



# **INSTITUTIONAL POLICY ON THE EVALUATION OF STUDENT ACHIEVEMENT**

**(IPESA)**

Approved by the Governing Board on February 2, 2021 (Resolution: LEN-2020-024)  
Modified on March 9, 2021 (Resolution: LEN-2020-025)

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## **1. Introduction**

As prescribed in Article 25 of the *Règlement sur le régime des études collégiales* (RREC), Champlain College Lennoxville is responsible for developing and implementing its own Institutional Policy on the Evaluation of Student Achievement (IPESA).

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 *Diplôme d'études collégiales* (DEC) and in all programs leading to an *Attestation d'études collégiales* (AEC) offered by the Continuing Education services of the College.

This Policy is written with the following guiding principles in mind: fairness, equity and quality in evaluation. The College supports teachers in adopting evaluation practices that are progressive in their complexity. These evaluation practices may require a variety of teaching and assessment strategies and therefore should be adapted to specific pedagogical contexts.

The evaluation of student learning is a responsibility shared by the academic administration, programs, departments and individual teachers, who together organise and ensure quality education.

The Director of Constituent College (de facto Director of Studies) is responsible for the application of this Policy.

## **2. Objectives of the Policy**

The objectives of this Policy are as follows:

2.1 To define the rights and responsibilities of the various individuals and groups who are involved in the application of the Policy;

2.2 To ensure that students receive clear, timely and complete information about their courses, including evaluation and program requirements;

2.3 To provide mechanisms that ensure equity and fairness in the evaluation of student learning;

2.4 To ensure that the College has appropriate mechanisms to verify that the attained competencies of students graduating from the College's programs meet the standards set by the *Ministère de l'Enseignement supérieur*; and

2.5 To specify procedures for the dissemination, application, evaluation and revision of this Policy.

## **3. Guiding Principles**

### **3.1 Fairness**

To ensure fairness, the College requires that students be informed about the criteria for evaluating student achievement. Evaluations must be based on criteria known to students and teachers must apply these criteria in an impartial manner. Teachers must provide students with adequate feedback to help them understand the rationale for any given evaluation result. In turn, students must have access to an appeal process.

### **3.2 Equity**

To maintain equitable evaluation, teachers must employ evaluation methods and tools that enable students to individually demonstrate that they have achieved the course competencies according to the established performance criteria. Teachers must evaluate students based on the content covered in the course. Where course sections are taught by different teachers, it is necessary that student evaluation standards be equivalent across the entire course (see Article 5.2.1). The College holds that equity does not imply uniformity and recognises that teachers may employ a diversity of evaluation practices within a course.

Reasonable accommodations must be provided for students requiring them.

### **3.3 Quality**

The evaluation methods and tools used in each course must target the corresponding Ministerial competencies and performance criteria. It is important to ensure that students are provided with diverse evaluation methods and adequate feedback on evaluations.

To maintain the quality of student evaluation, departments and programs should periodically review their evaluation methods and tools to ensure that they are coherent and effective.

## **4. Roles, Rights and Responsibilities**

### **4.1 Students**

It is the responsibility of students to:

- Be familiar with the content of the IPESA;
- Know the requirements and regulations of their program of studies;
- Be familiar with the information and requirements detailed in the course outline for each course they are taking;
- Attend classes and other mandated academic activities such as laboratories, *stages* work and field trips;
- Submit assignments in the language of instruction;
- Keep a paper or electronic copy of all returned graded course work until the final grade for the course has been received; and
- Inform the College of their needs for accommodations by providing relevant documentation.

It is the right of students to:

- Receive a course outline during the first week of class;
- Have evaluations graded and returned in a reasonable period of time;
- Have the results of their evaluations kept confidential;
- Have access to a mark review process; and
- Receive reasonable accommodations when required.

### **4.2 Teachers**

It is the responsibility of teachers to:

- Develop a course outline based on the Generic Course Plan for each course they teach;
- Provide formative opportunities to help students prepare for summative evaluations;

- Provide clear instructions and grading criteria in advance of evaluations;
- Develop a variety of evaluation tools that are aligned with the content covered in the course;
- Evaluate students on a regular basis throughout the semester;
- Provide timely formative and summative feedback to students to help them learn;
- Submit midterm and final course grades as mandated by the College;
- Return graded work to students when applicable; and
- Keep the results of student evaluation confidential.

### **4.3 Programs and Departments**

It is the responsibility of programs and/or departments to:

- Develop a Generic Course Plan for each course;
- Establish policies and guidelines regarding such topics as the quality of English expression, absences, the submission of work and deadlines;
- Approve the course outlines in accordance with the IPESA provisions for each course;
- Ensure equity in evaluation between sections of the same course;
- Ensure equity in evaluation across courses within each program;
- Design, prepare and evaluate the Comprehensive Assessment;
- Explore pedagogical and evaluation methods; and
- Elect members to their Mark Review Committee.

### **4.4 Registrar**

It is the responsibility of the registrar to:

- Schedule final examinations;
- Verify the files of students under consideration for the granting of a diploma;
- Grant ministerial grading codes (equivalences (EQ), course substitutions (SU) and course exemptions (DI));
- Ensure eligibility and registration of students for the English Exit Exam; and
- Transmit the results of the Comprehensive Assessment and final course grades to the Ministry.

### **4.5 Director of Constituent College (de facto Director of Studies)**

It is the responsibility of the Director to:

- Ensure the quality of education at the Constituent College;
- Ensure that academic programs respect the Ministerial *devis*; and
- Ensure the implementation, application, evaluation and revision of the IPESA.

The Director may delegate specific responsibilities to a designated administrator when applying given articles of the IPESA.

### **4.6 Dean of Faculty and Academic Affairs**

It is the responsibility of the Dean of Faculty and Academic Affairs to:

- Approve Generic Course Plans and make them available to teachers;
- Ensure that a course outline is available for each course;
- Approve excused absences for students;
- Approve temporary incompletes (IT) and permanent incompletes (IN) in courses;

- Receive and process formal complaints and appeals from students dealing with academic matters;
- Apply sanctions related to the student code of conduct in classes and *stages*; and
- Apply consequences related to issues of Academic Integrity.

#### **4.7 Dean of Student Services**

It is the responsibility of the Dean of Student Services to:

- Ensure reasonable accommodations are provided to students requiring them; and
- Address student complaints regarding members of the College staff or administration.

#### **4.8 Commission of Studies**

The Commission of Studies has the responsibility to:

- Advise the Governing Board on any matter concerning the programs of study offered by the College, including the evaluation of learning and procedures for the certification of studies; and
- Recommend to the Governing Board any revision to the IPESA.

#### **4.9 Governing Board**

The Governing Board has the responsibility to approve the implementation and revision of the IPESA after consultation with the Commission of Studies.

#### **4.10 Board of Governors**

The Board of Governors has the responsibility to recommend to the Minister of Education the certification of studies for both the *Diplôme d'études collégiales* (DEC) and the *Attestation d'études collégiales* (AEC).

### **5. Evaluation Measures and Regulations**

#### **5.1 Course Outlines**

Course outlines are a commitment by the College to students, with the main purpose of informing students how the course will unfold. In conformity with Article 20 of the *Règlement sur le régime des études collégiales* (RREC), the College is responsible for having each teacher draw up an outline for each course in conformity with the relevant Generic Course Plan. Each outline must follow the College Template and contain the course objectives and content, the methodology, a bibliography, attendance requirements, evaluation procedures and the applicable internal policies. Course outlines must be approved by the program or department responsible for the course.

The outline will be distributed to students registered in the course at the beginning of each semester. Any subsequent changes to the course outline must be approved by the majority of students present in the class when the proposed changes are presented. Major changes (such as the type or weighting of evaluations) must first be approved by the program or department responsible for the course before being presented to students. Minor changes (such as scheduling of evaluation) may be presented directly to the students.

Course outlines may be modified without the approval of the students in certain exceptional situations (see Article 7.4).

When the Comprehensive Assessment is attached to a course, the course outline will include details of the Comprehensive Assessment.

## **5.2 Methods of Evaluation and Criteria**

All courses should include both formative and summative evaluations.

Formative evaluations support student learning by providing feedback to both students and teachers on the strengths and weaknesses of a student's performance and areas for potential improvement. Formative evaluation tasks can be used at all stages of the course.

Summative evaluations provide graded assessments of students' learning throughout the course that count toward the final grade. Summative evaluation tasks are graded and weighted based on the course's grading scheme stated in the course outline.

### **5.2.1 Evaluation Criteria**

Consistent with the principle of fairness in 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 following: the requirements of the evaluation activity, the criteria that will be used in evaluating their work and how these will be used in the calculation of the final course grade.

In group work evaluations, teachers may assign different grades to individual students in the group according to specified evaluation criteria. Otherwise, all members of the group should receive the same grade.

Consistent with the principle of equitable evaluation, students in different sections of the same course (whether taught by the same or by different teachers) must be evaluated in a consistent and coherent manner. This applies to student workload, evaluation tasks, marking criteria and weighting of evaluation activities in the calculation of the final course grade. While this requires a common understanding of the competencies for the course and collaboration between the teachers involved, it does not require uniformity in evaluation practices. Each department or program offering courses with multiple sections must have a mechanism in place to ensure equity of student evaluation.

### **5.2.2 Grading**

As mandated by the *Loi sur les collèges d'enseignement général et professionnel*, final grades are expressed in percentages and the passing grade in any course is 60%. A passing grade of 60% indicates minimal attainment of the course objectives and is the minimal requirement for receiving credits for the course. The maximum final grade of any summative evaluation is 100%. Teachers assign final course grades to students by exercising their professional responsibilities and expertise in evaluating student achievement of course competencies.

Consistent with the principles of fairness and transparency, the use of grading on the bell curve is prohibited. Unless explicitly and clearly linked to the achievement of course competencies and objectives, student participation cannot be used as a distinct component of the course grade.



All graded evaluations must be returned to students, except those scheduled during the final examination period and exams that are intended to be reused by a teacher in the future. In all cases, students are allowed to consult all their graded evaluations.

### **5.2.3 Submission of Student Work**

Under normal circumstances, assignments are due on the date specified by the teacher. Teachers are not obliged to accept late assignments. Late assignments will be subject to the penalties specified in the course outline, unless a student has received permission from the teacher to submit late or has obtained an excused absence (see 5.5.1).

Teachers may require students to follow specific referencing, stylistic or technological requirements in the presentation and submission of course work. Detailed information will be provided in the course outlines.

### **5.2.4 Final Evaluation**

A final evaluation is required for each course and will be detailed in the course outline. It should account for a minimum of 40% of the final grade. Final evaluations may consist of single or multiple evaluation activities.

The final evaluation should include assessments that occur in the final stages of the course, as it is intended to be comprehensive and to evaluate the student's achievement of the overall competencies for the course. The level of evaluation complexity should be appropriate to the competencies attached to the course.

## **5.3 Quality of English Expression**

As an English-language educational institution, the College strongly believes in enhancing students' ability to use English well in all areas of study and life. Consequently, all assignments must be submitted in English, except in courses offered in the second and third language disciplines.

All programs and departments in which English is the language of instruction are required to develop and implement guidelines to foster the development of English language skills.

Programs and departments must determine how best to implement these guidelines equitably at the course level, including the specific percentages to be applied for the quality of English expression for various types of evaluations.

In courses where English is the language of instruction, the assessment of such language skills as grammar, spelling, punctuation and syntax must account for at least 10% of any written assignment or oral presentation, if relevant to the evaluation.

The departmental requirements for quality of English expression must be indicated in the course outline.

## **5.4 Scheduling of Evaluation Activities**

Students will be informed in the course outline of the tentative scheduling of evaluation activities and submission of assignments.

In DEC programs, evaluation activities (ie. exams, tests, orals) worth more than 20% of the final grade may not be scheduled during the last two weeks of classes, unless exceptionally

authorized by the Dean of Faculty and Academic Affairs. Tests and exams worth more than 20% must be scheduled during the Final Examination Period (5.4.2).

#### **5.4.1 Mid-Term Evaluation**

Each student will have at least 15% of the final grade made available to them by the mid-term.

#### **5.4.2 Final Examination Period**

For DEC programs, the academic calendar includes a final examination period of up to ten days at the end of both the fall and winter semesters. The examination schedule is under the responsibility of the Registrar. For each final exam, the schedule should specify the course number, course title and section number, as well as the date, time and place of the exam.

A minimum of one day should separate the beginning of the final examination period from the last day of classes.

#### **5.4.3 Students Requiring Accommodations**

In conformity with the law, students registered with Student Services as requiring accommodations may be entitled to accommodation measures for evaluation. The Dean of Student Services is responsible for ensuring that reasonable accommodation measures are provided.

### **5.5 Attendance and Absences**

Attendance is a key component of academic success. Students are responsible for satisfying all academic objectives as defined in each of their course outlines. They are therefore expected to attend all classes, including labs, field trips, *stages* work and scheduled evaluations. To this end, teachers are encouraged to keep records of attendance.

While grades are based on the demonstration of competencies and not on attendance, excessive absences may have consequences affecting the final course grade, including possible failure. Students are responsible for completing all missed course material at the earliest opportunity, even when an absence has been excused.

If a program or department has specific attendance requirements, they must develop an attendance policy and include it in all relevant course outlines.

#### **5.5.1 Excused Absences**

Student absences may be excused under certain circumstances. These include the following:

- Religious holidays or observances;
- College-sponsored or -authorized activities (e.g., athletic competitions, field trips);
- Illness or other medical circumstances (medical documentation is required); and
- Other reasons specifically approved by the teacher, the Dean of Faculty and Academic Affairs or the Dean of Student Services.

Students must notify the office of the Dean of Faculty and Academic Affairs as soon as they become aware of a situation that might cause them to miss classes, *stage* hours, assignment

deadlines, scheduled evaluations or other course activities. If an absence is excused, the Dean of Faculty and Academic Affairs will provide all relevant teachers with written notice.

Teachers are not required to re-teach course material missed by absent students, even if the absence is excused. Students, however, have the right to an assessment comparable to that which occurred during the excused absence at the earliest opportunity for both parties. When this is not possible, alternative means of assessment may be offered.

### **5.5.2 Unexcused Absences**

Students who miss assignment deadlines, evaluations or *stage* hours as a result of an unexcused absence will be subject to any and all applicable penalties specified in the relevant course outline.

### **5.5.3 Extended Absences**

To encourage student success, a teacher who notices that a student has missed more than three consecutive classes should, when possible, contact the student to enquire about the situation. If the student does not respond, the information should be relayed to the Office of the Dean of Faculty and Academic Affairs.

Students will be assigned a final course grade of zero if they have registered for a course but have been absent from all classes without being excused, have not submitted any work, and have not officially withdrawn from the course prior to the course drop deadline.

## **5.6 Withdrawing from a Course**

Students may officially withdraw from a course without penalty before the course withdrawal deadline specified by the *Ministère de l'Enseignement supérieur*. A student who withdraws from a course after the Ministry deadline will receive a final course grade based on the evaluation of work completed up to the date of the student's withdrawal.

## **5.7 Ministerial Grading Codes and RAC**

### **5.7.1 Temporary Incomplete (IT)**

An annotation of IT in the remark section of the transcript indicates that a student has not yet completed all of the assessments required to pass a course. The IT is exceptionally assigned by the teacher when a student, for serious reasons, is granted extra time beyond the formal end of the semester to complete required evaluation tasks or a final examination.

#### **(a) 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.

#### **(b) Procedure**

A student may request an IT extension from their teacher for serious reasons. If the request is approved, the Dean of Faculty and Academic Affairs will consult with the teacher to determine an appropriate deadline for the resolution of the extension. If the student fails to complete the necessary evaluation tasks within the extension deadline, the student's participation in the course may be concluded in one of two ways: if applicable, the student may request a

Permanent Incomplete (IN) (see Article 5.7.2); otherwise, the teacher will assign a final course grade for the work completed, according to the course evaluation scheme.

### **5.7.2 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 their control. It is assigned by the Dean of Faculty and Academic Affairs in exceptional circumstances as outlined by Article 23.1 of the *Règlement sur le régime des études collégiales* (RREC). The granting of an IN does not entitle the student to the credits related to that course.

#### **(a) Conditions and Criteria**

The request for a permanent incomplete must meet both of the following criteria:

- The situation is due to a medical or other issue of a serious nature that is beyond the student's control (e.g., illness, accident, death of an immediate family member); and
- The situation prevented the student from attending or participating in classes for at least three consecutive weeks of a regular course or at least 20% of a summer, intensive or AEC course. For a regular course, absences that occur during the examination period may be counted to the total. For summer, intensive or AEC courses, the absences must be consecutive.

#### **(b) Procedure**

Students are responsible for notifying the College immediately when they are unable to continue classes. Students can request an IN using the dedicated form provided by the office of the Dean of Faculty and Academic Affairs. The form is a confidential document. After the student submits the completed form, the Dean will render a decision. A statement of the Dean's decision will be added to the IN form. A copy of this form will be provided to the student and another copy will be included in the student's file. When deciding to grant an IN, the Dean may also issue a set of recommendations for follow-up measures to be implemented in the next semester.

### **5.7.3 Recognition of Acquired Competencies (RAC)**

The Recognition of Acquired Competencies (RAC) process allows students to obtain academic credits in recognition of prior experiential learning. Experiential learning is defined as the acquisition of competencies (knowledge, skills or attitudes) through work or life experiences outside of an academic institution.

#### **(a) 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 both acquired all of the competencies associated with a required course and developed them to the same degree as students who complete the course.

#### **(b) Procedure**

Candidates wishing to avail themselves of the RAC process should provide documents in support of their request, such as attestation of work experience, CVs or training certificates. Candidates must meet with a designated professional for a preliminary analysis of their submitted documents.

Candidates must 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.

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

#### **5.7.4 Equivalences (EQ)**

An annotation of EQ in the remark section of the transcript signifies that a student is recognized by the College as having attained the objectives or competencies attached to a course in their program. The granting of an EQ entitles the student to the credits in the course and does not require that another course be taken to replace it.

##### **(a) Conditions and Criteria**

An EQ may be granted for a course within a student's program of study when the student can demonstrate the attainment of objectives or competencies, either through previous studies or through out-of-school (experiential) training. In order to apply for an EQ, students must be currently or previously registered in a Regular Day or Continuing Education program at the College.

##### **(b) Procedure**

To request an equivalence, the student must submit a request form and supporting documentation to the Registrar's office prior to the semester in which the course would be taken. The basis for the request (i.e., prior formal education or experiential learning) must be clearly indicated on the form. The Registrar's office will review the request to ensure that it is eligible for consideration and that the supporting documentation is complete. The Registrar's office will notify the student of the results of the request for equivalence. If an EQ is granted, it will be entered on the student's College Studies Transcript.

After consulting with the appropriate departments, the Registrar establishes an "Equivalence Table" for each program, identifying the most common courses for which equivalences are sought and which courses are acceptable for granting an equivalence.

#### **5.7.5 Substitutions (SU)**

The notation of SU in the remark section of the transcript signifies that the College has substituted one CEGEP course for another one that the student would normally be required to take as part of their program. 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 it.

##### **(a) Conditions and Criteria**

An SU 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.

- A substitution may be necessary when a required course is no longer offered because the student is registered in a version of the program that the College is no longer authorized to offer. In order for a substitution to be made, a course must be found among those

offered in the new version of the program that will achieve similar ends to those of the original course.

- 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 (a) in a different program at either the College or another institution or (b) in the same program at another institution where the program course mix differs from that of the College.

#### (b) Procedure

A student should first meet with their academic advisor to inquire about possible substitutions. Requests for a substitution must be accompanied by the necessary documents for the analysis of the request: the course outline of the other course, course descriptions, transcripts or any other pertinent documents.

The final decision to grant a substitution is made by the Registrar. If the decision is favourable, the course required in the student's program will appear on the student's transcript with the remark SU. The replacement course will also appear on the student's transcript.

### **5.7.6 Exemptions (DI)**

An annotation of DI in the remark section of the transcript indicates that the College has exempted a student from taking a course that is part of their 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.

#### (a) Conditions and Criteria

The DI is only assigned when a student is permanently unable to enrol in a required course and that course cannot be replaced by another. This will typically involve one of the following 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);
- 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.

#### (b) Procedures

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

In order to receive an exemption for medical reasons, students must submit a request to the Registrar accompanied by a doctor's note attesting to a permanent incapacity for the course or group of courses. The Registrar will grant the DI only when it has been ascertained that the student is unable to take the course(s) and there is no suitable replacement.

Requests for an exemption based on course discontinuation must be made to the Registrar. The Registrar will review the request and verify that the course has indeed been discontinued.

The Registrar will grant the DI only when it has been ascertained that no suitable replacement course is available at either the College or another postsecondary institution.

## **5.8 Academic Integrity**

Academic integrity is a commitment by the student to ensure honesty and moral principles pertaining to academic life. To carry out its responsibility for ensuring that academic integrity is maintained at all times, the College closely monitors all situations where academic dishonesty may have occurred. Academic dishonesty, which includes cheating and plagiarism, is not tolerated; it is an offence against one's self, one's peers, one's teachers and the College.

Cheating is defined as any deceptive or dishonest practice relative to academic coursework or evaluation intended to obtain an undeserved advantage.

Plagiarism is defined as using any part of someone else's language, thoughts and/or work while presenting it as one's own.

### **5.8.1 Procedure**

Suspected cases of cheating and plagiarism should be reported by teachers to the Dean of Faculty and Academic Affairs according to the Procedure Regarding Academic Dishonesty available on the College's website. The appeal process for students is explained in Article 5.10.3.

## **5.9 Reporting of Grades**

### **5.9.1 Confidentiality**

Unless students have given written permission to do otherwise, student records, grades and cumulative transcripts are confidential and provided 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 Registrar. In order to maintain confidentiality, students' marks cannot be posted publicly.

### **5.9.2 Submission**

Teachers are required to submit final course grades to the office of the Registrar according to the due dates and procedure mandated by the College.

## **5.10 Academic Appeals and Complaints**

Students have a right to appeal academic decisions or to file complaints concerning matters governed by this Policy. Appeals and complaints should be addressed at the informal level first. 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 party.

Informal: In circumstances other than final course grades, 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.

Formal: If the appeal reaches this level, it is important to note that both students and teachers are entitled to be accompanied by their Union or Student Council representatives at all stages of the formal procedure. These representatives act as observers.

## **Academic Appeals**

An Appeal is defined as a request for the reconsideration of an academic judgment or decision made by a teacher or administrator. Examples include:

- The grade on an assignment, assessment or other work, including the Comprehensive Assessment;
- The final course grade;
- A decision regarding an accusation of cheating or plagiarism (see Article 5.8);

### **5.10.1 Grade on an Assessment**

#### Step 1: Informal Level

1. Students, either as individuals or as a group, who wish to appeal a grade received for an assignment, a test or other work (including the Comprehensive Assessment), must first approach the teacher to discuss the issue.
2. If the results of such a meeting are unsatisfactory, the student(s) should then contact the teacher's program or department coordinator. The coordinator will discuss the situation with the concerned teacher and follow-up with the student(s). (If the coordinator is also the teacher in question, the students should proceed directly to Step 2.)

Step 2: Formal Level: The student waits until the final grades are submitted and appeals the final course grades through the Mark Review Committee.

### **5.10.2 Final Course Grades (Mark Review Committee)**

When students wish to appeal their final course grade, they must submit their request to the Dean of Faculty and Academic Affairs within the first five days of the subsequent semester. The Dean of Faculty and Academic Affairs will inform the relevant program or department coordinator. The department or program will then convene their Mark Review Committee. The committee will consist of the teacher of the course concerned and two other people chosen by the department or program. This committee is empowered to modify a student's final mark and the decision of the committee is final.

### **5.10.3 Decision Regarding an Accusation of Cheating or Plagiarism (Academic Appeals Committee)**

Students have the right to appeal a decision made by the Dean of Faculty and Academic Affairs regarding academic dishonesty. Such appeals are heard by the Academic Appeals Committee, which must consist of a faculty member not involved in the case, a Dean and a professional. While an appeal is in process, all consequences of cheating and plagiarism (see Article 5.8) are suspended.

If a student wishes to appeal the finding of cheating or plagiarism, the following procedures apply:

1. The student must submit the appeal form with supporting documentation to the office of the Dean of Faculty and Academic Affairs within five business days of being informed of the charge of academic dishonesty.



2. The Dean of Faculty and Academic Affairs will communicate with the student to review the documentation provided for the appeal.
3. The Dean of Faculty and Academic Affairs will ask the Academic Appeals Committee to convene. The Committee will consider whether or not the appeal is receivable based on the documents received.
4. If the Committee determines the appeal is receivable, they will bring the appeal forward for further consideration. In this case, both the student and the teacher concerned have the right to speak before the Committee. However, if the Committee determines that the appeal is not receivable, the student will be informed that the appeal has been refused.
5. The Committee will communicate their final decision to the Dean of Faculty and Academic Affairs.
6. The Dean of Faculty and Academic Affairs will inform the student and the teacher involved of the outcome of the appeal.

#### **5.10.4 Academic Complaints**

An academic complaint is a formal expression of a student's dissatisfaction with some aspect of academic life governed by this Policy. An academic complaint may address actions on the part of teachers or members of the College staff or administration. If the complaint involves a teacher, it should be directed to the Dean of Faculty and Academic Affairs; if it involves a member of staff or administration, it should be directed to the Dean of Student Services.

Examples of academic complaints can include, but are not limited to:

- A teacher failing to distribute a course outline or failing to follow the course outline in matters concerning evaluation methods and schedules;
- A teacher failing to return assignments and evaluations to students in a timely fashion; or
- A teacher or member of College staff failing to provide reasonable accommodations for students requiring them.

##### Step 1: Informal Level

1. Students, either as individuals or as a group, who have a complaint about a teacher or a member of the College staff or administration should first approach the teacher or staff member to discuss and try to settle the issue.

2. 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 program or department coordinator. (If the coordinator is also the teacher in question, the students should proceed directly to Step 2.) All parties must be informed of the outcome of the informal procedure by the coordinator.

##### Step 2: Formal Level

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 complaint with the appropriate Dean. The student(s) must submit a complaint form and provide supporting documents.

The Dean will forward anonymized documents to the teacher concerned and to the department or program coordinator. The Dean will first attempt mediation with both parties to resolve the problem. If mediation is unsuccessful, the Dean will render a decision based on the supporting evidence provided by all parties.

The Dean will send a letter to the student(s) informing them of the result.

## **6. Certification of Studies**

### **6.1 *Bulletin d'études collégiales***

The *Bulletin d'études collégiales* (BEC), or College Studies Transcript, is a document issued by the College to students at the end of each semester. The BEC indicates the results obtained by the student in each course since the beginning of their college studies, the number of credits earned, the objectives and standards attained and any other information relevant to the student's educational path.

Transcripts are subject to the confidentiality provisions of the legislation governing access to information (see Article 5.9.1).

### **6.2 Comprehensive Assessment**

Article 25 of the *Règlement sur le régime des études collégiales* (RREC) stipulates that, in order to graduate, all students in DEC programs are required to complete a Comprehensive Assessment. The Comprehensive Assessment must demonstrate that the student has met the program's objectives and standards by integrating the skills and knowledge acquired in their program of studies, including the General Education component.

The Comprehensive Assessment is used by the College to ensure that students have achieved the attributes defined in the program's Graduate Profile. Each program committee is responsible for the design, preparation and evaluation procedures of the Comprehensive Assessment. It may encompass one or more methods of evaluation, including an essay, performance, portfolio, research project, oral presentation or another evaluation activity appropriate to the program. The format will be explained to students during their first semester in the program. More detailed information will be given to students at the beginning of the semester in which the assessment will be conducted, typically in the last semester of the program.

In order for the Comprehensive Assessment to be recognized for graduation, students must pass the course(s) to which it is attached.

### **6.3 English Exit Exam**

All students in all programs leading to a DEC are required to take and pass the English Exit Exam (or its equivalent) in order to graduate. This examination, prepared by the *Ministère de l'Enseignement supérieur* in collaboration with college English teachers, is uniform across Quebec.

The dates of the English Exit Exam are posted on the Academic Sessional Calendar.

### **6.4 *Diplôme d'études collégiales***

The *Diplôme d'études collégiales* (DEC), or Diploma of College Studies, is the diploma awarded by the *Ministère de l'Enseignement supérieur* upon completion of the student's technical or pre-university studies. Prior to recommending a student for graduation, the College verifies that the student has

- Achieved the Ministry-prescribed minimal education requirements for admission;

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

Upon completion of this verification, the Registrar will notify the Director of Constituent College. The Director will seek a recommendation from the College's Board of Governors to the Ministry that a DEC be awarded to the student. The Ministry will only award diplomas to students upon receipt of the Board's recommendation.

## **6.5 Attestation d'études collégiales**

The *Attestation d'études collégiales* (AEC), or Attestation of College Studies, is a document that attests that a student has completed a program developed by the College that does not include a General Education component.

Prior to recommending a student for graduation, the College verifies that the student has obtained the required credits attached to courses or 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 AEC to the student.

## **7. Implementation, Evaluation and Revision of the Policy**

### **7.1 Implementation and Dissemination**

An electronic version of the IPESA will be made available on the College's main website. Upon its adoption by the Governing Board, a copy of this Policy will be submitted to the *Commission d'évaluation de l'enseignement collégial* (CÉEC).

Any subsequent amendments or revisions to the Policy shall similarly be submitted to the CÉEC by the Director of Constituent College immediately upon their adoption by the Governing Board.

### **7.2 Evaluation of the Policy**

An evaluation of the quality of the Policy and its implementation should take place at least every five years. Other evaluations of the Policy may be undertaken at the request of the CÉEC. The Director of Constituent College will assume the responsibility for conducting the evaluation of the Policy.

#### **7.2.1 Criteria for Evaluating the Quality of the Policy**

To evaluate the quality of the IPESA, the College will use the following criteria (based on those used by the CÉEC in the evaluation of such policies throughout the college network):

**Comprehensiveness:** This criterion examines the extent to which the IPESA contains all the necessary elements deemed essential by the CÉEC and presents them in a sufficiently clear manner. Special attention should be paid to the elements prescribed by the *Règlement sur le régime d'études collégiales* and the methods to be used for evaluating and revising the Policy.

**Coherence:** This criterion examines the extent to which the various provisions of the IPESA are consistent and harmonious with each other. It will identify any Policy provisions that conflict with one another and resolve these conflicts so that the relationships among the provisions are logical. Particular attention will be paid to how the text has been formulated and organised, and how well each provision has been explained.

**Relevance:** This criterion examines the extent to which the measures proposed in the IPESA are likely to promote the desired outcomes and achieve the stated objectives of the Policy.

### 7.2.2 Criteria for Evaluating the Implementation of the Policy

To evaluate the implementation of the IPESA, the College will use the following criteria (based on those used by the CÉEC in the evaluation 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. It evaluates 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 tools.

**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 applies above all to the mechanisms designed to ensure that the evaluation methods and tools used to assess student achievement are themselves comparable. It focuses on the objectives, requirements, level of difficulty and weighting of the evaluation tools, as well as the application of the grading criteria.

## 7.3 Revision of the Policy

The Director of Constituent College is responsible for revisions to the IPESA.

### 7.3.1 Rationale for Revision

A revision will be considered in the following circumstances:

- If the results of an evaluation suggest that changes are needed;
- If changes to the RREC require that adjustments be made; or
- If there is a written request from a program committee, a department, the Student Association, the Commission of Studies or the Governing Board.

### 7.3.2 Revision Process

A revision process will be initiated by the Director of Constituent College or by a recommendation from the Governing Board. Upon completion of any necessary consultations, a final draft of the revised Policy will be prepared by the Director of Constituent College and presented to the Commission of Studies for recommendation to the Governing Board for final approval.

Upon its adoption by the Governing Board, a copy of the Policy will be sent to the CÉEC.

#### **7.4 Temporary Suspension of Clauses**

Should an event beyond the College's control arise (e.g., a pandemic, strike or natural disaster), certain clauses of the IPESA may be suspended temporarily by the Director of Constituent College in consultation with the Commission of Studies.

## **8. Glossary**

**AEC:** *Attestation d'études collégiales*

**CA:** Comprehensive Assessment

**CÉEC :** *Commission d'évaluation de l'enseignement collégial*

**CEGEP:** *Collège d'enseignement général et professionnel*

**DEC:** *Diplôme d'études collégiales*

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

**RAC :** *Reconnaissance des acquis*

**RREC:** *Règlement sur le régime d'études collégiales*

**Generic Course Plan:** This is the document produced and approved by programs or General Education departments that provides a general description of the course and how it fits within the offerings of the program or department, as well as the course's intended learning outcomes, achievement context and suggested summative evaluation activities. It is the basis from which course outlines are prepared for students.