



Institutional Policy on the Evaluation of Student Achievement (IPESA)



**LaSalle College
Montréal**

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FOREWORD

The *Institutional Policy on the Evaluation of Student Achievement* (IPESA) is the foundation of the educational mission at LaSalle College Montréal. To ensure consistency, fairness, and transparency, it clearly defines the conditions, success standards, criteria, rules, and procedures for evaluating student achievement.

The IPESA at LaSalle College Montréal fully complies with the *College Education Regulations* (CER).

It is shared with students, teachers, tutors, program directors, and any other members of the institution involved in student evaluations. This policy outlines the responsibilities of all stakeholders and upholds the student's right to a fair and thorough evaluation.

All students and staff at LaSalle College Montréal are responsible for familiarizing themselves with the IPESA and ensuring it enhances the quality of teaching and learning.

Academic Studies Directorate

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1. INTRODUCTION

1.1. MISSION AND ORGANIZATION OF LASALLE COLLEGE

LaSalle College Montréal, a higher education institution, defines its mission as follows:

The mission of LaSalle College Montréal is rooted in offering high-quality technical and pre-university education. In close collaboration with professional and educational communities in Quebec and around the world, the College strives to develop its leadership in education through innovation and quality services, benefiting its students as well as those in LCI Education establishments worldwide.

The management of LaSalle College Montréal's programs is overseen by the Academic Studies Directorate, the deputy academic studies directorates, and program coordinators¹. This structure is supported by teams specializing in academic organization, student services coordination, and pedagogical coordination.

This framework drives four key initiatives to uphold the College's core principles:

- a) Developing innovative teaching methods that prepare students to become highly sought-after professionals in their fields
- b) Providing students with real-world learning experiences, guided by instructors with both academic and industry expertise
- c) Facilitating internships and capstone projects in partnership with industry professionals, ensuring practical, hands-on experience
- d) Under the direction and coordination of Academic Studies Directorate, program coordinators are responsible for managing teaching, evaluation, faculty support, student guidance, and promoting programs to both the public and professional sectors
- e) Fostering the exchange of knowledge and expertise between LaSalle College's various schools, LCI Education's global branches, and institutions and businesses both within and outside Quebec

2. KEY ELEMENTS OF THE INSTITUTIONAL POLICY ON THE EVALUATION OF STUDENT ACHIEVEMENT (IPESA)

2.1. NATURE AND SCOPE

The *Institutional Policy on the Evaluation of Student Achievement* (IPESA) is the result of consolidating the objectives, methods, and tools of evaluation. It aims to ensure fairness and consistency in the evaluation practices, standards, and objectives at LaSalle College Montréal. Regular self-assessment of this policy is crucial, ensuring that the IPESA:

- a) publicly demonstrates LaSalle College's social responsibility;
- b) guarantees the protection of students' immediate rights and the quality of the education they receive;
- c) builds trust between students, teachers, and administration by clearly outlining the duties and responsibilities of everyone involved in the evaluation process;

¹ Program coordinators oversee groups of related programs. Depending on the organization's needs, these groupings may be adjusted. For example, there could be a coordinator for management programs, a coordinator for fashion programs, a coordinator for education programs, pre-university programs, and general education, among others

- d) ensures the credibility of the evaluation practices at LaSalle College;
- e) plays a vital role in the college context, allowing LaSalle College to define, administer and award its own Attestation of College Studies (ACS).

In its pedagogical approach, LaSalle College's IPESA takes into account:

- a) mastery of the French language, especially when it is the language of instruction;
- b) regular review of its evaluation tools and the promotion of the best measurement instruments;
- c) alignment of students' academic progress with the objectives of their program of study;
- d) adherence to both the program-based and competency-based approaches.

2.2. IMPLEMENTATION

The implementation of the *Institutional Policy on the Evaluation of Student Achievement* (IPESA), established in May 1989, is managed by the Academic Studies Directorate, in line with the directives from the Ministère de l'Enseignement supérieur. Specifically:

- a) the *College Education Regulations* (RREC), which assign each college the responsibility to adopt and enforce an IPESA and submit it for review by the *Commission d'évaluation de l'enseignement collégial* (CEEC);
- b) the ministerial decision of 15 September 1993, paragraph 1b, which mandates that each college implement its IPESA starting from the fall 1994 semester.

2.3. POLICY EVALUATION

Every five years, LaSalle College reviews and assesses the implementation of the *Institutional Policy on the Evaluation of Student Achievement* (IPESA), making revisions as needed. This evaluation is based on data collected from surveys of students, teachers and staff. The IPESA is available on the college's intranet, where members of the college can leave comments. Students can also share their feedback through Omnivox. The evaluation aims to determine whether:

- a) the principles and guidelines have been followed;
- b) the standards and rules have been applied;
- c) responsibilities have been met.

The evaluation criteria are as follows:

- a) adherence to the policy's text and intent
- b) the effectiveness of the policy's implementation in ensuring high-quality evaluations
- c) consistency and fairness in the evaluation of student achievement

The Academic Studies Directorate sets the evaluation process and informs all relevant parties, including program directors, pedagogical and student coordinators, team leaders, teachers and students.

2.4. OBJECTIVES

The IPESA at LaSalle College Montréal aims to achieve the following objectives:

- a) Communicate the principles and methods of student evaluation
- b) Inform students about the measures that will be applied in evaluating their achievements
- c) Provide teachers with common guidelines for evaluating student performance
- d) Support teachers and program directors in their pedagogical management by clearly defining the responsibilities of students, teachers, and administrative staff in the evaluation process

3. DESIGN OF STUDENT EVALUATION

3.1. PURPOSE OF EVALUATION

Student evaluation involves a series of activities aimed at assessing whether the objectives of an academic program have been met in terms of knowledge, expertise and life skills. It plays a key role in the educational process in three main ways:

- a) Teachers provide students with feedback on their work, offering a weighted result using a grading rubric with specific criteria provided in advance, and/or detailed comments. This helps students understand their progress and guides their learning.
- b) Students compare their own assessment of their work with the teacher's evaluation, allowing them to recognize their strengths and weaknesses.
- c) Administrators use success data to make necessary adjustments to academic programs, support services, and College policies.

3.2. FORMATIVE AND SUMMATIVE EVALUATION

LaSalle College recognizes the expertise of its teachers in evaluation, particularly in assessing student learning. The College provides various resources to support teachers in creating fair and valid assessments. Teachers are responsible for using diagnostic and formative evaluation to monitor the learning process and the development of skills.

Formative evaluation takes place throughout the learning process and is not intended to determine a student's progression or final grade. Instead, it helps students identify their strengths and weaknesses and adjust their learning strategies accordingly. It also allows teachers to refine their instruction by highlighting which areas of the course need more focus or repetition. The criteria for formative evaluation can vary based on teaching approaches and specific situations.

Summative evaluation, on the other hand, assesses whether a student has passed or failed a test or assignment. It focuses on the level of skill development achieved in relation to the course objectives and relies on pre-established performance criteria. Summative evaluation methods are detailed in the course syllabus and calendar.

3.3. EVALUATION METHODS

Depending on the mode of course delivery (on campus, online, blended, or hybrid), LaSalle College encourages a variety of evaluation methods and the development of approaches that support ongoing and interactive assessment.

4. RESPONSIBILITIES

Evaluating student learning is an institutional responsibility shared across four main levels: students, teachers, student coordinators, program coordinators, pedagogical coordinators, and the Academic Studies Directorate. External professionals may also be involved in this process. The Board of Directors of LaSalle College Montréal oversees the execution of these responsibilities.

4.1. ACADEMIC STUDIES DIRECTORATE

- a) The Academic Studies Directorate is responsible for publishing and implementing the *Institutional Policy on the Evaluation of Student Achievement* (IPESA) and the *Institutional Policy on Program Evaluation* (IPPE), ensuring all relevant parties are informed.
- b) It approves course outlines and ensures that course objectives are clearly defined based on either ministerial or institutional guidelines, as applicable.
- c) It oversees the final exam approval process to ensure that all final exams are fair and equitable for students in the same course, even if taught by different instructors or in different languages.
- d) It receives recommendations from program directors regarding faculty professional development activities and oversees their implementation.
- e) It manages the implementation of the teaching evaluation process in accordance with the College's collective agreement.

4.2. ACADEMIC COUNCIL

The Academic Council is an advisory committee that provides guidance to the Board of Directors on matters related to policies, academic programs, and strategic directions for improving teaching and program quality at the College. The Academic Council at LaSalle College, chaired by the Academic Studies Directorate, is composed of:

- a) a representative from administrative services;
- b) program coordinators;
- c) teacher representatives;
- d) student representatives from various program groups.

4.3. BOARD OF DIRECTORS

The Board of Directors adopts the IPESA based on the recommendation of the Academic Studies Directorate and consultations with the Academic Council. If needed, the Board will indicate any necessary amendments, additions, or deletions. It also approves the list of students who have met the requirements for a Diploma of College Studies (DCS) and submits any related resolutions to the Ministère de l'Enseignement supérieur.

4.4. STUDENT

Students must familiarize themselves with the IPESA and, if applicable, any specific requirements for their program. They are expected to follow these guidelines. Specifically, students should:

- a) attend classes regularly, be punctual, and participate actively. If they miss a class, they need to obtain all necessary documents, notes, and information to stay on track;

- b) take part in all formative assessments conducted by the instructor and complete any summative evaluations outlined in the course syllabus;
- c) make use of the College's academic support services if needed and seek additional help to address any learning challenges they encounter;
- d) participate in the final assessments required to complete their program, as well as the standardized language and literature exam;
- e) follow the established procedures for requesting a review of their grades or filing a complaint if they feel there has been an issue with the fairness of their evaluations.

4.5. TEACHER

Teachers must familiarize themselves with the IPESA and, if applicable, any specific requirements for their program. Additionally, they should:

- a) provide each student with the course syllabus and calendar during the first class;
- b) clearly explain, during that first session, the frequency, weighting, and key performance criteria related to the course's competencies;
- c) adhere to the course syllabus and only modify elements identified in the official guide available on the College's intranet. Any other proposed changes should be submitted to the program coordinator, who will recommend them to the Academic Studies Directorate if deemed necessary;
- d) deliver teaching, learning, and assessment activities that align with the competency-based approach, including conducting formative assessments in all their courses;
- e) use assessment grids based on competency elements and performance criteria, either from ministerial or institutional standards, and approved by the program team;
- f) clearly communicate the assessment criteria for both summative and formative assignments to students when they are assigned;
- g) manage student attendance, participation in classes, and involvement in learning and assessment activities;
- h) evaluate students in a way that allows them to gauge their knowledge, skills and abilities using appropriate measurement and assessment tools;
- i) contribute to identifying training needs and activities related to teaching and assessment.

4.6. TUTOR

A tutor is a facilitator of learning. Their role is to support students in acquiring the competencies (knowledge, expertise and life skills) covered by the modules provided. The tutor enhances the course with practical activities or examples from the workplace.

Tutors should familiarize themselves with the IPESA and any specific details related to their program.

4.7. TEAM LEADER

Elected by their peers, team leaders contribute to the quality of teaching in their program by acting as liaisons between the Academic Studies Directorate and the teachers. Their responsibilities include:

- a) coordinating team meetings and tasks;
- b) supporting instructors with pedagogical and disciplinary matters or referring issues to the relevant specialists;
- c) assisting in the review of final assessments in accordance with the IPESA;
- d) participating in the professional integration of new instructors in their program;
- e) serving on the team leaders' committee.

4.8. STUDENT COORDINATORS

Student coordinators are responsible for:

- a) providing students with the necessary support services for their learning;
- b) assisting students in accordance with the IPESA;
- c) proposing improvements and adaptations to the current policy.

4.9. PROGRAM COORDINATORS

Program coordinators are responsible for:

- a) suggesting improvements and adaptations to the current policy;
- b) recommending course outlines and final assessments to the Academic Studies Directorate and ensuring the implementation of teaching, learning and assessment activities that support the development of competencies in the various academic programs;
- c) providing students with the necessary support services for their learning;
- d) identifying the professional development needs of teachers in teaching and assessment; supporting teachers in developing and using educational and assessment tools; and proposing and organizing relevant training activities in collaboration with the Academic Studies Directorate and the College's professional development committee;
- e) implementing the teaching evaluation process in accordance with the College's collective agreement.

4.10. PEDAGOGICAL COORDINATORS

Pedagogical coordinators are responsible for:

- a) proposing improvements and adaptations to this policy;
- b) recommending course outlines and final assessments to the Academic Studies Directorate for approval;
- c) contributing to the development of pedagogy at the College;
- d) supporting teachers in pedagogical and tech-pedagogical matters;
- e) assisting with the orientation and integration of new instructors and supporting their professional development;
- f) participating in the management of academic programs' life cycles.

4.11. PROGRAM-SPECIFIC POLICY

A program (or a group of programs) may establish its own specific rules regarding evaluation. However, these rules must not contradict the provisions outlined in the IPESA. To develop these specific rules, a committee consisting of teachers and the program coordinator is formed. The proposed rules are submitted to the Academic Studies Directorate for approval and are then disseminated by the program coordinator to all relevant staff. The internal policy of a program or program group is available to anyone who requests it.

4.12. INDUSTRY PROFESSIONALS

Industry professionals may be invited to assess students' work and/or performance during end-of-study projects,

internships, or other activities, such as work-study programs and work-integrated learning opportunities.

4.13. CAREER SERVICES

The Career Services team at LaSalle College supports students in their job search and internship placements.

5. EVALUATION RULES

5.1. DEFINITION OF A “COURSE”

On-campus or synchronous online learning

A course on campus or in synchronous online learning consists of a series of at least 45 teaching periods, or 30 teaching periods for physical education, and is assigned academic units.

Online School: Hybrid learning (asynchronous / synchronous)

For courses at the hybrid Online School (asynchronous/synchronous), a course includes both self-directed learning and synchronous and asynchronous e-learning.

Whether theoretical or practical, learning activities are delivered through the online learning platform (**self-directed learning**) or by the tutor (**e-learning**).

Self-directed learning via tutorials (asynchronous): Self-directed learning involves interactive learning undertaken independently by the student on the online platform. This platform is the primary learning resource. The educational activities presented here contribute to acquiring the competencies targeted by the course, including:

- texts, videos, demonstrations and other explanatory materials;
- interactive exercises, case studies, reflective questions, exercises, and other activities that allow the student to practice the competency elements.

Generally, the results from these activities are not included in the calculation of the final grade.

E-learning: The online support provided by the tutor is designed to accompany, guide, and assist the student in achieving the course’s targeted competency. To do so, the tutor may employ various methods, such as:

- personalized or small group synchronous support (tutoring);
- synchronous virtual classes (group sessions);
- personalized asynchronous support (email, etc.) or group support (forums, etc.).

These interactions with the tutor and fellow students provide a chance to discuss what’s been learned, ask questions, share thoughts and work, and get feedback from both peers and the tutor. The tutor is available to assist with both ungraded formative activities and graded summative assessments.

The number of contact hours will vary depending on the course requirements, the skills being developed, and the specific needs of the students.

Online School: Asynchronous learning

For asynchronous courses at the Online School, the number of contact hours and the duration of self-paced learning depend on the course weight, scope, and students' needs. For instance, in a course with a weight of 1-2-2, the total course duration is 45 hours, broken down as follows:

- 15 hours of theoretical training
- 30 hours of practical training
- 30 hours of independent, unsupervised work (assignments and projects)

Whether theoretical or practical, learning activities are delivered through the online learning platform (**self-directed learning**) or by the tutor (**e-learning**).

5.1.1. Course syllabus

Course syllabi are developed and updated by designated teachers or teaching teams. These lesson plans must adhere to the standards outlined in the course syllabus writing guide, which is available on the College's intranet. They are then submitted to the program and pedagogical coordinators, who recommend their approval to the Academic Studies Directorate. Once approved, the outlines are uploaded to the College intranet.

Each course outline includes the following elements:

- a) *Course details*: Lists the program(s) it belongs to, the course title, total hours, weighting, and the relevant competencies.
- b) *Course context*: Describes the course's position in the program, prerequisites, and subsequent courses where the skills learned are applied.
- c) *Course scope*: Defines the boundaries of the knowledge and skills covered in the course.
- d) *Competencies and learning goals*: Outlines the skills to be developed, the learning objectives, the context for activities, and performance criteria.
- e) *Core content*: Specifies the key knowledge, behaviours and skills linked to the targeted competencies.
- f) *Teaching approach*: Details the main teaching methods and strategies used by the instructor, along with the learning activities offered to students, including participation requirements.
- g) *Assessment methods*: Explains how learning will be assessed, including the frequency and weighting of summative assessments, and the standards for evaluating and presenting written work.
- h) *Session calendar*: Provides a schedule of assignments, tests, exams, and other evaluations, with submission deadlines and the number of assessments.
- i) *Reading list*: Includes all relevant written, audiovisual or digital resources.
- j) *Required materials*: Lists any mandatory materials needed for the course.
- k) *Institutional policies*: Covers the rules that apply to the course, such as plagiarism and academic integrity policies.

Any changes to the assessment rules in a course syllabus during the session must first be submitted to the program coordinator. If deemed relevant, the program coordinator will recommend approval by the Academic Studies Directorate. Any approved changes must be communicated to students in writing. The course syllabus cannot be altered once the session has begun.

5.1.2. Course calendar

The course calendar² serves as a supplement to the course syllabus. It outlines the detailed progression of

² For hybrid courses (asynchronous/synchronous), the course calendar is integrated into both the course syllabus and the tutorials.

learning and assessment activities, linking them to the competencies targeted by the course, the corresponding objectives, and the performance criteria that guide the evaluation. The course calendar, prepared by the course instructor, includes the following elements:

- a) the competencies targeted by the course and their components
- b) the context(s) in which the competencies will be applied
- c) the learning objectives
- d) the learning activities
- e) the content
- f) the formal formative assessments and summative assessments, along with their associated performance criteria
- g) the lesson dates
- h) the personal assignments that students are expected to complete

During the first class, the teacher presents the course calendar to the students and uploads an electronic copy to the College intranet for their reference.

For online courses, the schedule of virtual classes and assessments is made available in the student's personal profile.

5.2. TEAM TEACHING ³

For courses managed by a team of teachers, the syllabus must detail the teaching and assessment conditions for each section. The teacher responsible for delivering the final class or administering the final assessment is accountable for gathering, compiling and communicating the overall course results.

5.3. ASSESSMENT PROCESS

5.3.1. Evaluation criteria⁴

When assigning a summative evaluation, the teacher, online teacher or tutor must provide students with written guidelines and post them on the College intranet. The information provided should include:

- a) for *written or practical work*: weight, topic, time allotted, method for returning the work to the student, permitted materials, objectives, team composition (if applicable), presentation methodology, submission date, required content, nature of the assessment and a grading rubric with specific criteria;
- b) for *oral presentations*: weight, topic, time allotted, presentation date, permitted materials, objectives, team composition (if applicable), required content and a grading rubric with specific criteria;
- c) for *tests or exams*: weight, time allotted, method for returning the test to the student, permitted materials, value of answers, questions and a grading rubric with specific criteria.

A grading rubric must be included for all assessments⁵.

An element of professional behaviour, such as classroom attitude, attendance, dress code or language, may be evaluated if it is directly related to the program's exit profile, a competency element, a general performance criterion or the competency itself. This element must be clear, measurable and well-defined in the course syllabus. However, unless specifically authorized by the Academic Studies Directorate, such an evaluation cannot exceed 10% of the final grade for the course.

³ This section applies only to on-campus or fully synchronous online courses.

⁴ For online school courses (asynchronous/synchronous), evaluations are described in the tutorials.

⁵ 5 The teacher must refer to the guide for preparing a summative assessment

5.4. PASSING A COURSE

5.4.1. Assessment process

The evaluation process applies throughout all stages of learning.

5.4.2. Percentage

Grades are expressed as percentages for all courses. To demonstrate the minimum required level of competency or achieve the basic objectives set by the Ministère de l'Enseignement supérieur, a passing grade of 60% is required. Any grade below 60% constitutes a failure for the course.

5.4.3. Conditions for passing a competency-based course

This section was repealed on August 25, 2015.

5.4.4. Confidence interval for the final course grade

A confidence interval may be applied to the final grade to award a passing grade of 60% to a student who has demonstrated all required competencies by passing the final exam, even if their cumulative grade for the course is below 60% but equal to or above 57%. The confidence interval can only be applied if all four of the following conditions are met:

- The student's cumulative grade for the session, including the final exam, is 57%, 58%, or 59%.
- The student has achieved a grade of 60% or higher on the final exam.
- The student has participated in all summative assessments of the course, following the rules set out in the IPESA.
- The student has received a grade higher than 0 for all required assessments in the course. In

summary, if the student meets these four conditions, they will receive a passing grade (60%) for the course.

5.4.5. Achieving the program comprehensive assessment objectives

For the program comprehensive assessment, a "pass" or "fail" designation confirms whether the student has met the objectives of the exam. Failure of any component of the program comprehensive assessment results in a failure of the course, even if the student's overall grade for the course is above 59%.

5.4.6. Accessing the internship course

To be eligible for internship courses, students must pass all prerequisite courses. Additionally, to enrol in final-year internship courses, students must have successfully completed 80% of their program.

5.4.7. Accessing certain program courses

Based on the program coordinator's recommendation, the Academic Studies Directorate determines access to the program comprehensive assessment course according to the criteria of each program. A student may be denied access if they have not successfully completed the prerequisite courses or if they have not achieved a certain percentage of completed courses in the program.

5.5. TYPES OF ASSESSMENT

5.5.1. Formative assessment

Formative assessment is not graded. It provides immediate feedback to the instructor and guides their teaching interventions. It also helps students gauge their progress towards the course objectives. Formative assessment is frequent and serves as preparatory work leading up to summative assessment. It can be either formal or informal.

5.5.2. Summative assessment

Summative assessment is used at the end of a learning sequence or course to evaluate the level of development of the skills targeted by the course.

5.5.2.1 Interim summative assessment

An interim summative assessment focuses on part of the skills targeted by the course, excluding the final summative assessment. It can take various forms, such as an exam, a test, a research paper, or a project. Its weight is at least 20% of the course grade.

5.5.2.2 Final summative assessment

The final summative assessment covers all the competency elements targeted by the course. It accounts for at least 40% of the total course grade. This weight must be equal to or greater than that of any individual interim summative assessments.

5.5.3. Group work

When a group project is subject to summative assessment, each student in the team is assessed individually.

Under no circumstances should the departure of a group member penalize the remaining group members.

5.6. PRESENTATION OF WORK

Instructors may reject student work if it has significant presentation flaws.

A guide for formatting written assignments is available at the CLIP School Supplies Store, the documentation centre, and on the College intranet. The formatting guide is included in the list of required texts indicated on the course syllabus. Students are required to present their work according to the standards outlined in this guide.

5.7. QUALITY OF WRITTEN LANGUAGE⁶

Teachers are responsible for identifying language errors in students' work. For any assignment where language quality is not part of the assessment criteria, instructors are required to impose a penalty of up to 20% of the grade.

The penalty applicable to each course is determined by the program team and must be specified in the course syllabus.

⁶ Reference: *Policy on the quality and use of the French language*

5.8. SUBMISSION OF ASSIGNMENTS

All assignments subject to summative assessment must be submitted in class at the time specified by the teacher; otherwise, the assignment will receive a grade of zero. However, teachers may require assignments to be submitted via Omnivox. In such cases, the teacher is responsible for clearly explaining the submission procedure to students, which is available on the intranet, at the time of providing assignment instructions. The teacher must also set a specific date and time for the submission of the document. Any assignment submitted in Omnivox after the specified time is considered late and will receive a grade of zero.

If a student presents an official justification or a valid reason, they may request an extension from their teacher in advance. In the event of technical issues preventing submission through Omnivox, the student must immediately contact the teacher by email with the assignment attached. The instructor may choose to grant or deny the extension and may impose a penalty of up to 10% per day of delay, with a maximum of 10 business days.

For online courses, any assignment subject to evaluation must be submitted to the tutor. On this platform, learners can find a guide detailing the submission procedures.

5.9. COMMUNICATION OF RESULTS

5.9.1. Marking and annotation of assessments

Marking assessments is an important part of the learning process for students. Annotation provides students with feedback on their strengths and weaknesses and helps them understand their level of learning.

Instructors must keep an up-to-date record of all summative assessments and promptly enter the results into Omnivox.

Students must be informed of their cumulative grade no later than one week before the final exam or submission of the course.

5.9.2. Returning assessments and results

At the start of the term, teachers must create an *evaluation* schedule for each of their courses. This schedule helps plan the various summative assessment points outlined in the course syllabus and calendar. When returning an assessment, teachers must provide written feedback to students, detailing the marks awarded for each criterion on the marking grid, along with relevant comments.

Instructors are required to return marked assessments to students within a reasonable timeframe. For short assignments, this period is one week. Unless otherwise agreed with the students or specified in the course syllabus, this period is extended to two weeks for longer assignments.

Internship reports, term papers, final projects, special projects, and work from intensive courses may require longer periods.

Assessments must be returned early enough to allow students to improve their learning before the final exam. Therefore, teachers are responsible for entering the results of all assessments into the Omnivox *Evaluation Grid* within the aforementioned deadlines.

Teachers may retain copies of mid-term exams, provided they have been shown to the students and the students have had the opportunity to review them.

Final exams must be submitted to the college, which will keep them until the end of the grade review period as outlined in the academic calendar.

Final projects should be documented by the instructor at the time of marking. This documentation (such as notes, photos, videos, etc.) must be submitted to the College, which will retain it temporarily for potential grade reviews.

Final projects can be returned to students according to the teacher's specified procedures. Students must be informed that they must return the project to the College if a grade review is requested.

Teachers must adhere to the final deadline for submitting grades to their program coordinator according to the current procedures.

5.10. OWNERSHIP OF ASSESSMENTS

Final exam papers and any work produced by students using LaSalle College materials, except for projects, remain the sole property of the institution. Students may review their assessments under supervision but cannot obtain copies.

5.11. COURSE WITHDRAWAL

Students may withdraw from a course before the deadline set by the Ministère de l'Enseignement supérieur and listed in the academic calendar. All withdrawal requests are handled by student coordinators.

After the withdrawal deadline, any course for which a student is registered will appear on their transcript, including the final grade.

5.12. ATTENDANCE IN CLASSES AND EXAMS

Attendance and participation in classes and exams are mandatory for all students. Teachers are responsible for monitoring attendance and assessing the validity of student absences.

Students who feel their rights have been infringed can contact their student coordinator for support.

5.12.1. Course attendance

On-campus, synchronous courses

Students who exceed the allowed number of absence hours for a course may be excluded from that course.

The maximum number of allowed absence hours, whether justified or not, is as follows:

- | | |
|--------------------|------------------------------|
| • 30-hour course: | 5 hours of absences allowed |
| • 45-hour course: | 7 hours of absences allowed |
| • 60-hour course: | 9 hours of absences allowed |
| • 75-hour course: | 12 hours of absences allowed |
| • 90-hour course: | 14 hours of absences allowed |
| • 105-hour course: | 16 hours of absences allowed |
| • 120-hour course: | 18 hours of absences allowed |

Hybrid course (asynchronous/synchronous)

For Online School courses, using both the microphone and camera is mandatory when required. The tutor reserves the right to mark a student as absent if these tools are not used. The maximum number of allowed absence hours for hybrid courses, whether justified or not, is as follows:

- 45-hour course: 1 virtual class
- 60 to 75-hour course: 2 virtual classes
- Course of 90 hours or more: 3 virtual classes

For certain new programs⁷ in the Online School, including hybrid (asynchronous/synchronous) and fully asynchronous courses, the student's active participation will be assessed by the tutor instead of recording absences.

The student demonstrates active participation by:

- completing assigned personal work;
- submitting required work on time;
- engaging in learning activities and assessments;
- sharing their work and reflections with peers and/or the tutor according to course guidelines and providing feedback to peers when appropriate;
- actively participating in discussion forums as required by the course;
- assisting other students when appropriate;
- attending synchronous activities (virtual classes, individual and group sessions, if applicable);
- participating in conversations during synchronous activities.

If the tutor determines that the student's engagement in learning activities and assessments is insufficient, the student may be denied access to the final exam for the course.

5.12.2. Exception for absences

The teacher, after reviewing the reasons and assessing the development of the competencies targeted by the course, may grant an exception to the allowed number of absences.

5.12.3. Absence from an assessment

If a student misses an assessment during the session, they can request a makeup assessment from their teacher. An official document justifying the absence must be provided, and the student must submit their request by the next class session following the absence.

If the request is approved, the teacher will arrange for a replacement assessment. If a makeup assessment is not feasible, the teacher must consult with the student coordinator and the program coordinator. Under no circumstances can a student be exempted from a summative assessment.

Missing a final exam automatically results in a grade of zero. The decision to accept a justification for absence from a final exam rests with the student coordinator, who will consider the request only in cases of superior force. If approved, a makeup exam will be scheduled at a time agreed upon by the teacher, program coordinator and student coordinator.

⁷ 2023-2024: Event Planning and Management program, from the Online School

Superior force (Article 1470 C.c.Q): “Superior force is an unforeseeable and irresistible event, including external causes with the same characteristics.”

5.12.4. Punctuality for an exam

Students are expected to be present at the exact start time of the exam. During a test or exam, any student who arrives late will not be allowed to enter the classroom if more than one-third of the allotted time has passed. Additionally, no student may leave the testing or exam room before half of the allotted time has elapsed.

Once a student leaves the test or exam room⁸, they are not permitted to return.

5.13. COURSE AVERAGE CALCULATION

The average grade is calculated for each course. This value represents the sum of all the students' grades divided by the number of students enrolled. Grades marked as “Incomplete” or “Temporary Incomplete” are not included in this calculation. Additionally, any numeric grades between 0% and 29% are adjusted to 30% for the purpose of calculating the average, without altering the actual grade recorded on the student's transcript.

5.14. PASSING GRADE

The passing grade, which indicates the minimum achievement of course objectives and success criteria, is set at 60%.

5.15. FINAL EXAMS

The final exam is prepared by the course teacher. A content expert reviews the exam to ensure it aligns with the objectives and success criteria outlined in the course syllabus and then submits it to the program coordinator, who recommends its approval to the Academic Studies Directorate. Throughout this process, the pedagogical coordinators contribute to improving the assessments, while team leaders coordinate the review of final exams.

5.16. PLAGIARISM AND FRAUD

5.16.1. Definition of plagiarism

Plagiarism, attempting to plagiarize, or collaborating in plagiarism during an exam or in any work subject to evaluation constitutes a violation. This includes but is not limited to:

- a) using (quoting, paraphrasing, summarizing, translating, or inserting) part or all of someone else's work (text, illustration, film, music, etc., whether in print or online) and presenting it as one's own and/or failing to properly cite the source;
- b) submitting work that was previously completed and submitted for another course or project in a prior session, while falsely presenting it as original content;
- c) using another student's exam or research work during an exam;
- d) using a text, image, or other media generator powered by artificial intelligence (generative AI) and claiming the generated content as your own is also considered plagiarism.

5.16.2. Definition of fraud

⁸ On-campus room or virtual room, if applicable

Fraud, attempting to commit fraud, or assisting in fraud during any assessment is a serious offence. This includes, but is not limited to:

- a) possessing or using any unauthorized documents, materials, or equipment during an exam, including the use of certain technological tools like cell phones, tablets, smartwatches, etc.;
- b) having someone else complete an assignment or exam on your behalf;
- c) impersonating someone else during an exam or assignment that is being evaluated;
- d) possessing the questions or answers to an exam before it is administered;
- e) attempting to steal exam questions or answers, or work that is being evaluated;
- f) using generative AI may be allowed by the teacher; otherwise, its use is considered fraud;
- g) receiving any assistance that has not been explicitly authorized by the teacher in advance.

5.16.4 Penalties for plagiarism or fraud

Plagiarism, attempting to plagiarize or commit fraud, or assisting in plagiarism or fraud is strictly prohibited and considered a serious offence. Any instance of plagiarism or fraud will result in a penalty, including a reduction in the grade or a "0" for the entire evaluation in question. Additionally, a note will be added to the student's file, and the student will receive a written warning from their program coordinator.

- a) In cases of plagiarism, as defined in sections 5.16.1 a) and 5.16.1 b), where, for example, sources are not cited, the teacher may, at their discretion, offer the student an opportunity to redo the work. The maximum grade for the resubmitted work will not exceed 60% of the original weighting. The resubmitted work must adhere to citation standards and contain no more than 15% of content from external sources.
- b) Before resubmitting their work, the student must complete a training course on academic integrity and review the guide on proper formatting for written assignments.
- c) A grade of "0" will automatically be applied if the resubmitted work does not comply with citation standards.
- d) In cases of fraud, as defined in section 5.16.2, or plagiarism as defined in section 5.16.1 c), the student will receive a grade of "0" for the entire evaluation in question.
- e) For more details on the administrative procedure for handling cases of plagiarism or fraud, refer to *Appendix 4 – Handling cases of plagiarism and fraud*.

5.16.5 Penalties for repeated plagiarism or fraud

In the event of repeated plagiarism and/or fraud, whether in the same course or another course, the student will receive a grade of "0" for the course in question. A second note will be added to the student's file, and the student will be summoned by their program coordinator. In the case of a third offence, the student may be expelled from the College.

For more details on the administrative procedure for handling cases of plagiarism or fraud, refer to *appendix 4 - Handling cases of plagiarism and fraud*.

5.16.6 Use of artificial intelligence in an academic context

The risks associated with generative AI include academic integrity, intellectual property (including copyright), institutional reputation, content accuracy, and bias.

- a) Students may use generative AI only with prior authorization from the teacher.
- b) In all cases, students must disclose or cite instances where they have used a generative AI tool.

- c) Students are responsible for the entirety of their work. They must thoroughly review and appropriately adjust any work produced with the help of generative AI. A student who chooses to use generative AI to contribute to the creation of a resource or document will still be held fully accountable for the content of their work.

5.17. EQUIVALENCY AND SUBSTITUTION

- 5.17.1 The College may grant an equivalency when a student demonstrates that they have met the objectives of the course through previous schooling, extracurricular training, or other means. An equivalency grants units for the course without needing to replace it with another one (Article 22 of the College Education Regulations [RREC]).
- 5.17.2 The College may authorize the substitution of one or more courses in a student's program with one or more other courses (Article 23 of the RREC).
- 5.17.3 Granting equivalency or substitution involves verifying whether the objectives and standards of one course align with those of another. For substitutions, the correspondence only applies to courses taken at the college level in a recognized institution.
- 5.17.4 The College may use a substitution table developed from previous validated requests by the program coordinator.
- 5.17.5 All requests for equivalency or substitution must be submitted to the program coordinator according to the established procedure and deadlines outlined in the student guide and academic calendar. If the student is currently enrolled in the course for which they are requesting equivalency or substitution, the request must be made at least one week before the deadline to withdraw from the course. For detailed information on the administrative procedure, refer to Appendix 1 - Procedure Concerning Equivalencies (EQ) and Substitutions (SU).

For the analysis of the request, the student must provide supporting documentation. Students who present falsified documents are subject to sanctions and disciplinary measures, which could include expulsion from the College.

A minimum processing time of one week is required for reviewing the request. Until a decision is communicated, the student must continue attending the course if they are enrolled in it.

The program coordinator or the Academic Studies Directorate may require the student to pass a test before granting equivalency or authorizing substitution.

If equivalency or substitution is granted, the notation EQ or SU will be recorded on the student's transcript upon finalization (graduation).

5.18. RECOGNITION OF EXTRACURRICULAR LEARNING

Extracurricular learning encompasses valuable and relevant experiences gained outside the formal education system, such as work and life experience, self-directed study, travel, volunteering, social involvement, participation in sectoral or professional training sessions, and socio-cultural commitments.

Recognition of extracurricular learning grants the student the units associated with a course without requiring it to be replaced by another.

To apply for recognition of extracurricular learning, students must submit their request to the program coordinator, following the established policy and procedure as well as the deadlines specified in the student agenda and academic calendar. If the student is enrolled in the course for which they are seeking recognition of extracurricular learning, the application must be submitted at least one week before the deadline to withdraw from the course.

(For details on the administrative procedure for recognizing extracurricular learning, consult the Appendix).

5.19. CONTESTING AND REVISING GRADES

5.19.1. Result obtained during the session

Students have the right to request a review of a grade received for an assessment during the session. This request should be made during the class in which the assessment was returned.

After reviewing the grading according to the evaluation criteria, the teacher will communicate their decision to the student. If the student remains dissatisfied, they may submit a written request to their program coordinator.

5.19.2. Final course grade⁹

Students may request a review of their final course grade. This request must be made using the grade review form available on Omnivox, following the procedure and deadlines set by the Academic Studies Directorate, as outlined in the student agenda and academic calendar.

Such requests will be reviewed by the program coordinator and at least one other teacher. The program coordinator will determine whether to adjust the final grade or maintain the originally assigned grade.

5.20. EXEMPTION

The College may grant an exemption from a course when it determines that the student cannot achieve the course objectives or to prevent significant harm to the student. The exemption does not entitle the student to the units attached to this course, which does not have to be replaced by another. (Article 21 of the RREC).

Exemptions are exceptional and are based on the following criteria:

- a) The student has a verified inability to participate in the scheduled course.
- b) The College cannot offer a replacement course for the one the student cannot take.

A medical certificate from a member of the Collège des médecins du Québec may allow a student to obtain an exemption (DI) from a physical education course. All requests for exemptions must be submitted to the student coordinator.

The total units required for graduation will be adjusted to reflect the exemption, as it does not provide the units for the exempted course.

5.21. “INCOMPLETE” GRADE

5.21.1. “INCOMPLETE” (PERMANENT) GRADE

A permanent “*Incomplete*” (IN) may be recorded on a student’s academic record if they are forced to abandon their studies or reduce their workload due to serious, unavoidable reasons (such as being absent for three weeks or more) after the deadline specified by the Ministère de l’Enseignement supérieur and listed in the academic calendar. The student must submit supporting documents to the student coordinator, who will review and keep them on file in close collaboration with the registrar. Quebec law applies to Quebec residents or Canadian students

⁹ Please note that there are fees associated with grade review requests. These fees are refunded if the grade is increased as a result of the review.

residing in Quebec with respect to mental or physical health. Students from outside Quebec are expected to consult a professional in Quebec. For students enrolled in an online program residing in other Canadian provinces, a supporting document from a professional in their province must be provided. An "Incomplete" does not confer any units for the course. The student must retake the course to receive a grade.

5.21.2. "TEMPORARY INCOMPLETE" GRADE

A "*Temporary incomplete*" (IT) may be recorded on a student's academic record if they face an unavoidable situation that requires extra time to complete a missing assessment for a course. If the situation is within the student's control, they must submit supporting documents to the student coordination office, which will review and keep them on file. The "*Temporary Incomplete*" remains on the student's record until the missing grade is received. A maximum extension of one additional semester beyond the course session is granted to complete the missing assessment. After this period, the cumulative grade for the semester will replace the "*Temporary Incomplete*" grade.

5.22. CONTINUATION OF STUDIES

A student with poor academic performance may be subject to conditions for continuing their studies, as determined by the student coordinator and, if necessary, a committee of teachers. These conditions may include changes in erratic behaviour, improvement in academic results, immediate retaking of failed courses, and restrictions on enrolment in certain courses. Failure to meet these conditions may ultimately result in expulsion from the College.

6. PROGRAM COMPREHENSIVE ASSESSMENT

6.1. DEFINITION OF THE PROGRAM COMPREHENSIVE ASSESSMENT

The program comprehensive assessment is designed to assess the integration of knowledge acquired throughout the course of study, as well as the level of development of general and specific competencies within a program.

The Academic Studies Directorate, based on recommendations from program coordinators, determines which courses are associated with the program comprehensive assessment.

Teaching, learning and assessment activities throughout the program should progressively prepare students for the program comprehensive assessment.

The program comprehensive assessment takes place during the final session of the program. Depending on the program, the program comprehensive assessment may be integrated into a research project and/or a placement¹⁰.

6.2. THE PROGRAM COMPREHENSIVE ASSESSMENT: PASS OR FAIL EXAM

The results of the program comprehensive assessment are recorded as either "Pass" or "Fail" on the student's academic transcript. If a student fails the assessment, they automatically fail the associated course. The student must then retake the failed course linked to the program comprehensive assessment.

6.3. STANDARDIZED MINISTERIAL EXAMS

The Ministère de l'Enseignement supérieur determines the competencies and elements of competencies for each

¹⁰ The program comprehensive assessment may be assigned to one or more courses in the final session of the program.

component of general education, including teaching language and literature, second language, philosophy, physical education and complementary courses.

The Ministry may require a standardized exam for these components and make passing this exam a condition for obtaining the college diploma.

The Academic Studies Directorate is responsible for organizing any exams mandated by the Ministry.

7. CERTIFICATION OF STUDIES

7.1. ADMISSION REQUIREMENTS

At the time of admission to the College, students undergo a verification process to ensure they meet the eligibility criteria for the Diploma of College Studies (DCS) or the Attestation of College Studies (ACS).

Students enrolled in the DCS program must meet the general and specific admission requirements outlined by the *College Education Regulations* (RREC).

Students enrolled in the ACS program must comply with the conditions set by the College, in accordance with Article 4 of the RREC.

For work-integrated learning (WIL) programs, the College may require students to meet additional specific eligibility conditions.

The admission conditions are detailed in LaSalle College's admission regulations, available on the College's website.

7.2. ELIGIBILITY FOR CERTIFICATION OF STUDIES

The College outlines the sequence of learning activities for each program, ensuring that students adhere to these requirements throughout their academic journey. Additionally, appropriate procedures must be in place to maintain all documentation supporting the recommendation for graduation.

For equivalencies, substitutions, or exemptions, the College verifies the credits earned using transcripts or recommendations that led to the decision, in accordance with Articles 5.17 and 5.20 of this policy.

At the end of each session, the College reviews the eligibility for the DCS or ACS according to the applicable laws.

The Academic Studies Directorate is responsible for enforcing the rules regarding graduation. To determine eligibility for the DCS, the College verifies:

- the units earned, ensuring they comply with the Ministry's program requirements;
- the successful completion of standardized ministerial exams;
- the successful completion of the program comprehensive assessment.

For assessing the completion of the DCS or ACS, the College:

- checks the level of competency or objectives achieved in the program in which the student is enrolled;
- verifies, with the transcript certification, the level of competency or objectives met for the learning activities

outlined in the student's program.

After each session, the College recommends the certification of studies by:

- producing a list of students eligible for the DCS or ACS;
- submitting to the Ministry the list of students recommended for the issuance of the DCS;
- issuing transcripts marked with a "Yes" for the DCS recommendation;
- awarding the ACS.

8. IMPLEMENTATION

8.1 ADOPTION AND ENTRY INTO FORCE

Upon the recommendation of the Academic Studies Directorate and after consultation with the Academic Council, the Board of Directors may amend the *Institutional Policy on the Evaluation of Student Achievement* (IPESA). The policy comes into effect as soon as it is adopted.

8.2 INTERPRETATION

In the event of a conflict regarding the interpretation of any point between the French and English versions of the IPESA, the French text shall prevail.

8.3 DISSEMINATION

The Academic Studies Directorate, with the support of the academic organization and student services, is responsible for ensuring the IPESA is made available in both French and English to students, teachers, program coordinators and any other stakeholders involved in the evaluation policy¹¹.

The Academic Studies Directorate provides each teacher with a copy of the IPESA or makes it available on the College's intranet.

8.4 DOCUMENTATION AND TRAINING

The Academic Studies Directorate provides teachers and program coordinators with relevant resources on the evaluation of learning. To support this, the documentation centre designates a section for materials related to pedagogical practices and evaluation. Additional resources are also available on the College's intranet.

Moreover, the Academic Studies Directorate is responsible for organizing and offering professional development activities focused on learning assessment.

8.5 SELF-ASSESSMENT AND REVISION MECHANISMS FOR THE IPESA

Comments from stakeholders can be directly submitted and shared on the IPESA intranet page. These comments

¹¹ The documentation centre makes the IPESA available in its catalogue, while student services ensures that the IPESA is accessible on Omnivox and on the "My Student Guide" web platform.

are regularly considered by the Academic Studies Directorate when updating the IPESA. Any modifications to the document must be presented to the Board of Directors. The IPESA is under the jurisdiction of the Academic Studies Directorate and is subject to a comprehensive evaluation every five (5) years.

The general criteria used for the self-assessment of the IPESA's application include:

- compliance of practices with the policy;
- the effectiveness of the policy's implementation, ensuring fairness and equity in the evaluation of learning.

APPENDICES

Appendix 1 - Procedure Concerning Equivalencies (EQ) and Substitutions (SU)

1. Role of participants

EQ/SU are granted through a process where the roles and responsibilities of each stakeholder are clearly defined.

1.1 Admissions office

- Informs students about the required documents and the policy on the evaluation of student achievement.
- Consults with program coordinators when in doubt.

1.2 Student

- Submits their request in accordance with the rules and conditions outlined in the policy on the evaluation of student achievement.
- Undertakes to provide accurate and authentic documents.
- Agrees to undergo any assessments that may be required by academic or program coordinators.

1.3 Program secretary

- Assists the student in properly completing their application form and ensures that all supporting documents are attached.
- Verifies that all documents necessary for assessing the request are present in the electronic file.
- Records the request in the tracking file and forwards it to the relevant program coordinators.
- Invites the student to review their file once their request has been processed.

1.4 Program coordinators

- Review the documents submitted by the student and determine the validity of the request.
- Conduct the analysis of course substitutions and replacements in the system.
- Decide whether the equivalency (EQ) is granted and whether the substitution (SU) is authorized.
- Consult a pedagogical expert if necessary.
- If required, administer an assessment to the student and coordinate the evaluation of that assessment.

1.5 Academic Studies Directorate

- Ensures that practices align with the College Education Regulations.

1.6 Academic Organization Committee

- Confirms the decision and records it in the student's file.

2. Process steps

2.1 A student wishing to submit a request for an equivalency (EQ) or substitution (SU) that has not been automatically added to their academic record must complete a request form. The student must fill out this form for each course or group of courses for which they seek an EQ/SU and submit it to their program secretary.

2.2 Requests can be made at any time and have no deadline, except when the course is scheduled. In such cases, the request must be submitted before the current session's enrolment declaration.

2.3 For substitution (SU) requests, the program coordinator may require the student to submit a syllabus or a description of the course(s) taken. If the results are not available on the electronic platform (Socrate image), the student must present an official transcript.

2.4 For equivalency (EQ) requests, the student must document the request as precisely as possible and include translations if needed. Only well-substantiated documents will be considered.

2.5 Incomplete or poorly documented files may be rejected by the program coordinator.

The coordinators reserve the right to require the student to pass an assessment before granting the requested substitution or equivalency. The student must take the assessment at the convenience of the program coordinator or student coordinator. Failure to comply will render the request null and void.

2.6 Once the decision is made by the program coordinator and recorded in the file, the program secretary notifies the student in writing that their request has been processed or informs them of any conditions set by the student coordinator.

3. Decision

3.1 The program coordinator or student coordinator forwards the decision to the Academic Organization Committee for validation and notation in the student's file.

3.2 The program secretary informs the student of the decision. If the decision is negative, an explanation is provided on the request form. If the decision is positive, the student will be able to see that their request has been accepted on their academic progress chart. The College processes EQ/SU requests at the end of the session.

4. Special rules

4.1 From a programmatic approach, the program coordinator or student coordinator may refuse an EQ/SU request if:

- there are special rules governing the requested program or course. In such cases, the program coordinators should compile a list of special rules and make them accessible;
- the student submits a number of requests deemed too high or inconsistent with their academic progress;
- the technology or tools used are not comparable or are considered obsolete;
- the student's skills need to be updated.

Appendix 2 - Recognition of extracurricular learning

1. Role of participants

The process of recognizing extracurricular learning follows a clearly defined procedure, with the roles and responsibilities of each participant specified.

1.1 Program coordinator

The role of the program coordinator is to provide information about the process, initiate the student's file, ensure the application submitted is complete, and monitor the file until the final decision.

- The coordinator will meet with the candidate and help identify the knowledge they have gained outside of the school environment.
- They will provide the candidate with a copy of the course syllabus, if necessary, and inform them of the related skills and competencies.
- They will assist the student in preparing for the evaluation of their knowledge and provide the necessary documents for reviewing their case.
- The coordinator will identify a qualified individual to assess the student's knowledge and facilitate the connection between the student and the evaluator.
- If the student decides to proceed with the process, the program coordinator will refer them to the student coordination team.

1.2 Evaluator (teacher)

The evaluator is recognized as an expert in the specific field of learning being assessed and is responsible for evaluating the candidates.

1.3 Student coordinator

The student coordinator supports the program coordinator with the procedure and manages any associated fees.

2. Evaluation methods

The acquisition of knowledge in a school setting and in real-life situations presents many differences. In a school environment, learning typically progresses from generalization and theory to practice, whereas in other settings, learning often starts with practice and leads to generalization. While school-based learning is evaluated within a well-defined framework, other types of learning require various methods to assess knowledge and skills.

There are several tools for evaluating non-formal learning:

- Portfolio or personal file
- Comprehensive exam or established course assessment
- Demonstration of a specific skill
- Simulation exercise
- Interview, structured conference or oral exam
- Project presentation
- Product presentation

To determine the appropriate evaluation method, the subject matter expert, in consultation with the program coordinator, answers the following questions:

- Are the acquired knowledge and skills measurable?

- Does the evaluation method align with the knowledge acquired?
- Can it be applied consistently?
- Is it free from bias and jargon?
- Does it allow the candidate to effectively demonstrate their knowledge?
- Is it the most efficient, fair and straightforward option?

3. Steps in the assessment process

3.1 Pre-evaluation interview

The candidate meets with student services to be informed about the procedure and any associated fees, allowing them to decide if pursuing this process is appropriate. During this meeting, they are advised on the types of documents to bring to the interview:

- Samples of work
- Summaries of readings
- Letters from employers describing tasks performed
- Letters from non-profit organizations detailing tasks undertaken
- Any other documents relevant to the evaluation of their file

The student is also informed about the possibility of obtaining a more detailed course content description.

3.2 Request for recognition of prior learning

The candidate submits an official request for prior learning assessment by filling out a form. A separate form must be completed for each course for which they seek recognition of prior learning.

The candidate pays the fees associated with opening the file. It is important to note that these fees are payable only once, at the time of file opening, and they are non-refundable.

3.3 Evaluation preparation

The candidate prepares to validate their acquired knowledge and presents all supporting documentation to the evaluator. The evaluator reviews the documents submitted by the candidate and may request additional evidence to complete the portfolio if deemed necessary.

3.4 Summary analysis of the file

Once the completed file is submitted, it is reviewed in collaboration with the program coordinator. If the evidence provided is deemed insufficient, the candidate is informed and given a two-week period to submit additional proof. The candidate can then choose to continue or withdraw their request.

At this stage, to accurately assess the candidate's competence, they may be required to undergo an evaluation. The candidate will be informed of this requirement and can decide whether to proceed or withdraw their request.

3.5 Demonstration of prior learning

In collaboration with the program coordinator and the subject matter expert, the institution arranges the assessment, which may involve one or more evaluation tools. The candidate is responsible for paying the fees associated with each assessment. The candidate will be informed of the nature of the assessment and, if necessary, provided with a detailed course plan that covers all the material to be examined.

3.6 Evaluation and outcome

The subject matter expert evaluates the candidate's prior learning and decides whether to officially recognize it. The evaluator will issue a decision of either an approved or denied EQ. The decision is accompanied by an evaluation report. If the candidate fails the assessment, the result will not be recorded on their transcript. A passing result will be recorded as a recognized credit (EQ) on the student's transcript, granting them the associated course units.

If the student feels unsatisfied with the outcome, they may request a review of the grades by following the standard procedure for grade appeals. They have two weeks from the date of the decision to submit their review request.

4. Fees for recognizing prior learning

Fees are associated with the recognition of prior learning. Please refer to the list of fees available on the College intranet.

Appendix 3 - Procedure for the application of Articles 5.12.1 (Course attendance) and 5.12.2 (Exception)

Teachers record the attendance of their students in all classes and monitor the total number of hours of absence accumulated throughout the session.

When deemed appropriate, the teacher reminds the students concerned of the rule.

Between weeks 12 and 13 of the session, the teacher reviews cases where the maximum number of absences allowed for the course has been exceeded. Based on the three criteria outlined below, the teacher then recommends to the student coordinator, with the support of the program coordinator, that these students be excluded from the course.

Criteria:

1. Expected achievement of all the competencies targeted by the course, based on the student's summative and formative assessment results
2. Valid and credible justification for the majority of the student's absences
3. Active participation of the student in learning and assessment activities occurring in the course

Following the teacher's recommendation, the student coordinator, with the support of the program coordinator, decides whether to withdraw the student from the course. This decision is implemented by week 13 at the latest. Once the decision is made, the student coordinator will inform the student in writing.

A student wishing to appeal the decision should contact their program coordinator.

Appendix 4 - Handling cases of plagiarism and fraud

Role and responsibilities of teachers

By introducing key principles and implementing prevention strategies against plagiarism, teachers lay the groundwork for raising awareness and encouraging reflection on academic integrity among students each session. This work may take several forms, including:

- a) Presenting the academic integrity contract and reminding students of their obligation to sign it
- b) Explaining and demonstrating what constitutes cheating and/or plagiarism, and informing students of the potential consequences
- c) Advising students to adhere to the guide for presenting written work provided to them, and indicating where it can be found
- d) Introducing students (especially those in their first semester) to the citation standards recommended by the college
- e) Directing students to available help and training resources at the College concerning academic integrity
- f) Adhering to and enforcing the rules outlined in the IPESA by documenting cases of plagiarism and fraud with the program coordinators, so they can be handled according to established procedures

Rights and responsibilities of teachers in cases of suspected plagiarism

In cases of suspected fraud or plagiarism:

- a) The teacher may ask the student to provide their notes, drafts, sources, or any documents used in preparing the submitted work.
- b) In collaboration with the program coordinator, the teacher may also arrange an interview to verify the student's knowledge related to the assessed competencies.
- c) The teacher may require the student to redo the work, either orally or in writing, and to complete mandatory training on academic integrity.

Role and responsibilities of students

- a) Sign the academic integrity contract and adhere to its commitments, with potential disciplinary measures up to and including expulsion from college
- b) Consult the most recent version of the guide for presenting written work and comply with the citation standards and formatting rules prescribed in this document
- c) Attend any academic integrity training offered by the college
- d) Keep their notes, drafts, sources or any documents necessary to demonstrate the preparation of the submitted work

Roles and responsibilities of the Academic Studies Directorate

- a) Establish a plagiarism prevention committee and support its activities
- b) Assist teachers in fulfilling their roles and responsibilities
- c) Disseminate and make accessible training materials on plagiarism prevention and the guide for written assignments
- d) Ensure adherence to the procedure for handling cases of plagiarism and fraud reported by teachers, and oversee the implementation of sanctions if necessary
- e) Review and update the procedure for handling cases of plagiarism and fraud
- f)

Procedure for handling cases of plagiarism and fraud

- a) The program coordinator submits the plagiarism and fraud reporting form.
- b) The teacher completes the form, specifying the reasons, and provides the components of the plagiarism case file to the program coordinator.
- c) If necessary, the program coordinator or the teacher may consult the

Plagiarism Prevention Committee at any time for advice or as a neutral third party.

- d) The program coordinator signs the plagiarism and fraud reporting form and gives it to an administrative staff member, who will send it to the student within 2 business days.
- e) The student has 5 business days to contest the plagiarism notice with the program coordinator if they wish.
- f) In case of doubt, a meeting is organized between the student and the program coordinator to review the request. If the student's contestation is accepted, the plagiarism case is closed with no record on the student's file.
- g) If the plagiarism notice is not challenged by the student or remains upheld after reviewing the response and/or the meeting, an administrative staff member will send the final decision in writing, along with the applicable sanctions, and note the offence on the student's file within 5 business days.