both students and teachers. Formative evaluation exercises and assignments may be graded or not; their effectiveness depends primarily on the quality of the verbal or written feedback given to students.

Summative evaluations assess formally and quantitatively student achievement in acquiring competency in the learning activities required for a diploma. Summative evaluation exercises are graded and marks are cumulated for the student's final grades.

Summative evaluation methods may incorporate a formative component to provide additional feedback on the strengths and weaknesses of a student's performance and/or suggestions for correcting errors or misconceptions.

### 2.2 Methods of Evaluation

Both formative and summative evaluations of student learning are used in all courses. The former is more appropriate at the beginning of the course, while the latter should be spread throughout the semester. Early feedback will help a student adjust soon after the beginning of the course. Mid-semester feedback will help students learn from their errors before completion of the course.

Evaluation methods are left to the discretion of the teacher in conformity with departmental procedures and may include such things as examinations, essays, problem-solving exercises, oral exams, artistic productions, laboratory work, case studies and simulations. The choice of evaluation methods should be consistent with the competencies and content of the course and the program of which it is an element in accordance with Principle 1 of the previous section.

Consistent with the principles of fairness and progressive evaluations, evaluation is a process that evolves as the course unfolds over the session and as the program unfolds from one session to another. Hence, students at the beginning of a course will not be evaluated in the same fashion as they will be towards the end of a course, and, similarly, they will not be evaluated in the same fashion at the beginning of a program as they will be towards the end of their program. This evolution also applies to the evaluation tools or activities used.

### 2.3 Evaluation Criteria

Consistent with the principle of equitable evaluation, students in different sections of the same course, whether with the same teacher or with different teachers, must be evaluated in a consistent and coherent manner with one another in terms of the interpretation of objectives, student workload, evaluation tasks, marking criteria and weighting of evaluation tasks in the calculation of the final course grade. While this requires

collaboration between the teachers involved, it does not require uniformity in evaluation practices.

In addition, for different students in the same group, whether in the same course section for purposes of course-level evaluation or in the same program for purposes of the Comprehensive Assessment, equitable treatment requires that they be placed in similar conditions for developing the course-associated competencies of the program, that their learning be evaluated in a similar fashion, that the requirements be similar from one student to the next, and that all students receive the same kinds of information concerning the different aspects of evaluation.

Consistent with the principle of transparent evaluation, the grading of all evaluation tasks should be based on clearly stated criteria that have been communicated to students in advance. Prior to each evaluation, students must be given complete and precise information about the requirement of the evaluation activity, the criteria that will be used in evaluating their work, and the result of the evaluation and how it will be used in the calculation of the final course grade. Clear information about the methods and criteria for this evaluation must be presented in the course outline.

Teachers may choose to use particular evaluation tasks that must be completed by a group of students. Either individual grades will be assigned to each student in the group or a single grade will be assigned to the entire group. Where individual grades are to be assigned, the criteria used for assigning those grades must be clearly specified when the task is announced or assigned. Otherwise, all members of the group should receive the same grade.

At the course level, students have the right to be informed at the beginning of the course about the timing and nature of evaluation activities, including activities where a common grade is given for a group project. Consequently, during the session, students must be able to assess for themselves how well they are doing in relation to their final course grade based on the results of their evaluations to date.

Where multiple sections of the same course are offered in a given session, departments must ensure consistency and comparability in the marking criteria for evaluating student learning and also equity in the types and forms of evaluation.

At the program level, students must be provided with clear and understandable information concerning the composition of the program in terms of its courses, the kinds of learning activities, and the different means by which student learning will be evaluated.

Unless student participation is explicitly and clearly linked to the achievement of course competencies and objectives, it cannot be used as a distinct component of the course grade. Class attendance is mandatory. However, students cannot be given grades based on attendance in class.

## **2.4 Standards of Literacy and Proficiency in English**

As an English-language educational institution, the College believes strongly in enhancing students' ability to use English well in all areas of study and life. Consequently, for all courses other than those where the primary language for the submission of assignments is

not English, teachers are required to include summative or formative evaluation of English proficiency in their evaluation practices.

In courses where the acquisition of English language skills is a primary learning objective, detailed marking criteria for all types of student work must be well-defined and communicated to students. For these courses, there is no limit on the weight or value of this evaluation in calculating a grade for the assignment.

In courses where the acquisition of English language skills is not a primary learning objective, a maximum of 20% can be set aside for aspects of English proficiency (e.g., grammar, style, vocabulary) in every paper, report or assignment.

## **2.5 Grading System**

Final grades are given in percentage. The passing grade in any course is sixty percent. Final grades should reflect the extent of the achievement of the objectives and standards of a course and the cumulative mastery of certain competencies. A grade of 100 indicates that a student has achieved all of the competencies evaluated to the level of performance defined by the evaluation criteria. The following grading scale is used at Champlain Regional College:

<b>Grade Judgement</b>	
90-100	Outstanding performance
80-89	Very good performance
70-79	Good performance
60-69	Satisfactory performance
0-59	Failure (unsatisfactory performance)

Consistent with principles of fairness and transparency, the use of grading on the bell curve is prohibited, as is the use of bonus points for extra-credit evaluation.

## **2.6 Scheduling of Evaluation Activities**

Students will be informed in the course outline of tentative evaluation dates and deadlines for the submission of assignments along with the penalties for late submission.

In DEC programs, unless authorised by the DAA, class tests and exams worth more than 20% of the final grade may not be scheduled during the last two weeks of classes.

The Academic Calendar of each campus specifies certain recurring dates on which, for reasons of religious observance by a significant number of students, examination or tests may not be scheduled and may not be set as due dates for assignments.

Dates of some other recognized religious holidays cannot be determined far in advance. In the event an examination or assignment due date must be scheduled on such a date, the student will be given reasonable opportunity to make up the examination or submit the assignment at a later date. However, it is the responsibility of students to inform their

teachers at the beginning of the semester where possible but at least two weeks in advance of such dates.

## **2.7 Make-Up Evaluations**

Students who, for College-authorized reasons, are absent from class on the date a test is scheduled to be written or an assignment is due have the right to a make-up evaluation. Scheduling of make-up evaluations is to be determined by the teacher, after consulting with the student.

## **2.8 Mid-Term Evaluation**

Each student will have access to a mid-term evaluation based on the results of summative evaluations. These results must represent the equivalent of at least 15% of the final course grade at that time.

## **2.9 Final Examinations**

Final examinations are not required for courses. However, each course must have some form of final evaluation of sufficient weighting to attest the student's achievement of the competencies and the competency elements attached to the course. This evaluation should account for a minimum of 40 percent of the final grade and may include a combination of multiple evaluations. The format of the final evaluation will be specified in the course outline.

For DEC programs, the academic calendar includes a period of up to 10 days at the end of each fall and winter session for final examinations. The examination schedule is approved by the DAA, and specifies the course number and title, section (file) number, as well as the date, time and place of each final exam.

When feasible, a minimum of one day shall separate the commencement of final exams from the last day of classes.

Final examinations should take place during the final examination period. Any departure from this rule requires authorization from the DAA.

## **2.10 Evaluation in Workplace Internships**

Although workplace internships are similar to other courses in that students receive final course grades, they are very different in terms of the context within which the evaluation of student learning occurs.

### **2.10.1 Eligibility Criteria/Conditions for Workplace Internship Sites**

In order to ensure that evaluation demonstrates the attainment of program competencies, a number of conditions must be met for a particular workplace setting to be acceptable as an internship site:

- there must be a clear link between the types of work students will be performing at the internship site and the stated competencies for the course and program;
- the workplace must provide students with a work environment and tools that will allow them to perform their duties in a professional manner;
- the workplace must provide supervision and support;
- the workplace supervisor must agree that student evaluations will be submitted to the College within clearly specified timeframes; and
- the workplace supervisor/evaluator cannot be a member of the student's family.

### **2.10.2 Evaluation at the Workplace Internship**

The internship-specific evaluation criteria, their format and their weighting must be clearly explained to the workplace supervisor prior to the beginning of the internship by a duly appointed representative of the College. These internship-specific evaluation criteria, their format and their weighting must be clearly explained to students prior to the beginning of the internship:

- where the duration of the internship exceeds 120 hours, provisions must be made for periodic formative evaluation throughout the internship in order to provide students with feedback;
- the final summative evaluation must take place no later than during the last week of the internship;
- prior to the final summative evaluation being submitted to the College, the workplace supervisor must review the results of that evaluation with the students;
- students must sign the evaluation form, signifying that they have seen the results;
- students may add written comments on the evaluation form prior to its being submitted to the College;
- a copy of the completed final evaluation form must be given to the students; and
- whether or not students receive a passing final grade on the internship itself cannot be determined on the basis of completing a single task or



project<sup>1</sup>. However, the quality of the students' performance on the task or project may be used in determining the final internship grade.

### **2.10.3 Evaluation Criteria, Grading and the Final Course Grade**

The evaluation methods (e.g., workplace supervisor's evaluation, written internship report), grading criteria and their weighting should be clearly described in the course outline. Just as in any course, teachers should use their professional judgement in determining the final course grade according to clearly specified criteria. What is unique about a workplace internship is that teachers are not in a position to personally evaluate all aspects of student learning; they should, in effect, share their evaluation responsibilities with the workplace supervisor.

The workplace supervisor's evaluation of student performance cannot be the sole basis for calculating the final course grade<sup>2</sup>, nor can its weight in calculating the final grade exceed 50%.

## **2.11 Reporting of Course Grades**

### **2.11.1 Confidentiality of Course Grades**

Unless students have given written permission to do otherwise, student records, grades, and cumulative transcripts are confidential and given out only to the students themselves and to staff members who require such information in the performance of their duties. For students under 18 years of age, the grades or transcripts will be released to the parent(s) or legal guardian(s) upon submitting a written request to the DAA. In order to maintain confidentiality, students' marks cannot be posted publicly.

### **2.11.2 Submission of Final Course Grades**

Teachers are required to submit final course grades to the office of the DAA charged with maintaining student academic records according to the agreed-upon due dates and methods for their particular campus of the College.

### **2.11.3 Reporting of Final Course Grades to Students**

Final course grade results are communicated to students by means of the end-of-session transcript (*Bulletin d'études collégiales*), according to forms and standards required by the Ministry.

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<sup>1</sup>. The idea is to avoid situations where students could receive a failing grade for failing to complete a particular task when the reasons for failure to complete are beyond their control (e.g., hardware malfunction, company bankruptcy).

<sup>2</sup>. Teachers have a professional responsibility to engage in their own direct evaluation of student learning.

## Section 3: Special Cases of Course-Level Evaluation

This section addresses special cases in the evaluation of student learning at the course level:

- equivalences and substitutions;
- recognition of acquired competencies;
- course exemptions;
- withdrawal from a course;
- accommodations for students with disabilities or special needs;
- incomplete courses.

### 3.1 Equivalences and Substitutions

Learning in another formal educational setting is defined as courses previously completed in secondary school, another program at the same campus of the College, another campus of the College or at another college-level institution, or at a university. Such learning can be recognised through equivalences or substitutions.

#### 3.1.1 Equivalence (EQ)

An annotation of EQ in the remarks section of the transcript is used to signify that the College has determined that a student registered in a particular program has already covered the content and attained the objectives for that course to a degree consistent with college-level standards. Consequently, the student is awarded the credits attached to that course. Furthermore, the student shall be deemed to have also achieved the competencies attached to that course to the degree specified in the official program description. However, the EQ does not reduce the number of credits a student is required to complete in a given program.

#### Conditions and criteria

In order to apply for an EQ, students must have been registered in a Regular Day or Continuing Education program at the College.

An EQ is granted only when students demonstrate to the satisfaction of the College that they have, by virtue of prior learning experiences, already attained the objectives and standards of the course for which the equivalence is requested.

Equivalence may be granted on the basis of learning in another formal educational setting such as

- secondary school courses that cover the content and meet the competencies of a course in the program in which the student is registered at the College (typically a technical program);
- college-level courses taken outside Québec that have content and competencies closely corresponding to those of the course for which the student is requesting an EQ; and

- university courses that have content and competencies closely corresponding to those of the course for which the student is requesting an EQ.

Equivalence may also be granted on the basis of experiential learning where the College has been able to determine that such prior learning has enabled the student to master the content and achieve the competencies associated with a specific course in a given program. Experiential learning can also be recognized through the Recognition of Acquired Competencies process ([Art. 3.2](#)).

### **Procedures for Equivalences (EQ)**

Requests for equivalences and any required supporting documentation normally must be submitted to the DAA or designated professional during the session prior to that in which the course would otherwise be taken. The basis for the request (i.e., prior formal education or experiential learning) must be clearly indicated on the application.

The DAA will review the request to ensure that it is eligible for consideration and that the supporting documentation is complete.

After consulting with the appropriate departments, the DAA may establish an “Equivalence Table” for each program. This table will identify the most common courses for which equivalences are sought on the basis of prior formal learning. For each of these courses, the table will specify which courses from which institutions are acceptable for granting equivalence.

In all cases, the DAA will notify the student of the results of this evaluation process and the final determination of the request for equivalence. Only when a positive result is obtained from this evaluation process will the DAA grant equivalence and enter an EQ on the student’s College Studies Transcript.

### **3.1.2 Substitution (SU)**

An annotation of SU in the remarks section of the transcript signifies that the College has substituted one course for another that the student would normally be required to take in his program. This administrative measure is used to ensure that students can complete the requirements for their diploma without having to take an undue number of additional courses. It is typically applied when a student changes programs (or institutions) or when the revision of a program has resulted in the discontinuation or replacement of certain courses.

When an SU is granted for a course, all of the competencies associated with the course are deemed to have been achieved to the same degree as if the student had taken the course.

### **Conditions and criteria**

**Case 1:** A substitution may be necessary when a required course is no longer offered because the student is registered in a program version the College is no longer authorised to offer. In order for a substitution to be made, a course must be

found among those offered in the new program version that will achieve similar ends to those of the original course in terms of competencies and objectives.

**Case 2:** A substitution may also be necessary when the competencies and objectives associated with a required course have already been achieved in a previous course or courses of comparable weighting. This previous course may have been taken in (a) a different program at either the same campus or at another institution or (b) the same program at another institution where the program course mix differs from that of the current campus.

### **Procedures for Substitutions (SU)**

A student may seek a substitution by submitting a request to the DAA or designated professional prior to the Registration process for a given semester

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

After consulting with the appropriate department, the DAA may establish a “Substitution Table” for each program. This table will identify the most common courses for which substitutions are required or requested. For each of these courses, the table will specify the eligible substituting (replacement) course(s).

The final decision to grant a “substitution” is made by the DAA. If the decision is favourable, the course required in the student’s program will appear on the student’s transcript, but with only the remark SU. The replacement course will appear on the student’s transcript.

## **3.2 Recognition of Acquired Competencies**

The Recognition of Acquired Competencies process (RAC) can be used to recognise experiential learning. Experiential learning is defined as the acquisition or development of competencies (knowledge, skills or attitudes) through work or life experiences outside of an academic institution.

### **Conditions and criteria**

Academic credit is not granted for experience alone, but rather for competencies acquired through experiential learning. Candidates must demonstrate to the College’s satisfaction that they have acquired or developed all of the competencies associated with a required course to the same degree as if they had taken the course.

Upon admission to certain programs of study, experiential learning can be recognised through the RAC process when appropriate tools are available at the campus level.

### **Procedures**

Candidates wishing to avail themselves of the RAC process will be requested to provide documents in support of their request such as CVs, attestation of work experience or training certificates.

Candidates meet with a designated professional to do a preliminary analysis of their files.

Candidates complete a self-assessment using an acquired competencies questionnaire that will be reviewed at a validation interview with a content specialist. For competencies under review, the RAC process will include an evaluation and may require training for the candidate.

At the completion of the RAC process, candidates will be given grades that will appear in the student's transcript. The tools and various materials used in this process will be placed in the student's academic file.

### **3.3 Exemption (DI)**

An annotation of DI in the remark section of the transcript indicates that the College has exempted a student from taking a course which is part of the program. This exemption does not entitle the student to the credits attached to the course in question. Instead, the total number of credits required by the program is reduced accordingly. Moreover, the competencies attached to the course are deemed to have been "technically achieved" to the same degree as if the course had in fact been taken and passed.

#### **Conditions and criteria**

The DI is assigned only in situations where the student is permanently unable to enrol in a required course and that course cannot be replaced by another. Typically, this will involve one of the following specific scenarios:

- one or more Physical Education courses cannot be taken due to medical or physical reasons or, in the case of International Baccalaureate students, the courses are not required; and
- as the result of a program being revised or discontinued, a particular course is no longer offered and no similar course is available either at the College or at another post-secondary institution.

#### **Procedures**

Requests for exemptions must be submitted prior to the registration period for the session in which the course would otherwise be taken.

In order to receive an exemption for medical reasons, students must submit a request to the DAA accompanied by a doctor's note attesting to a permanent incapacity for a course or group of courses. The DAA will review the request and supporting documentation, and then determine whether or not the student is indeed unable to take the course. The DAA will then determine if there are any

suitable replacement courses at either the College or another postsecondary institution. Only when it has been ascertained that the student is unable to take the course, and there is a lack of a suitable replacement will the DI be granted.

Requests for an exemption based on course discontinuation must be made to the DAA who will review the request and verify that the course has indeed been discontinued and that no suitable replacement course is available at either the College or another postsecondary institution. Only then will be DI be granted.

### **3.4 Withdrawal from a Course**

Students who withdraw from a course after the deadline specified by the Ministry will receive a final course grade based on evaluation work completed to that point. Students who withdraw prior to this deadline may do so without penalty ([College Education Regulations](#), VI.29).

### **3.5 Accommodations for Students with Disabilities or Special Needs**

Students with documented disabilities or special needs are entitled by Law to appropriate accommodations in the evaluation of their learning.

Such disabilities include but are not limited to: physical disabilities involving hearing, vision, or motor skills; organic disorders; or diagnosed learning disabilities such as dyslexia, dysgraphia, or dysphasia or a medical condition due, for example, to an illness or an accident.

Accommodations or adapted measures may include, but are not limited to: alternative but equivalent forms of an evaluation task, extended time for completion, the use of a quiet room, the use of special software or equipment, or the specialized assistance of another person.

Where the request for accommodation is based on pre-existing conditions, the student should typically notify the College prior to the start of the semester.

In order to benefit from accommodations, it is the responsibility of students to meet with the DAA or designated professional and to provide supporting documentation signed by a medical or qualified professional.

The DAA or designated professional will then meet with the student, review the documentation provided, may consult the teacher and then will determine exactly what kinds of accommodations are required in given courses.

A summary document of the proposed accommodations will be signed by the DAA or designated professional and the student. The document will then be presented by the DAA or designated professional to the teacher, who will also confirm acknowledgment of the accommodations by signing the document.

The student can ask the DAA or designated professional to discuss or to refrain from discussing the specific diagnosis with his or her teacher.

Meetings between the DAA or designated professional and the student may occur throughout the semester to revise accommodations, as needed. These meetings may include the teacher, if appropriate. These changes may be put into place at any time during the semester and the summary document of the proposed accommodations would then be modified accordingly.

It is also possible that a student's physical disability or medical condition may permanently preclude the student from taking a particular course. In such situations, the student must seek an exemption for the course, as outlined in [Article 3.3](#) of this policy.

## 3.6 Incomplete Courses

### 3.6.1 Temporary Incomplete (IT)

An annotation of IT is an interim remark in the transcript used to indicate that a student has not yet completed all of the work required to pass a course. The IT is assigned by the teacher when a student, for serious reasons, is granted extra time beyond the formal end of the session to complete required evaluation tasks or a final examination.

#### Conditions and criteria

Teachers will only authorize an IT for serious reasons and when they are satisfied that the student has demonstrated sufficient effort to merit an extension.

#### Procedures for Temporary Incomplete (IT)

The student may request an IT or the teacher may propose it.

The deadline for the resolution of the IT will be determined by the DAA for each session and will be communicated to the teachers.

If the student fails to complete the necessary evaluation tasks within the deadline, the teacher will assign a final course grade based on the course evaluation scheme and work completed.

### 3.6.2 Permanent Incomplete (IN)

An annotation of IN in the remark section of the transcript signals that a student has registered for a course but has been unable to complete it due to serious reasons beyond his or her control. It is assigned by the DAA in exceptional circumstances as outlined by Article 23.1 of the [College Education Regulations](#). The granting of an IN does not give entitlement to the credits related to that course. It is not intended to protect students from the consequences of inappropriate behaviour or the common difficulties often experienced by college students (e.g., discouragement due to poor performance, difficulties caused by poor judgment or time management, inappropriate choice of college program, personal relationship problems, difficulty of transition from high school to college).

### **Procedures for Permanent Incomplete (IN)**

Students (or their family, if they are under 18) are responsible for notifying the College immediately when they are unable to continue classes and request an IN remark for those courses in which they are registered. The written request for an IN is a confidential document. Placed in a sealed envelope, it becomes a part of the student's file and will be examined by auditors from the Ministry.

The DAA will validate the details of the circumstances presented by the student and any medical professionals in order to justify the IN remark. The student may be required to divulge personal and confidential information to the DAA in order to validate the reason for the IN. This information will not form part of the student's permanent file but may be provided to the Ministry upon their request. The DAA may also request additional written documentation from pertinent sources.

If, during the course of this validation, the DAA determines that the reasons presented in support of the IN remark fail to meet Ministerial requirements, the IN will not be authorized. In such cases, the DAA will ask the teacher to assign a final course grade based on the course evaluation scheme and work completed.



## Section 4: Program-Level Evaluation of Student Learning

### 4.1 Comprehensive Assessment in DEC Programs

The [College Education Regulations](#) stipulate that in order to graduate, students in a program leading to a Diploma of College Studies must successfully complete a comprehensive assessment. For purposes of this policy, “comprehensive assessment” is used to refer to the set of evaluation activities that a program usually requires students to complete in their last semester of studies.

The comprehensive assessment attests that students have achieved an overall integration of the competencies and standards defined for their program of study. It is used by the College to ensure that students have achieved the attributes defined in the program’s Exit Profile. Each program committee, in collaboration with the program-related departments, is responsible for the design, preparation and evaluation procedures of the comprehensive assessment in consultation with the DAA. The comprehensive assessment should focus on a representative sample of the most important competencies and attributes. It may encompass one or more methods of evaluation including examination, essay, performance, portfolio, research project, oral report or other evaluation activity appropriate to the program. All departments, including those involved with the general education program components, are invited to participate in the development and implementation of the assessment.

The description of the comprehensive assessment will be provided to the students at the outset of the program. More detailed information will be given to students at the beginning of the term in which the assessment will be taken, normally the final semester of the program.

### 4.2 Recognition of Academic Achievement

#### 4.2.1 Academic Achievement in DEC Programs

Each campus will establish a program of recognition for academic achievement including such things as Dean’s lists and/or Honour rolls. The criteria for achieving this recognition will be made available to students in campus publications such as the Student Handbook and the campus website.

#### 4.2.2 Academic Achievement in AEC Programs

Each campus may, if it so chooses, establish forms of recognition for academic achievement within AEC programs.

### **4.3 English Ministerial Examination**

All students in all programs leading to a DEC are required to take and pass an English Exit Examination (or its equivalent) in order to graduate. This examination, prepared by the Ministry in collaboration with college English teachers, is uniform across Quebec.

The Ministry may impose uniform exit exams in other general education disciplines.

## Section 5: The Evaluation of Learning and Student Academic Conduct

### 5.1 Submission of Student Work

#### 5.1.1 Deadlines

Unless otherwise authorized, students must submit assignments within the prescribed deadlines. Teachers are not obliged to accept assignments submitted after a deadline unless the student has an excused absence. In such cases, individual teachers may either grant students an extension of the deadline for submitting an assignment without penalty, or make other arrangements for writing a make-up test or exam or alternative evaluation procedures as the case dictates.

#### 5.1.2 Style of Submitted Work

With the approval of their program or department, teachers may require that submitted work (e.g., papers, lab reports and so on)

- make use of particular methods for referencing or citing source materials, for example, the use of a particular style guide such as the American Psychological Association, Modern Languages Association, Chicago Style Guide;
- be in a particular format or medium, for example, typed rather than handwritten, electronic rather than hardcopy, or make use of a specific software application; and
- be submitted by means of an intermediary service, for example, <http://www.turnitin.com>.

Students must submit work in compliance with any such requirements. Students will be informed of these requirements and the penalties for non-compliance in the course outline.

#### 5.1.3 Maintaining a Backup Copy of Work

Students are responsible for maintaining a backup copy of all submitted assignments, whether in electronic or other form. This serves as a safeguard in the event of any problems or questions concerning the submitted assignment.

### 5.2 Attendance and Absences

Students are responsible for satisfying all academic objectives as defined in each of their course outlines. They are therefore expected to attend all class sessions (including labs, field trips, etc.) and scheduled examinations following the date upon which they register

for the course. Consequently, teachers are encouraged to maintain a log of student attendance.

Attendance, in and of itself, is not an element of the competencies associated with a given course. As such, it cannot be used as a component of the final course grade. Nonetheless, excessive absences may have consequences which affect the final course grade.

Students are responsible for all material missed due to absences, even when the reasons are acceptable. They are also responsible for completing all assignments, tests and examinations.

### **5.2.1 Excused Absences**

Under certain circumstances student absences may be justified and students should not be penalized for missing classes unless the situation described in [Article 5.2.3](#) arises.

Some examples of circumstances which are considered acceptable in order to justify students' absences and/or delays for submitting work include:

**Foreseeable circumstances** such as

- religious holiday or observance; and
- college-sponsored or authorised activities (e.g., athletic competition, field trip and so on).

Students must notify the office of the DAA or designated professional **as soon as they become aware of a situation** which **might** cause them to miss classes, deadlines, scheduled tests and/or exams and so on. Such notification is an administrative necessity so that a determination can be made as to whether the absence is legitimate. The DAA or the designated professional will, in turn, provide each of the teachers with written notice of the excused absence.

**Unforeseeable circumstances** such as

- illness or other medical circumstances (official documentation, signed by a medical doctor or other health professional, stating the nature, dates and duration of the medical condition that necessitated the absence is required);
- serious family emergency; and
- other reasons specifically approved by the teacher or the DAA.

In the case of unforeseeable absences for a period exceeding three days, students must, upon their return, provide the office of the DAA with supporting documentation, providing specific reasons for the absence.

If teachers have reason to suspect the validity of the reason for an absence, they may refer the matter to the DAA or designated professional for further investigation.

### 5.2.2 Unexcused Absences

All absences not covered under [Article 5.2.1](#) (Excused absences) are considered unexcused.

Students who fail to submit an assignment on time as a result of an unexcused absence will be subject to any and all applicable penalties, as described in the course outline.

In particular, students who fail to write an in-class evaluation as a result of an unexcused absence will receive a grade of zero for that particular evaluation.

When students miss 10 percent or more of the total course time (classes, labs and/or internships because of unexcused absences (excluding those which are deemed excused), they may be prohibited from further attendance and assigned the grade earned to-date in a course as the final grade for that course. Additional provisions concerning the consequences of missed internship time for unexcused absences can be specified in the course outline.

A teacher who wishes to enforce this Article must communicate this intent to the DAA for approval. The student will then be informed by the teacher of the decision that was made.

### 5.2.3 Excessive Absences

Attendance is considered important for students to be successful in their courses. When a student misses more than 20 percent of the total course time (classes, labs and/or internship) due to a combination of excused and unexcused absences, the student must meet with the teacher and may be required to meet with the DAA to determine if and how the student can complete the course requirements within the current academic session or other timeframe agreed upon by the student and the teacher.

However, if the DAA determines, after consultation with the teacher, that the extent of a student's absence is excessive and has jeopardised any realistic likelihood of the student being able to successfully complete the course requirements, then the student will be assigned the grade earned to-date as the final grade for that course and be prohibited to further attend the course. The student will then be informed by the DAA of the decision that was made.

#### Failure to attend any classes

Students who have registered for a course, have not attended any classes, whose absence has not been excused on medical or other grounds by the DAA, and have not officially withdrawn from the course prior to the course drop deadline will be prohibited from attending any further classes in that course. The teacher will assign a final course grade of zero to such students.

## 5.3 Student Conduct

### 5.3.1 Professional Conduct during a Workplace Internship

In the context of a workplace internship, students are expected to behave in a manner consistent with what they have been taught in their program, with the ethical and behavioural standards of the profession, the regulations of the placement setting (particularly in regard to confidentiality of information, and the health and safety of clients and fellow workers), and the specific authorizations granted to them as part of the placement conditions. In effect, certain professional behaviours are so important that, if they are not respected during a workplace internship, they call for immediate consequences. Students must be informed, in advance, of these critical standards of behaviour and the consequences of not respecting them. This will be done by means of the course outline. Such information must also be contained in the generic course plan.

Depending on the severity or frequency, such inappropriate behaviour by a student may result in a recommendation from the teacher to the DAA to proceed with an official warning and remedial action, short-term suspension or expulsion from the placement, or even expulsion from the program.

### 5.3.2 Behaviour in Courses

Teachers have the right and the responsibility to act when a student's behaviour is detrimental to the safety and well-being of either themselves or others when such behaviour disrupts the learning in the class. The [Code for Student Conduct](#) provides the rights and responsibilities of students, as well as the appropriate procedures for dealing with infractions of the Code.

## 5.4 Academic Integrity

Cheating and plagiarism are serious forms of academic dishonesty that are completely at odds with the values of the College and will be dealt with severely. They are an offence against the College, one's teacher and one's peers.

The DAA is responsible for keeping track of all cheating and plagiarism incidents along with their outcomes.

### 5.4.1 Cheating

Cheating is any deceptive or dishonest practice relative to academic coursework and evaluation intended to provide oneself with undeserved advantage. Teachers have an obligation to provide students in advance with clear information about the kinds of materials, instruments or assistance that are permitted for a given evaluation.

Examples of cheating in testing situations include but are not limited to:

- copying or attempting to copy another's work;

- obtaining or attempting to obtain unauthorized assistance of any kind;
- providing or attempting to provide unauthorized assistance of any kind;
- possessing or using any unauthorized material;
- possessing or using any unauthorized instruments which can be used as information storage and retrieval devices;
- taking an examination, test, or quiz in someone's place;
- having someone take an examination, test, or quiz in one's place; and
- engaging in unauthorized communication during an examination, test or quiz.

Other examples of cheating in coursework and Comprehensive Assessments include but are not limited to:

- falsifying lab reports or any facts or sources in any assignment;
- preparing an assignment for someone else or having someone else prepare an assignment;
- knowingly allowing other students to copy work for the purpose of submitting as their own;
- dishonestly claiming to have submitted work which in fact was never submitted to the teacher;
- making false representation which may affect a grade (such as submitting a false medical certificate, etc.); and
- utilizing or providing any kind of prohibited assistance or collaboration.

Students found guilty of cheating by their teacher in an evaluation activity will receive a grade of zero for that activity.

All incidents of cheating must be reported by the teacher to DAA's Office. Upon a second or further incident of cheating or plagiarism at the College, failure of the course or disciplinary actions such as suspension or expulsion may result, as determined by the DAA.

#### **5.4.2 Plagiarism**

Plagiarism is defined as the use by a student of someone else's language, ideas, images, statistical information or other original material without acknowledging its source. This applies to texts and other media published in print or on-line, to manuscripts, and to the work of other student writers<sup>1</sup>.

To avoid plagiarism of others' work, material must be in a student's own words or appropriately quoted. Furthermore, written and oral material, statistical information and images must be properly referenced.

Teachers have an obligation to provide students in advance with clear information about what constitutes plagiarism in the context of the course and the methods of

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<sup>1</sup>. Adapted from: Council of Writing Administrators (2003). *Defining and avoiding plagiarism: The WPA statement on best practices*. (<http://wpacouncil.org/files/WPAplagiarism.pdf>).

evaluation that have been chosen. Furthermore, consequences of plagiarism will be explained in the course outline.

Examples of plagiarism are:

- using verbatim quotes without quotation marks or appropriate indentation;
- using verbatim quotes without either a parenthetical reference or footnote to the original source;
- not providing complete and valid references in the bibliography;
- paraphrasing or summarizing ideas in a text where only a few words have been changed and that contain the same ideas found in the original source; and
- using statistical information or an image without reference to the original source.

Students found guilty of plagiarism by their teacher may receive a grade of zero for that activity, given the context of the incident.

All incidents of plagiarism must be reported by the teacher to the DAA's Office. Upon a second or further incident of plagiarism or cheating at the College, failure of the course or disciplinary actions such as suspension or expulsion may result, as determined by the DAA.



## Section 6: Academic Appeals and Complaints by Students

The College's Mission, Values and Vision Statement clearly indicates the value placed on respect for all individuals manifested through open communications and a commitment to fairness, justice, and honesty. In this light, and in keeping with the principles that underpin this policy, students have a right to appeal academic decisions or to file complaints concerning matters governed by this policy.

### 6.1 Definitions

For purposes of this policy, the following definitions are used:

An **Appeal** is defined as an application for the reconsideration of an academic judgment or decision made by a teacher or administrator.

Examples would include, but are not limited to, such things as

- the grade on an assignment or other work;
- the final course grade;
- a decision regarding a request for a course equivalence; and
- a decision regarding an accusation of cheating or plagiarism.

A **Complaint** is an expression of dissatisfaction with some aspect of academic life governed by this policy.

Examples would include, but are not limited to, such things as

- failure to present a course outline;
- failure to follow the course outline in matters concerning evaluation methods;
- unfair or unreasonable evaluation methods or schedules;
- failure to return assignments and evaluation materials within appropriate timeframes;
- failure to make reasonable accommodations for students with documented disabilities; and
- unfairness of the grading scheme.

### 6.2 Academic Appeals and Complaints

#### 6.2.1 Review Committee/Final Course Grades

In keeping with the underlying principles of this policy, a final course grade is assigned to a student by teachers exercising their professional responsibilities and expertise in evaluating student achievement of course competencies. The appeals procedure of the final grade for a course is regulated by the Collective Agreements between the *Gouvernement du Québec* and the unions representing teachers. The collective agreements stipulate the creation of a Mark Review Committee,

consisting of three teachers from the department involved including the teacher of the course concerned, who reconsiders the students' final mark. The composition of the Committee may vary in the Continuing Education sector.

### **6.2.2 Other Circumstances–Procedure for Academic Appeals and Complaints**

In circumstances other than final course grades (regular education), students are encouraged to first approach the teacher, the professional or the academic administrator who rendered the initial decision in order to resolve the issue at an informal level.

Students can be accompanied by a Student Council member who will act as an observer **at all times during, and at all stages of**, an appeals and complaints process.

#### **Step 1: Informal Level**

Appeals and complaints should be addressed at the informal level first.

1. The teacher – Students, either as individuals or as a group, who have a complaint about a teacher of a particular course must first approach the teacher to discuss and try to settle the dispute.
2. The department coordinator – If students find it impossible to approach the teacher directly, or if the results of such a meeting are not satisfactory, they should then contact the teacher's department coordinator. If the department coordinator is also the teacher in question, then students should approach a co-coordinator, if one exists. If not, the students should proceed directly to Step 2 (The Formal Level).

When the appeal or complaint reaches the level of department coordinator or co-coordinator, the teacher is entitled to be accompanied by a union or a department representative who acts as an observer, and all parties must be informed of the outcome of the informal procedure by the coordinator (or co-coordinator).

#### **Step 2: Formal Level**

If the complaint or appeal reaches this level, it is important to note that both parties have the same rights. Both are entitled to be accompanied by their Union or Student Council representatives **at all times during, and at all stages of**, the formal procedures. These representatives act as observers. Throughout the process, both parties have the right to be heard and to present evidence of their positions in light of evidence provided by the other.

1. If the situation is not resolved at an informal level within ten working days of the original complaint being launched, students may file a formal written complaint with the DAA. They must complete a standardized, written form. They must ensure that complete information on the

incident(s) or event(s) in question is given and it must be signed by the student(s) when completed. Unsigned complaints will not be considered.

**Note A:** To ensure fair, equitable, and prompt treatment of complaints, complainants are encouraged to sign a written consent form authorizing the College to forward a copy of the signed complaint to the concerned parties. If the written consent form is not signed by the complainant(s), the written complaint, with the names of signatories barred, will be forwarded to the pertinent parties.

**Note B:** Formal written complaints must be typed to prevent the identification of handwriting in the case where the complainant(s) do not sign the written consent form.

2. In all cases, the DAA will send a copy of the formal, written complaint to the teacher concerned and to the department coordinator (or co-coordinator).
3. If complaints relate to a teacher or a specific class, the DAA will work to ensure that the rights of all parties concerned are respected. The DAA will first attempt mediation with both parties to resolve the problem.
4. If mediation is unsuccessful, the DAA will render a decision based on available supporting evidence from all parties.
5. For cases involving Continuing Education, written complaints will be forwarded to the DAA, who must ensure that the teacher concerned receives a copy of the complaint. The DAA must then undertake steps similar to 3 and 4 above.

All concerned parties must be informed of the results of the formal procedure by the DAA. In the event that the results of the formal procedure may lead to disciplinary action against a teacher, the DAA will upon request from the teacher concerned or his designated union representative, provide copies of the documentation gathered in step 4 above, with identifying information barred unless the parties have signed consent forms. The DAA will also send a letter to the complainant(s) informing them of the results.

## Section 7: Transcripts and Certification of Studies

### 7.1 Transcripts

#### 7.1.1 Confidentiality

Student transcripts are subject to confidentiality provisions of governmental access to information legislation<sup>1</sup>. As such, unless the student gives the College written permission to do so, no student records, grades or transcripts can be provided to anyone other than the student involved and College staff members who must have access in order to do their jobs. Where the student involved is under 18 years of age, and the College has received a written request from the student's parent(s) or other legal guardian(s), transcripts will also be provided to said parent(s) or other legal guardian(s).

#### 7.1.2 End-of-Session Transcripts

At the end of each regular academic session, the College issues registered students a cumulative transcript listing all the courses in which they had registered to date and the final results obtained in each of those courses. This transcript shall conform to standards and formats prescribed by the Ministry.

#### 7.1.3 End-of-Program Transcripts

A final, end-of-program transcript will be issued to registered students once they have successfully completed all program requirements, including the Comprehensive Assessment as well as any Ministerial exit examinations, and the completion of these requirements has been verified by the Ministry.

This transcript shall conform to government-prescribed standards and formats.

### 7.2 Certification of Studies

The verification of a student file under consideration for the granting of a diploma is under the supervision of the DAA.

#### 7.2.1 Diplomas of College Studies (DECs)

Prior to recommending a student for graduation, the College verifies that the student has

- achieved the government-prescribed minimal education requirements for admission to College;

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<sup>1</sup>. [Act Respecting Access to Documents Held by Public Bodies and the Protection of Personal Information](#)  
(*Loi sur l'accès aux documents des organismes publics et sur la protection des renseignements personnels*).

- obtained the required credits attached to courses and to equivalences or substitutions that may have been granted;
- passed the program Comprehensive Assessment; and
- passed the English Exit Examination and any other exit exam which may be imposed by the Ministry.

Upon completion of this verification, the campus concerned will notify the Director of Studies. In turn, the Director of Studies will seek a recommendation from the College's Board of Governors to the Ministry that a Diploma of College Studies be awarded to the student. The government will only award diplomas to students upon receipt of the Board's recommendation.

### **7.2.2 Attestations of College Studies (AECs)**

Prior to recommending a student for graduation, the College verifies that the student has

- achieved the government-prescribed minimal education requirements for admission to College; and
- obtained the required credits attached to courses and to equivalences or substitutions that may have been granted.

Upon completion of this verification, the College's Board of Governors will approve the awarding of an Attestation of College Studies to the student.

## Section 8: Course Outlines

### 8.1 Generic Course Plans

For each course, there exists a generic course plan which serves as a model or template for the writing of specific course outlines each session the course is offered. The generic course plan is prepared in accordance with the competencies, objectives, standards, and course content for that course. Therefore, it is an important tool for ensuring that course competencies are met and that consistency exists between different sections of the same course taught in the same session, as well as from one session to another.

For regular day courses, the generic course plans are approved by the department and then the program committee, if it is a program-specific course, and subsequently submitted to the DAA for approval. In the event of major revisions, the generic course plan must be re-submitted for approval.

For continuing education courses, the generic course plans are approved by the DAA. In the event of major revisions, the generic course plan must be re-submitted for approval.

#### 8.1.1 Required Content

Generic course plans should include the following elements:

##### Course identification

- Course title and code, credits, weighting of course components (hours of classroom instruction, laboratory and homework); and
- Program or Department, name of the Champlain campus.

##### Course context

- Place and role of the course in the program (specific education component) or place in a sequence of courses (general education component).

##### Course objectives and content

- Ministerial and College program competencies achieved by this course<sup>1</sup>:
  - competency number and description;
  - elements of competencies and descriptions; and
  - for each competency, whether it is fully achieved or partially achieved by the course.

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<sup>1</sup>. Competencies for DEC programs are defined by the Ministry; those for AEC programs are defined by the College.

- Program standards for student achievement/performance, as prescribed by the Ministry or the College;
- Course policy for student absences and penalties for cheating and plagiarism;
- Any other pertinent learning objectives (or intended learning outcomes).

### **Instructional approaches and learning activities**

- Suggested instructional methods, learning activities, expected student participation (in addition to regular attendance).

### **Evaluation of learning**

- Recommendations concerning the nature or type of evaluations appropriate for the course;
- Recommendations concerning the weighting of the different evaluation activities in calculating the final course grade.

### **Required materials**

- Recommended or suggested texts and other material needed;
- Safety requirements, if applicable.

## **8.2 Course Outlines**

The course outline is a commitment by the College to the student. It is a thorough and reliable guide to the course. Its main purpose is to inform students of the objectives and content of the course, how it will unfold over the session, and how and when student learning will be evaluated. In this regard, it is one of the most important tools for achieving many of the policy's objectives.

### **8.2.1 Required Content**

The course outline must be based on parameters set in the generic course plan. The course outline must include, or refer to, the following elements:

#### **Course identification**

- Course title and code, credits, weighting of course components (hours of classroom instruction, laboratory and homework);
- Academic session; and
- Teacher(s) name(s) and contact information.

### **Course context**

- The place and role of the course in the program and/or place in a sequence of courses.

### **Course objectives and content**

- The Ministerial and College program competencies achieved by this course;
- Any other pertinent learning objectives (or intended learning outcomes); and
- Course content.

### **Instructional approaches and learning activities**

- Instructional methods, learning activities, expected student participation (in addition to regular attendance).

### **Evaluation of learning**

- Clear information concerning the nature or type of evaluations, weighting of the different evaluation activities in calculating the final course grade;
- Requirements concerning formats for the submission of assignments, adherence to style guides, and submission of assignments via intermediary services;
- Specifications of the final evaluation;
- Standards of literacy and the proportion of the grade on assignments reserved for the quality of English, when appropriate; and
- Schedule showing breakdown of content and evaluations.

### **Expectations of students**

- Rules and penalties concerning tardiness, attendance, cheating and plagiarism, late submission of work, and non-conformity with presentation guidelines;
- References to other pertinent sections of this policy; and
- Critical professional standards of behaviour and the consequences for not respecting them (workplace internships only).

### **Bibliography**

- Required texts and other material; and
- Other optional resources.



## **8.2.2 Approval Process**

### **Regular Day courses**

Each department, in its departmental assembly, must approve the proposed course outline for each course section under the disciplines for which it is responsible prior to the course being taught to ensure conformity to the IPESA and the relevant generic course outline prior to them being distributed to the students. The DAA will ensure that each department respects these provisions.

### **Continuing Education courses**

Teachers must submit the proposed course outline to the DAA for each section/course that they are teaching. The DAA shall then approve the course outlines in order to verify that all sections of the same course are equitable at all levels and that the course outlines respect both the policy and the generic course plan for that course. A copy of the course outline distributed to students must be distributed electronically or otherwise to the DAA.

## **8.2.3 Dissemination to Students**

Course outlines must be distributed electronically or otherwise during the first week of classes of the session to all students registered in regular education courses and no later than the second course class meeting in the case of Continuing Education courses. Teachers must also summarise in class the main elements of the course outline.

## Section 9: Implementation, Revision, and Evaluation of the Policy

### 9.1 Dissemination

Either the full policy or a summary of relevant sections shall be published annually in the Student Handbook or equivalent document provided to students at each campus. In the event that students are initially only provided with a summary, they must also be provided with information on how to obtain a copy of the full policy.

A copy of the policy shall be distributed electronically or otherwise to all teachers and other College personnel affected by the policy.

An electronic version of the full policy shall be made readily available on the websites of each of the College's campuses, as well as on the main College website.

Upon its adoption by the Board of Governors, a copy of this policy shall be submitted to the *Commission d'évaluation de l'enseignement collégial* (CEEC). Any subsequent amendments or revisions to the policy shall similarly be submitted to the CEEC immediately upon their adoption by the Board of Governors.

### 9.2 Evaluation

The Director of Studies will assume the responsibility of conducting the evaluation of the policy and the evaluation of its effectiveness.

#### 9.2.1 Frequency and Circumstances for Evaluation

A full evaluation of the policy, addressing both the quality of the policy itself and its implementation, shall take place at least every five years. This evaluation will normally take place during a fall session so that any necessary revisions can be undertaken during the following winter session for implementation in the subsequent fall session.

Other evaluations of the policy may be undertaken at the discretion of the CEEC. They may also be initiated by the Board of Governors.

#### 9.2.2 Evaluation of the Policy

For the purposes of evaluation of this policy, the College has chosen to adopt the following criteria that are based on those used by the CEEC in their evaluations of such policies throughout the college network<sup>1</sup>:

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<sup>1</sup> *Commission d'évaluation de l'enseignement collégial* (January 1994). [Evaluating Institutional Policies on the Evaluation of Student Achievement: General Guidelines](#). Quebec City: *Gouvernement du Québec*.

### **Comprehensiveness**

This criterion examines the extent to which the IPESA contains all the necessary elements for guiding the evaluation of student achievement, particularly those prescribed by the College Education Regulations, as well as the implementation, evaluation and revision of the policy itself.

### **Clarity**

This criterion examines the extent to which the elements of the IPESA are presented in a sufficiently clear manner for all those affected by the policy (e.g., teachers, students). This includes, but is not limited to the formatting and organization of the text and how well each provision is explained.

### **Coherence**

This criterion examines the extent to which the various provisions of the IPESA are consistent with each other and whether the relationships among its various provisions are logical. In particular, attention will be paid to the coherence of the various measures with the stated principles that guide the policy and with the College's espoused values.

### **Relevance**

This criterion examines the extent to which the measures proposed in the IPESA are likely to promote the desired outcome of guaranteeing the quality of student achievement evaluations and also achieve the stated objectives of the policy.

### **Data sources**

Full evaluations of the policy itself should include the following data sources:

- the IPESA document;
- any explanatory documents or other media directed at students or teachers;
- surveys and/or interviews with students;
- surveys and/or interviews with teachers; and
- surveys and/or interviews with non-teaching staff affected by the policy.

A data base could be put into place to ensure reliable and easy tracking of these elements, as well as transparency in the future.

### **9.2.3 Evaluation of Implementation of the Policy**

For the purposes of evaluating the implementation of this policy, the College has chosen to adopt the following criteria that are based on those used by the CEEC in their evaluations of such policies throughout the college network:

### **Compliance**

This criterion examines the extent to which the measures proposed in the IPESA are actually being carried out in order to evaluate the degree of conformity between what is written and what is done.

### **Effectiveness**

This criterion examines the extent to which the IPESA's measures are successful in ensuring that student achievement is evaluated with valid, coherent, clear, and effective methods and instruments.

### **Equivalence**

This criterion examines the extent to which the measures and mechanisms set forth in the IPESA help to produce comparable evaluation practices and results, particularly in multiple-section courses. It focuses on such issues as objectives, requirements, levels of difficulty, weighting, and application of grading criteria.

### **Data sources**

Full evaluations of the policy's implementation should include the following data sources:

- a representative sample of generic course plans, with their corresponding actual course outlines;
- cases of requests for EQs, SUs and DIs;
- cases of requests for ITs and INs;
- incidents of alleged cheating or plagiarism;
- cases of make-up evaluations, with supporting documentation and samples of the corresponding original evaluations;
- the Comprehensive Assessment for each technical and pre-university program, along with a sample of actual evaluation reports;
- surveys and/or interviews with students;
- surveys and/or interviews with teachers;
- surveys and/or interviews with non-teaching staff affected by the policy;
- program evaluation reports and action plans;
- annual reports from departments and programs;
- annual reports from the College;
- strategic plans and strategic action plans;
- cases of student appeals or complaints; and
- working papers from meetings of the Commission of Studies.

## 9.3 Revision of the Policy

### 9.3.1 Impetus for Revision

Revisions of the policy may be considered if:

1. A written request is submitted to the Director of Studies, from any of the sources below:
  - Program Committee;
  - Department;
  - An academic administrator;
  - Student government association;
  - Local Academic Advisory Committee; or
2. Results of a full evaluation of the IPESA suggest that changes are needed; or
3. The CEEC requests or recommends that the policy be updated; or
4. Changes in the *Règlement sur le régime des études collégiales* (RREC) necessitate adjustments to the policy.

### 9.3.2 Revision Process

A revision process will be initiated by the Director of Studies or by a recommendation from the Board of Governors.

Upon completion of any necessary consultations, a final draft of the revised policy will be prepared by the Director of Studies and presented to the Commission of Studies for review.

With the agreement of the Commission of Studies, it will then be presented to the Board of Governors for final approval.

Upon the adoption by the Board of Governors of any revisions to the policy, a copy of the revised policy will be sent to the CEEC.

## Section 10: Roles and Responsibilities

This section identifies specific individuals and groups within the College who have responsibilities or are affected by specific aspects of the implementation of the Institutional policy on the Evaluation of Student Achievement. In addition to summarising the responsibilities of these various entities, links are made back to specific articles within the policy where the responsibilities are described in more detail.

### 10.1 Board of Governors

The General and Vocational Colleges Act confers upon the Board of Governors the responsibility to:

- ensure the implementation and revision of the Institutional policy on the Evaluation of Student Achievement, after consultation with the Commission of Studies; and
- recommend to the Minister the certification of studies for both the Diploma of College Studies ([Art. 7.2.1](#)) and the Attestation of College Studies ([Art. 7.2.2](#)).

### 10.2 Commission of Studies

The Commission of Studies has the responsibility to:

- advise the Board of Governors on any matter concerning the programs of study offered by the College and the evaluation of learning, including the procedures for the certification of studies; and
- recommend to the Board of Governors any revisions to the Institutional policy on the Evaluation of Student Achievement.

### 10.3 Director of Studies

The Director of Studies has the responsibility for the quality of education at the College and is responsible for presenting the Institutional Policy on the Evaluation of Student Achievement to the Board of Governors and for its implementation. The Director of Studies:

- ensures that the appropriate mechanisms for achieving the objectives of the policy are in place and are respected;
- initiates the evaluation and revision processes as defined in [Section 9](#) of the policy; and
- recommends that the Board of Governors approve, and transmit to the Minister, requests for the certification of students who have completed the requirements of a DEC or of an AEC ([Art. 7.2](#)).

## 10.4 Campus Director

The Campus Director at each location (Lennoxville, St. Lambert, St. Lawrence) can delegate to designated academic administrators (DAA) at their campus the responsibility of ensuring the application of given articles of the policy and the conformity of programs or campus procedures or practices that refer to the policy ([Art. 1.3](#)).

## 10.5 Designated Academic Administrator (DAA)

At each campus, the Designated Academic Administrator responsible for Continuing Education will assume responsibility for the application of various articles of the policy ([Art. 1.3](#)).

For the Regular Day sector, various administrators are designated by their respective Campus Director to assume responsibility for the application of various articles of the policy ([Art. 1.3](#)). Any modifications in the allocation of responsibilities from what is listed below will be communicated to the campus community by appropriate means.

### Lennoxville:

#### Academic Dean

- Scheduling of evaluation activities ([Art. 2.6](#))
- Accommodations for students with disabilities or special needs ([Art. 3.5](#))
- Incomplete courses ([Art. 3.6](#))
- Comprehensive assessment in DEC programs ([Art. 4.1](#))
- Submission of student work ([Art. 5.1](#))
- Attendance and absences ([Art. 5.2](#))
- Professional conduct during a workplace internship ([Art. 5.3.1](#))
- Academic integrity ([Art. 5.4](#))
- Academic appeals and complaints ([Art. 6.2](#))
- Generic course plans ([Art. 8.1](#))
- Approval process [for course outlines] ([Art. 8.2.2](#))

#### Registrar

- Final examinations ([Art. 2.9](#))
- Reporting of course grades ([Art. 2.11](#))
- Equivalence ([Art. 3.1.1](#))
- Substitution ([Art. 3.1.2](#))
- Exemption ([Art. 3.3](#))
- Certification of studies ([Art. 7.2](#))

**St. Lambert:**

**Dean of Curriculum and Faculty**

- Scheduling of evaluation activities ([Art. 2.6](#))
- Final examinations ([Art. 2.9](#))
- Comprehensive assessment in DEC programs ([Art. 4.1](#))
- Attendance and absences ([Art. 5.2](#))
- Academic integrity ([Art. 5.4](#))
- Academic appeals and complaints ([Art. 6.2](#))
- Generic course plans ([Art. 8.1](#))
- Approval process [for course outlines] ([Art. 8.2.2](#))

**Director of Academic Resources**

- Reporting of course grades ([Art. 2.11](#))
- Equivalence ([Art. 3.1.1](#))
- Substitution ([Art. 3.1.2](#))
- Exemption ([Art. 3.3](#))
- Incomplete courses ([Art. 3.6](#))
- Submission of student work ([Art. 5.1](#))
- Professional conduct during a workplace internship ([Art. 5.3.1](#))
- Certification of studies ([Art. 7.2](#))

**St. Lawrence:**

**Dean of Faculty and Academic Affairs**

- Scheduling of evaluation activities ([Art. 2.6](#))
- Final examinations ([Art. 2.9](#))
- Comprehensive assessment in DEC programs ([Art. 4.1](#))
- Other circumstances—procedure for academic appeals and complaints ([Art. 6.2.2](#))
- Generic course plans ([Art. 8.1](#))
- Approval process [for course outlines] ([Art. 8.2.2](#))

**Dean of Students and Academic Services**

- Reporting of course grades ([Art. 2.11](#))
- Equivalence ([Art. 3.1.1](#))
- Substitution ([Art. 3.1.2](#))
- Exemption ([Art. 3.3](#))



- Accommodations for students with disabilities or special needs ([Art. 3.5](#))
- Incomplete courses ([Art. 3.6](#))
- Submission of student work ([Art. 5.1](#))
- Attendance and absences ([Art. 5.2](#))
- Professional conduct during a workplace internship ([Art. 5.3.1](#))
- Academic integrity ([Art. 5.4](#))
- Academic appeals and complaints ([Art. 6.2](#))
- Certification of studies ([Art. 7.2](#))

## 10.6 Designated Professional

At the discretion of campus academic administrators (see [Art. 10.5](#) above), professional staff (e.g., academic advisors, education advisors) may be designated to assume certain responsibilities in the application of this policy:

### Lennoxville:

#### Academic Advisors

- Equivalence ([Art. 3.1.1](#))
- Substitution ([Art. 3.1.2](#))
- Accommodations for students with disabilities or special needs ([Art. 3.5](#))
- Excused absences ([Art. 5.2.1](#))

### St. Lambert:

#### Academic Advisors

- Equivalence ([Art. 3.1.1](#))
- Substitution ([Art. 3.1.2](#))
- Excused absences ([Art. 5.2.1](#))

#### Education Advisor

- Recognition of acquired competencies ([Art. 3.2](#))

#### Learning and Special Needs Specialist

- Accommodations for students with disabilities or special needs ([Art. 3.5](#))

## St. Lawrence:

### Academic Advisors

- Equivalence ([Art. 3.1.1](#))
- Substitution ([Art. 3.1.2](#))
- Accommodations for students with disabilities or special needs ([Art. 3.5](#))
- Excused absences ([Art. 5.2.1](#))

## 10.7 Academic Departments

The Department assumes some responsibilities in the application of the Institutional policy on the Evaluation of Student Achievement on the following matters:

- Methods of evaluation ([Art. 2.2](#))
- Evaluation criteria ([Art. 2.3](#))
- Equivalence ([Art. 3.1.1](#))
- Substitution ([Art. 3.1.2](#))
- Comprehensive assessment in DEC programs ([Art. 4.1](#))
- Style of submitted work ([Art. 5.1.2](#))
- Review Committee/final course grades ([Art. 6.2.1](#))
- Other circumstances—procedure for academic appeals and complaints ([Art. 6.2.2](#))
- Generic course plans ([Art. 8.1](#))
- Approval process [for course outlines] ([Art. 8.2.2](#))
- Impetus for revision [of the policy] ([Art. 9.3.1](#))

## 10.8 Program Committee

The Program Committees assume some of the following responsibilities in the application of the policy on the following matters:

- Comprehensive Assessment ([Art. 4.1](#))
- Style of submitted work ([Art. 5.1.2](#))
- Generic Course Plans ([Art. 8.1](#))
- Approval process [for course outlines] ([Art. 8.2.2](#))
- Impetus for revision [of the policy] ([Art. 5.3.1](#))

## 10.9 Teachers

The development of evaluation tools and methods is the responsibility of individual teachers who apply the guiding principles of the policy. Teachers assume some of the responsibilities in the application of the policy on the following matters:

- Types and methods of evaluation ([Art. 2.1](#) and [Art. 2.2](#))
- Evaluation criteria [used in summative evaluations] ([Art. 2.3](#) and [Art. 2.10.3](#))

- Standards of literacy and proficiency in English ([Art. 2.4](#))
- Mid-term evaluation ([Art. 2.8](#))
- Accommodations for students with disabilities or special needs ([Art. 3.5](#))
- Incomplete courses ([Art. 3.6](#))
- Style of submitted work ([Art. 5.1.2](#))
- Attendance and absences ([Art. 5.2](#))
- Professional conduct during a workplace internship ([Art. 5.3.1](#))
- Cheating ([Art. 5.4.1](#))
- Plagiarism ([Art. 5.4.2](#))
- Review Committee/final course grades ([Art. 6.2.1](#))
- Other circumstances–procedure for academic appeals and complaints ([Art. 6.2.2](#))
- Generic course plans ([Art. 8.1](#))
- Approval process [for course outlines] ([Art. 8.2.2](#))

## 10.10 Students

It is a fundamental responsibility of the student to be a full and active participant in his or her education.

In particular, students are expected to:

- be familiar with the contents of the current Institutional Policy on the Evaluation of Student Achievement (IPESA);
- know the requirements and regulations of their program of studies;
- know the objectives, requirements and evaluation procedures in each course, including the penalties for cheating and plagiarism ([Art. 5.4](#) on academic integrity);
- attend classes (including laboratories, field trips, workplace internships and other course activities) ([Art. 5.2](#) on attendance and absences); and
- keep all assignments, tests, papers, etc. which are returned during the semester and maintain a back-up copy of all submitted assignments whether in electronic or other form ([Art. 5.1.3](#)).