



**LaSalle College**  
Montréal

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# INSTITUTIONAL POLICY

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## ON EVALUATING LEARNING (IPEL)

- *Adopted by the Board of Governors on July 16<sup>th</sup>, 2019*



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## FOREWORD

The Institutional Policy on Evaluating Learning (IPEL) is the main pillar of the educational project adopted by LaSalle College. Governed by principles of equity, coherence and transparency, it defines the conditions, standards, criteria, rules and procedures pertaining to the assessment of student learning.

This policy is in compliance with the *Règlement sur le régime des études collégiales* (RREC).

The LaSalle College IPEL is distributed and available to students, teachers, the Program Directorate, as well as all other members of personnel who participate in the evaluation of student learning. This policy determines the level of responsibility of the various contributors and recognizes the student's right to a holistic and fair assessment.

It is the responsibility of all LaSalle College students and personnel to take cognizance of the IPEL and ensure its contribution to the institutional quality of teaching and learning.

Academic Studies Directorate

## GLOSSARY OF TERMS

The following terms will be used in this document:

IPEL	Institutional Policy on Evaluating Learning
IPEP	Institutional Policy on Evaluating Programs
ACS	Attestation of College Studies
DCS	Diploma of College Studies
DVS	Diploma of Vocational Studies
SSD	Secondary School Diploma
CEEC	<i>Commission d'évaluation de l'enseignement collégial</i> (College Teaching Evaluation Commission)
MELS	<i>Ministère de l'Éducation, du Loisir et du Sport</i> (Ministry of Education, Leisure and Sport)
RREC	<i>Règlement sur le régime des études collégiales</i> (College Education Regulations)
DI	<i>Dispense</i> (Exemption)
EC	<i>Échec</i> (Fail)
EQ	<i>Équivalence</i> (Equivalency)
IP	<i>Incomplet permanent</i> (Permanent incomplete)
IT	<i>Incomplet temporaire</i> (Temporary incomplete)
RE	<i>Réussite</i> (Pass)
SU	<i>Substitution</i> (Substitution)

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# 1. INTRODUCTION

## 1.1 LASALLE COLLEGE MISSION AND STRUCTURE

LaSalle College, a college-level teaching establishment, defines its mission as follows:

*The mission of LaSalle College is to provide technical and pre-university training recognized for its quality. In close collaboration with professional and educational institutions, in Quebec and across the world, the College seeks to develop its pedagogical leadership through innovation and the quality of its services to the benefit of its students and all LaSalle International establishments in the world.*

LaSalle College is comprised of five (5) distinct schools:

- The International School of Tourism and Hotel Management;
- The International School of Fashion, Arts and Design;
- The International School of Business and Technologies;
- The Humanities and Social Sciences School (includes General Education);
- The School of Online Learning.

This structure is founded on four (4) types of activities geared towards the application of important principles; namely:

- a) The development of educational approaches conducive to the training of professionals, sought after by companies and organizations;
- b) The advancement of authentic learning experiences for students, led by scholars and industry professionals, through business internships and final projects, completed in consultation with representatives from students' field of study;
- c) The development and management of teaching and evaluation, student and teacher support systems, as well as the promotion of programs to industry and the general public, by the Program Directorate; under the supervision and coordination of the Academic Studies Directorate;
- d) The sharing of know-how and expertise among all LaSalle College schools, LaSalle International affiliates and businesses, in Quebec and beyond.

# 1. KEY ELEMENTS OF THE INSTITUTIONAL POLICY ON EVALUATING LEARNING (IPEL)

## 2.1 NATURE AND SCOPE OF THE IPEL

The IPEL is the result of a combination of objectives, approaches and tools pertaining to evaluation. It aims to establish coherent and equitable practices, standards and assessment objectives at LaSalle College. The institutional evaluation of this policy is of capital importance.

The IPEL:

- a) is a public document and reflects LaSalle College's commitment to social responsible praxes;

- b) guarantees protection of students' immediate rights, as well as quality education;
- c) promotes trust amongst students, teachers and the administration by publishing the obligations and responsibilities of all concerned by the assessment of learning;
- d) ensures the credibility of evaluation practices at LaSalle College;
- e) plays an especially important role in the college context, allowing LaSalle College to define, administer and provide its own ACSs.

In its pedagogical approach, the IPEL takes into account:

- a) the mastery of the language of instruction;
- b) the constant revision of its evaluation tools and promotion of the best measurement instruments;
- c) the balanced relationship between program objectives and the student's academic progress;
- d) the respect for both the program and competency-based approach.

## **2.2 IMPLEMENTATION OF THE IPEL**

The implementation of the IPEL, established in May 1989, is ensured by the Academic Studies Directorate, in accordance with the rules and regulations of the *ministère de l'Éducation, du Loisir et du Sport* (MELS); namely:

- a) the *Règlement sur le régime des études collégiales* (RREC), which obliges each college to adopt and apply an institutional policy on the assessment of student learning and submit it to the *Commission d'évaluation de l'enseignement collégial* (CEEC) for evaluation.
- b) the *ministerial decision of September 15<sup>th</sup>, 1993, paragraph 1b*, which requires all colleges to ensure the implementation of their IPEL by the 1994 Fall semester.

## **2.3 POLICY EVALUATION**

Every five (5) years, LaSalle College evaluates the application of the IPEL and revises it accordingly. This evaluation is based on comments received by the Pedagogical committee or the Team Leaders committee. Moreover, the policy is available on the college intranet site where it is possible to write running commentary for executives, teachers, and administrative staff. Finally, students can also communicate their comments through Omnivox. This evaluation process must verify if:

- a) whether or not the principles and guidelines have been followed;
- b) whether or not the rules and regulations have been applied;
- c) whether or not responsibilities have been assumed.

The evaluation criteria used are as follows:

- a) the correspondence between its application, the text and essence of the policy;
- b) the efficiency of its application in guaranteeing the quality of evaluations;
- c) the equivalence and fairness in the evaluation of student learning.

The Academic Studies Directorate determines the evaluation process and informs all concerned parties (Program Directorate, team leaders, teachers, students).

## **2.4 OBJECTIVES**

The objectives of LaSalle College's IPEL are as follows:

- a) to communicate the terms and principles of assessing learning;
- b) to inform students of the measures that will be applied in terms of evaluating learning;
- c) to inform teachers of the common guidelines with respect to assessing learning;
- d) to support teachers and the Program Directorate in their educational management, by clearly defining the responsibilities of students, teachers and members of the directorates with regards to evaluating learning.

## **2. CONCEPT OF EVALUATING LEARNING**

### **3.1 ROLE OF EVALUATION**

The evaluation of learning represents a series of activities that lead to a judgment on whether or not program objectives have been met, with regards to the integration of knowledge, know-how and social competence. It contributes to educational action, in three ways:

- a) teachers communicate their evaluation of students' work by providing them with a weighted result with an evaluation grid which includes precise criteria and/or a detailed annotation, informing them of their progress and, potentially, guiding them in their learning;
- b) students compare their own evaluation of their work with that of their teacher's and are, thereby, able to identify their strengths and weaknesses;
- c) possessing success plan related data, members of the directorates are able to apply corrective measures to the implementation of College programs and help center services and policies.

### **3.2 FORMATIVE AND SUMMATIVE EVALUATION**

LaSalle College recognizes teachers' ability in exercising an evaluative role, particularly with regard to the assessment of learning. Teachers are required to direct their evaluation of the learning process and competency development towards diagnostic and formative ends.

*Formative evaluations* take place throughout the learning process and do not determine whether a student should pass or fail. They allow students to measure their strengths and weaknesses and restructure their understanding and/or skills. They also allow teachers to better plan their teaching, by indicating which elements of a class need to be reviewed and/or emphasized. Formative evaluation criteria may vary according to teaching approaches and encountered situations.

*Summative evaluations* determine the passing or failing of an evaluation or assignment. They focus on the development of a competency (or competencies) targeted by a course and are based on its (or their) associated performance criteria, known in advance. Summative evaluation details appear in the course outlines and course calendars.



### **3.3 EVALUATION METHODS**

LaSalle College encourages diverse evaluation methods, as well as the development of approaches and methods that foster ongoing and interactive evaluative processes.

## **4. RESPONSIBILITIES**

The evaluation of learning is an institutional responsibility, operating at four (4) different levels as per the role(s) of relevant stakeholders: students, teachers, the Program Directorate and the Academic Studies Directorate. Industry representatives can also be involved in this process. The application of processes attached to this responsibility is sanctioned by LaSalle College's Board of Governors.

### **4.1 ACADEMIC STUDIES DIRECTORATE**

The Academic Studies Directorate is responsible for:

- a) the publication and application of the Institutional Policy on Evaluating Learning (IPEL) and the Institutional Policy on Evaluating Programs (IPEP), in conjunction with all concerned parties;
- b) approving course outlines and ensuring that courses' terminal objectives are clearly defined, as per ministerial requirements;
- c) assuring, through the approval procedure of a final evaluations, that all final evaluations are fair and equitable for students registered in the same class even when the teacher and language of instruction differ;
- d) receiving all recommendations from the Program Directorate, regarding professional development activities for teachers and for which it is responsible for implementing;
- e) ensuring that the implementation of the teaching evaluation process is in compliance with LaSalle College's Teaching Evaluation Policy.

### **4.2 SENATE**

The Senate is an advisory committee mandated to advise the Board of Governors on all questions pertaining to policies, programs and the different directions guiding or that should guide the College's educational project. The goal is always to improve teaching and training. The Senate, presided over by the Academic Dean, includes:

- a) a representative from administrative services;
- b) representatives from the Program Directorate, from the five (5) schools;
- c) teacher representatives from the five (5) schools;
- d) student representatives from the different schools.

### **4.3 BOARD OF GOVERNORS**

On recommendation of the Academic Studies Directorate and the Senate, the Board of Governors adopts the IPEL. If needed, the Board identifies the modifications, additions and/or deletions to be made. The Board submits, to the *ministère de l'Éducation, du Loisir et du Sport* (MELS), the list of students who have met the conditions to obtain a Diploma of College Studies (DCS).

#### **4.4 STUDENTS**

Students shall take cognizance of the IPEL and, when necessary, the specific conditions that apply to their program. Students shall conform to the IPEL's rules. Markedly, students shall:

- a) attend every class for courses in which they are enrolled, as well as demonstrate punctuality and diligence. In the case of an absence, students are responsible for acquiring all documents, notes and/or information relevant to their learning;
- b) participate in all types of formative evaluation administered by the teacher or summative evaluation mentioned in the course outline;
- c) make use of the various "success plan" measures, implemented by the College and/or resort to any resource able to help them remedy their learning difficulties;
- d) participate in the comprehensive evaluation sanctioning the completion of their program of studies (in effect since January 1997), as well as in the Ministerial Examination of College English Language of Instruction and Literature (English Exit Exam);
- e) respect the grade-revision or complaint process should they believe that their learning has been unfairly assessed.

#### **4.5 TEACHERS**

Teachers shall take cognizance of the IPEL and, when necessary, the specific conditions that apply to the program(s) in which they teach. Moreover, teachers shall:

- a) provide a copy of the course outline, received from the Program Directorate, to registered students, during the first class;
- b) indicate and explain to students, during the first class, the frequency, weighting and main performance criteria attached to the competency(ies) targeted by the course;
- c) respect the course outline and only modify, if needed, the components identified in the official guide available in the College intranet; all other modifications in a course outline must be presented to the Program Director/Coordinator. If he or she deems the proposed modifications to be relevant, he or she sends the modified outline to the Academic Studies Directorate for final approval;
- d) provide students with teaching, learning and evaluation activities that are in conformance with the competency-based approach; markedly, by practicing formative evaluation in their every course;
- e) clearly communicate to students the evaluation grid (the evaluation criteria) the specifics pertaining to the assessment of formative and summative evaluations or assignments, when assigning the work;
- f) oversee the management of student attendance and participation in class, in learning and evaluation activities;
- g) evaluate students in a manner that allows them to measure their knowledge, competency development and work skills with the help of measurement and evaluation tools;
- h) participate in identifying the training needs and activities with regards to teaching and evaluation.

#### **4.6 TEAM LEADERS**

The team leaders, elected by their peers, contribute to the quality of teaching in their program by liaising between the Academic Studies Directorate and teachers. Essentially, they must:

- a) coordinate the meetings and work of the Program Committee;
- b) assist the teachers with pedagogical and disciplinary matters or submit questions to the appropriate specialists;
- c) collaborate in the verification of final evaluations with regards to the policy on evaluation;
- d) participate in the professional integration of new teachers, into their program;
- e) sit on the Team Leaders' Committee, presided over by the Academic Dean.

#### **4.7 PROGRAM DIRECTORATE**

The Program Directorate shall:

- a) suggest improvements to and adaptations of the IPEL;
- b) recommend course outlines and final evaluations for approval, to the Academic Studies Directorate; ensure the implementation of teaching, learning and assessment activities that contribute to the development of competencies targeted by the various programs of study;
- c) provide students with the coaching and support services required for their learning;
- d) identify teachers' needs in matters of teaching and evaluating learning; support teachers in the development and use of educational and evaluation tools; suggest and organize, in concert with the Academic Studies Directorate and the College's Professional Development Committee, relevant training activities;
- e) implement the teaching evaluation process as per the terms listed in the College's Teaching Evaluation Policy.

#### **4.8 SCHOOL AND/ OR PROGRAM INTERNAL POLICIES**

A school can establish rules particular to their practices. These rules cannot, in any way, shape or form, contravene those of the IPEL. To this end, a committee comprised of teachers and their Program Director/Coordinator establish said rules specific to the program. These rules are submitted to the Academic Studies Directorate for approval and communicated by the Program Director/Coordinator to all concerned personnel. An internal school or program policy is available to all, upon request.

#### **4.9 INDUSTRY REPRESENTATIVES**

Industry representatives may be called upon to judge students' work and/or performance, during final project presentations, business internships or any other activity, such as work-study programs.

### **5. EVALUATION RULES**

#### **5.1 DEFINITION OF A COURSE**

A course is a set of learning activities, comprised of at least 45 teaching periods (or, in the case of physical education, 30 teaching periods), for which credits are attributed.

In the case of online programs, courses are constituted of self-training and synchronous and asynchronous cyber-coaching. Self-training is interactive learning through the tutorial, which corresponds to 33% of traditional classroom contact hours. The synchronous cyber-coaching corresponds to the contact hours with the tutor, in virtual classroom.

Asynchronous cyber-coaching is the communication between tutors and learners, as well as the completion of assignments, practical work and integrative projects. The two types of cyber-coaching constitute 67% of the contact hours of a course offered in traditional classroom. Therefore:

- a 45-hour course consists of 15 hours of facilitated and directed self-study and 30 hours of cyber face-to-face training, of which 7.5 to 9 hours are spent meeting in a virtual classroom;
- a 60-hour course consists of 20 hours of facilitated and directed self-study and 40 hours of cyber face-to-face training, of which 10 to 12 hours are spent meeting in a virtual classroom;
- a 90-hour course consists of 30 hours of facilitated and directed self-study and 60 hours of cyber face-to-face training, of which 17.5 to 21 hours are spent meeting in a virtual classroom.

Please note that for online general education courses virtual classroom hours may vary to meet the needs of students.

### 5.1.1 Course Outline

Teachers or a team of teachers must prepare course outlines respecting the indicated norms found in the official guide available on the College intranet. They are presented to the Program Director/Coordinator who recommends them to the Academic Studies Directorate for final approval. The approved course outlines are then put on the College intranet. All course outline updates must be approved by the team leader, teacher or team of teachers responsible for such changes before being presented to the Program Director/Coordinator, who will then recommend these changes to the Academic Studies Directorate.

Each course outline includes the following:

- a) a *course identification* section that indicates the program(s), the course title, the number of hours, the weighting and the competency(ies) targeted by the course;
- b) *the course position*: the course's position within the program, including the prerequisites for the course and the courses that follow, and how that knowledge is reinvested;
- c) *the scope of the course*: the knowledge and skills acquired within the course;
- d) *the elements of the competency(ies) to be developed, as well as the learning objectives to be attained; the achievement context and the performance criteria associated to the elements of the competency(ies)*;
- e) *the essential content*: all of the knowledge, skills and behaviours linked to the targeted competency(ies);
- f) *the methodological approach* of the course, or the principal pedagogical methods and forms employed by the teacher, as well as learning situations available to the students, including participation requirements;
- g) *the terms for evaluating learning*, the frequency and weighting of summative evaluations, the standards of evaluation for written language and the presentation of written work;
- h) *the distribution*, over the course of the semester, of the assignments, tests, exams and other evaluations. Submission dates for assignments and exam dates, as well as the number of tests, are also indicated;
- i) *the bibliography* or the pertinent written, audiovisual, or electronic documents that will be used;
- j) *the mandatory material*;
- k) *the institutional requirements* that apply to the course.

During the semester, any proposed modification to the course outline, with regards to the rules and/or methods associated with assessment, must be submitted to the Program Director/Coordinator. Should the modification be deemed pertinent, the Program Director/Coordinator will then seek the approval of the Academic Studies Directorate. After approval, any change must be communicated to the students in writing.

## 5.1.2 Course Calendar

The course calendar is complementary to the course outline. It presents the detailed progression of learning and evaluative activities while relating them to the targeted competency(ies) for the course, the resulting objectives and the performance criteria that determine the evaluations. The course calendar, established by the teacher of the course, includes the following elements:

- a) the targeted competency(ies) of the course and the elements of the competency(ies);
- b) the achievement context;
- c) the learning objectives;
- d) the learning activities;
- e) the content;
- f) the formal formative evaluation activities and the summative evaluation activities, as well as their associated performance criteria;
- g) the dates of lessons;
- h) the individual work to be done by students.

During the first class, teachers present the course calendar to the students. They post an electronic copy of it on the College intranet.

For online training, the schedule of virtual classes and evaluations is posted in the student's personal profile.

## 5.2 TEAM TEACHING

A course outline for which a team of teachers is responsible must describe the teaching and evaluation conditions for each section. The person in charge of teaching the last class, or administering the final evaluation, is responsible for the compilation, calculation and transmission of results.

## 5.3 EVALUATION PROCESS

### 5.3.1 Evaluation Criteria

When assigning work, the teacher must communicate to students, in writing and on the LaSalle College intranet, the rules pertaining to a summative evaluation. The following information must be included:

For *written or practical assignments*—the nature of the evaluation, subject, weighting, objectives, method of presentation, submission deadline, evaluation criteria, required content, team structure if necessary, when the assignment will be returned to the student, and evaluation grid with exact criteria;

For *oral presentations*—subject, allotted time, material allowed, participation conditions, evaluation criteria, presentation date, objectives, weighting and team structure, and evaluation grid with exact criteria;

For *tests or exams*—weighting, marks for each question, material allowed, questions, allotted time, and when the test or exam will be returned to the student, and evaluation grid with exact criteria.

Participation can be evaluated only if it is directly related to an element of the competency(ies) or to the competency itself. The teacher may include an individual in-class attitude and behaviour grade, taking into account the specifics

and the ethical code of the profession that the student is studying for. This grade takes into consideration student diligence, proper attire and language. Such an evaluation cannot constitute more than ten per cent (10%) of the final grade for any course, unless there a special authorization was granted from the Program Director/Coordinator. This grade must be based on clear and measurable evaluation criteria that are defined in the course outline.

## **5.4 PASSING A COURSE**

### **5.4.1 Evaluation process**

The evaluation process applies throughout each stage of the learning experience.

### **5.4.2 Percentage**

For all courses, grades are expressed as a percentage. A grade of 60% confirms the minimal development of the competency(ies) or the attainment of objectives, as per the performance criteria set by the MELS. Any grade below 60% indicates a failure for that course.

### **5.4.3 Conditions for the completion of a sole course, or the last course within a sequence of courses, to develop a competency**

### **5.4.4 Confidence Range of the Final Grade**

A confidence range can be applied to the final grade, granting a student 60%, if they have demonstrated that they achieved the competency of the course by succeeding in the final evaluation of said course, but of which the average is lower than 60%, but equal to or above 57%. The confidence range can only be applied if the four following conditions are met:

- The student's average for the semester, including the final evaluation, must be of 57%, 58% or 59%;
- The student succeeded in the final evaluation with a 60% grade or more;
- The student participated in all summative evaluations of the course while observing the IPEL's regulations;
- The student's grades are all above 0 for all the course's required evaluations.

In short, if the student meets those four conditions, they will be granted the passing grade (60%) for the course.

### **5.4.5 Achieving the objectives of the Comprehensive Exit Examination**

For the Comprehensive Exit Examination, the remark "Success" or "Failure" indicates if the objectives of this evaluation have been achieved. Failing a section of the Comprehensive Exit Examination means that the related course is failed, even if the cumulative mark is higher than 59%.

## **5.5 TYPES OF EVALUATION**

### **5.5.1 Formative evaluation**

A formative evaluation activity is not counted for marks. It allows the teacher to evaluate the students' progress and orient their course activities accordingly. It is frequent and serves as a preparatory exercise for the summative evaluation. It can be formal or informal.

## 5.5.2 Summative evaluation

The summative evaluation is used following a course unit or an entire course. It allows the student to demonstrate his or her level of competency development, in relation to the course.

### 5.5.2.1 Intermediate summative evaluation

An intermediate summative evaluation focuses on a fraction of the competency(ies) targeted by a course. It excludes the final summative evaluation. It can take various forms such as an exam, a test, a research assignment, a project, etc. It must represent at least 20% of the total grade for the course.

### 5.5.2.2 Final summative evaluation

The final summative evaluation focuses on all of the elements of the targeted competency(ies) for a course. It must represent at least 40% of the total grade for the course. This weight must be equal or superior to each of the intermediate summative evaluation.

## 5.5.3 Teamwork

When work done by a team is subject to a summative evaluation, each student is assigned an individual grade.

In no event shall the departure of a member of the team lead to a penalty for the other team members.

## 5.6 ASSIGNMENT PRESENTATION

Teachers have the right to refuse an assignment based on an obvious lack of proper presentation.

A guide for the proper presentation of written assignments is available at *Librairie GCL* (LaSalle College Group bookstore), the LaSalle College Documentation Centre, as well as on the College intranet. For certain courses, this guide is included in the list of mandatory texts listed in the course outline. Students must present their work according to the standards described in this guide.

## 5.7 QUALITY OF WRITTEN LANGUAGE

It is the teacher's responsibility to identify language errors found in a student's work. For all work in which the quality of the language is not part of the evaluation criteria, the teacher has the right to apply a penalty of up to 20% of the grade.

The penalty applicable for each course is established by the program team and must appear in the course outline.

## 5.8 ASSIGNMENT SUBMISSION

All assignments used as summative evaluations must be submitted in class at the time determined by the teacher. All late submissions result in a grade of zero (0) for that assignment. However, teachers may request that work be submitted via Omnivox. In such a case, the teacher must clearly explain the procedures for submitting work online when the assignment instructions are presented to the class. The teacher should also determine a specific date and time for the submission of the assignment. Thus, all work submitted after that date and time is considered late and results in a grade of zero.

By providing, prior to the assignment submission deadline, an official justification of absence or a sufficient reason, students may request an extension from the teacher. In the event of technical problems that prevent the submission of work via Omnivox, the onus is on the student to immediately contact the teacher via e-mail, with the assignment attached. The teacher may accept or refuse the extension for the assignment and apply, at his or her discretion, a penalty of up to 10% per day for the lateness.

For online learning, all assignments used as evaluations must be submitted to the tutor via Omnivox. On this platform, students can find a guide that provides the specifics with regards to the submission of work.

## **5.9 COMMUNICATION OF RESULTS**

### **5.9.1 Correction and annotation of evaluations**

Correction of evaluations is considered to be an important part of the student's learning process. Annotation of evaluations helps students identify their problem areas and also helps them understand what they need to accomplish in order to attain the learning objectives.

The teacher must update the cumulative grade of the summative evaluations and diligently post the results on the College intranet.

The teacher must submit the cumulative grade to the student, before the final exam, at the latest, during the second-to-last class of the semester.

### **5.9.2 Returning evaluations and results**

At the beginning of the semester, the teacher must create an *evaluation grid* for each class. This grid allows him or her to plan the different summative evaluation periods scheduled in the lesson plan and the course calendar. When an evaluation is returned, the teacher must, in writing, indicate to the student the weight applied to each of the criteria used through an evaluation grid, as well as pertinent comments.

Teachers must return corrected evaluations to students within a reasonable period of time. In the case of short evaluations, the period is one (1) week. For longer evaluations, the period is two (2) weeks, unless otherwise specified in the course outline or if an agreement has previously been reached with the students.

Longer time for correction may apply in the case of internship reports, final projects, term projects, special projects and projects completed in an intensive course.

For all evaluations, the corrected evaluations must always be returned sufficiently early for the students to be able to improve their skills before the final evaluation. Thus, the teacher has the responsibility of entering the results of all evaluations in the Omnivox evaluation grid within the deadlines previously given.

A teacher can keep copies of the exam so long as they are presented to the students, and the students are aware of it. The corrected copies must be kept until the date for the end of the grade revision process, listed in the school calendar.

It is mandatory for teachers to submit final grades to their Program Director/Coordinator, prior to the grade submission deadline.

## **5.10 OWNERSHIP OF EVALUATIONS**

Copies of final evaluations, term projects and all assignments produced by students using LaSalle College materials remain the sole property of the institution.

## **5.11 WITHDRAWING FROM A COURSE**

Students can withdraw from a course prior to the date established by the *ministère de l'Éducation, du Loisir et du Sport* (MELS). The date is indicated on the school calendar. The request must then be approved by the student's Program Directorate.



Once the course withdrawal deadline has passed, all courses for which students are registered will appear on their transcript, along with their final results.

## 5.12 ATTENDANCE

Attendance and participation in class, as well as in all evaluations is obligatory for all students. Teachers have the responsibility to take attendance and evaluate reasons for student absences.

Any student who believes to have received unfair treatment may notify their Program Director/Coordinator.

### 5.12.1 Class attendance

Students who have cumulated more than the tolerated number of absences in a course may find themselves excluded from said course.

The allowable number of absences, with or without justification, is as follows:

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

In the case of online learning, the use of a microphone is mandatory, when asked. The tutor has the right to indicate as absent any student that does not use the microphone. Thus, the allowable number of absences, with or without justification, is as follows:

- 45-hour course, consisting of 9 hours of virtual class time: 1 hour and 30 minutes of absence
- 60-hour course, consisting of 12 hours of virtual class time: 2 hours and 30 minutes of absence
- 90-hour course, consisting of 21 hours of virtual class time: 3 hours and 15 minutes of absence

### 5.12.2 Exception

Upon recommendation by the teacher, and following the evaluation of the reasons for the student's absences and whether the course competency(ies) has/have been developed sufficiently, an exception may be granted by the Program Director/Coordinator.

### 5.12.3 Absence for an evaluation

A student who is absent during an evaluation can request a make-up evaluation. An official justification must be presented. The student must submit the request to the teacher no later than the class following the absence.

If the request is accepted, the teacher must give a make-up evaluation to the student. If it is impossible to give a make-up evaluation, the teacher must communicate with the programme directorate. In any case, a teacher cannot exempt a student from any summative evaluation.

Absence during a final evaluation will result in a grade of zero (0). The Program Director/Coordinator may accept a valid reason for an absence, upon student request. This authorization is granted only in "major uncontrollable circumstances". Any make-up evaluations will be rescheduled at the convenience of the teacher and the Program Director/Coordinator.

*A "major uncontrollable circumstance" is one that is unforeseen and unpreventable. (Art.1470C.c.Q)*

### 5.12.4 Punctuality for an evaluation

Students are expected on time at the beginning of any evaluation. During a test or a final evaluation, students arriving late will not be allowed to enter the classroom if more than one third of the allotted time has passed. Moreover, students are not allowed to exit the examination room before half of the allotted time has passed.

Once a student has exited the classroom, he or she may not re-enter.

### 5.13 CALCULATION OF THE CLASS AVERAGE

The class average is calculated for each course. This average results from the sum of the grades obtained by the students divided by the number of registered students. It does not take into consideration any *incomplete* grades. Furthermore, results ranging from 0% to 29% are given a grade of 30%, although this does not modify the grade entered on the student's transcript.

### 5.14 PASSING GRADE

A grade of 60% indicates minimal attainment of the standards and objectives set for a course.

### 5.15 FINAL EVALUATIONS

The final evaluation is created by the teacher responsible for the course. The team leader (or the subject-matter expert he or she has designated) verifies whether the final evaluation corresponds to the standards and objectives specified in the course outline, and submits it to the Program Director/Coordinator, who recommends it to the Academic Studies Directorate for approval.

### 5.16 PLAGIARISM AND FRAUD **UPDATED**

#### 5.16.1 Definition of plagiarism

Plagiarism, attempted plagiarism or complicity in plagiarism during an assignment or any evaluated task contravenes the rules. This includes (but is not limited to):

- a) the whole or partial presentation (reference, paraphrase, summary, translation, insertion) of the work of another (text, illustration, film, music, etc. on paper or online) as one's own, or failing to cite a source;
- b) the use of another student's exam during an exam;
- c) the use of an assignment done for another course or a project already submitted in the past, which is passed off as an original work.

#### 5.16.2 Definition of fraud

Fraud, attempted fraud or complicity in fraud constitutes an infraction. This includes (but is not limited to):

- a) the possession or use of any unauthorized document, material or equipment during an exam, including the use of technological tools (including smartwatches);
- b) the execution of an evaluated assignment by another person;
- c) the impersonation during an exam, assignment or any evaluated task;
- d) the possession of the questions or answers of the exam;
- e) the obtainment of any aid not authorized by the teacher in advance.

### **5.16.3 Sanctions in cases of plagiarism or fraud**

Plagiarism, attempts at plagiarism or fraud, or collaboration in plagiarism or fraud are prohibited and considered serious offences. Thus, any instances of plagiarism or fraud will lead to a grade of '0' for the assignment in question. In addition, a note will be made in the student's file and the student will receive a written notice from his or her Program Directorate to that effect.

In the case of recidivism, in the same course or in another course, the student will be given a grade of '0' for the course in question. A second note is made in the student's file and the student will receive a summons from his or her Program Directorate. For a third offence, he or she may be expelled from the College.

## **5.17 SUBSTITUTION AND EQUIVALENCY**

- 5.17.1 The College can authorize an equivalency (EQ) when a student demonstrates that he or she has achieved, in his or her past schooling, extracurricular training or other, the objectives of the course for which the equivalency is being requested. The equivalency grants the number of units attached to the course, and the course does not need to be replaced by any other. (Article 22 of the RREC)
- 5.17.2 The College may authorize the substitution (SU) of one or several program courses, in which the student is registered, by one or more courses. (Article 23 of the RREC)
- 5.17.3 Granting an equivalency or substitution is a procedure that verifies if the objectives and standards of a course correspond to the objectives and standards of another. In the case of a substitution, the correspondence only applies to courses taken at the college level, in a recognized institution.
- 5.17.4 The College can refer to a substitutions table developed using previous requests authorized by the Program Directorate.
- 5.17.5 All requests for an equivalency or substitution must be directed to the Program Directorate, according to the established procedure and the timeframe specified in the student agenda and school calendar. If the student is registered in a course for which they are requesting an equivalency or a substitution, the deadline to submit the request is one week before the deadline for course withdrawal. (See Procedure Concerning Equivalencies (EQ) and Substitutions (SU) in the Appendices section for more details.)

In order to analyze his or her file, the student must provide a justification for making the request. Any student that presents falsified documents will incur penalties and disciplinary measures that could lead to their expulsion from the College.

A minimum of one week is required to evaluate the request. Until the student has been informed of the decision, he or she is responsible for attending the course in which he or she is registered.

The Program Director/Coordinator or the Academic Studies Director can require the student to pass an evaluation, before the requested substitution or equivalency is granted.

If the equivalency or substitution is granted, EQ or SU will appear on their transcript at the end of the current semester.

## **5.18 RECOGNITION OF EXTRACURRICULAR ACHIEVEMENT**

Extracurricular achievement evaluation is comprised of any relevant and useful learning experience completed outside the school system: work or life experience, self-directed study, travel, volunteer work, military service, participation in training sessions offered by professional and industry associations, and socio-cultural activities.

Recognition of extracurricular achievement grants the student the right to the credits of a course without having to replace it with another.

Any request for extracurricular achievement recognition must be presented to the Program Directorate according to the established policy and procedure and timeframe specified in the student agenda and the school calendar. If the student is registered in the course for which he or she is requesting recognition of extracurricular achievement, the deadline for submitting the request is one week before the deadline for course withdrawal. (See Recognition of Extracurricular Achievement in the Appendices section for more details.)

## **5.19 CONTESTING AND REVISING GRADES**

### **5.19.1 Result obtained during the semester**

During the semester, a student has the right to contest a grade obtained in an evaluation and to request its revision by the teacher. This request must be made during the class when the evaluation is returned to the student.

Following the revision, which follows evaluation criteria, the teacher communicates his or her decision to the student. In cases where a disagreement continues, the student can submit his or her request in writing to his or her Program Directorate.

### **5.19.2 Final course grade**

A student can request, in writing, a revision of his or her final course grade, in accordance with the procedure and timeframe specified by the Program Directorate and included in the school calendar and student agenda.

This request is evaluated by an evaluation committee consisting of the Program Director/Coordinator and two (2) teachers. This committee sanctions the change or upholding of a grade given to a final evaluation and/or the cumulative grade of the course.

## **5.20 EXEMPTION**

The College can grant an exemption from a course when they feel that the student will not be able to achieve the objectives of the course or to avoid exposing the student to extreme prejudice. Exemption from a course does not provide the right to the course units and is not replaced by another. (Article 21 of the RREC)

Exemptions are exceptional and are granted only under the following conditions:

- a) The student develops a permanent and demonstrable incapacity that prevents him or her from taking the course.
- b) It is not possible for the College to offer a replacement course for the course that the student cannot register for.

Upon presentation of a doctor's note (from a member of the Quebec Order of Physicians), a student can obtain a *dispense* (DI) from a physical education class. All exemption requests must be made to the Program Directorate.

The number of credits necessary for the diploma will be adapted in order to take the exemption into consideration, since the exemption does not allow students to receive the credits of that course.

## **5.21 « INCOMPLET » GRADE UPDATED**

An « *Incomplet* » (permanent) or (IN) grade could be inscribed on a student's transcript if the student is forced to abandon his or her studies after the date specified by the MELS (as it appears in the school calendar), for a serious reason beyond the student's control (absence lasting three [3] weeks or more). The student must provide the appropriate written proof to the Program Directorate. If approved, the Program Directorate keeps a record of the documentation in the student's file. The approval must be carried out in close collaboration with the registrar.

Regarding mental or physical health, Quebec law applies to Quebec or Canadian students who are considered Quebec residents. For foreign students, they must provide a medical diagnosis, or a diagnostic assessment carried out by an authorized professional from Quebec. For students enrolled in an online program and from a different province of residence, they must provide appropriate documentation signed by a licensed professional in Canada. The incomplete does not give entitlement to the credits related to that course. To obtain a grade, the student must take the course again.

### **5.22 « INCOMPLET TEMPORAIRE » GRADE *UPDATED***

An *Incomplet temporaire* or (IT) grade could be inscribed on a student's transcript who is in a situation beyond his control that requests an extension to complete a missed evaluation needed to complete a course. If the situation concerns the student, he provides the supporting documents to the Program Directorate, who must approve them and keep them on file. In this case, IT will appear on the transcript until the grade has been received. A maximum time period of one (1) semester is permitted, so that the grades of the missing evaluations may be obtained. After this period, the IT is changed to the cumulative grade for the course.

### **5.23 CONTINUATION OF STUDIES**

If a student demonstrates weak academic performance, conditions may be imposed on the continuation of his or her studies by the Program Director/Coordinator, and, if necessary, a committee of teachers. These conditions may include correcting erratic behaviour, improving academic results, immediately retaking failed courses, and registration restrictions for certain courses. Ultimately, it may lead to expulsion from the College.

## **6. PROGRAM COMPREHENSIVE EVALUATION**

### **6.1 DEFINITION OF PROGRAM COMPREHENSIVE EVALUATION**

A Comprehensive Evaluation aims to verify the integration of the learning accomplished throughout the program, as well as the level of development with regards to the competencies targeted by the General Education component and those specific to the student's program of study.

The Academic Studies Directorate, as per the recommendation of the Program Director/Coordinator, determines the course or courses that include(s) the Comprehensive Evaluation.

The teaching, learning and evaluation activities must progressively prepare the student for the Program Comprehensive Evaluation.

The Program Comprehensive Evaluation takes place during the student's final year of studies. Depending on the program, the Comprehensive Evaluation may be integrated into a study project and/or an internship.

### **6.2 PASSING OR FAILING GRADES FOR THE PROGRAM COMPREHENSIVE EVALUATION**

A pass (RE) or fail (EC) grade for the Program Comprehensive Evaluation appears on the student's transcript. If the student fails the Program Comprehensive Evaluation, he or she automatically fails the course that it is associated with. The student must then repeat the course.

### **6.3 STANDARDIZED MINISTERIAL EVALUATIONS**

The MELS determines the competencies and elements of the competencies for each course in General Education: language and literature, second language, humanities, physical education and complementary courses.

The MELS can implement a standardized evaluation and make the successful completion of this evaluation a condition for the attainment of a Diploma of College Studies (DCS).

The Academic Studies Directorate ensures the coordination and execution of evaluations mandated by the MELS.

## 7. CERTIFICATION OF STUDIES

### 7.1 ADMISSION CONDITIONS

Once admitted to the College, the student's eligibility to a Diploma of College Studies (DCS) or Attestation of College Studies (ACS) program is verified.

Students registered in a DCS must satisfy the general and particular conditions for admission determined by the *Règlement sur le régime des études collégiales* (RREC).

Students registered in an ACS must satisfy the conditions established by the College in conformance with Article 4 of the *Règlement sur les régimes des études collégiales* (RREC).

The conditions of admission are indicated in the LaSalle College Admission Regulations, available on the College website.

### 7.2 ELIGIBILITY FOR CERTIFICATION OF STUDIES

The College establishes the sequence of learning activities for each program. Throughout the student's academic progress, the College expects the student to respect all requirements. Moreover, adequate procedures must ensure that the student's file include all elements supporting the recommendation for the completion of studies.

For equivalencies, substitutions or exemptions, the College uses transcripts or recommendations to verify the student's acquired knowledge and makes a decision in conformance with Articles 5.17 and 5.20 of this document.

At the end of each semester, the College reviews who is eligible for a DCS or an ACS.

The Academic Studies Directorate is the sole authority responsible for the application of the rules for graduation.

To be eligible for a DCS, the College verifies:

- that the course units conform to the program set by the *ministère de l'Éducation, du Loisir et du Sport* (MELS);
- the completion of the standardized ministerial exams;
- the completion of the Program Comprehensive Evaluation.

For the DCS and ACS, the minimal development of competencies or program objectives, attached to the program in which the student is registered, is verified.

To confirm the completion of a DCS or an ACS, the College verifies:

- for both a DCS and an ACS, the minimal development, as noted in the certification of the transcript, of the competencies or objectives pertaining to the learning activities included in the student's program of study.
- for a DCS, that the credits associated with the activities conform to the program framework set by the MELS, and that the Program Comprehensive Evaluation has been completed.

After each semester, the College recommends eligible requests for graduation in the following manner:

- by compiling a list of all students eligible for a DCS or an ACS.
- by forwarding to the MELS the list of students recommended by the College for a DCS.
- by producing a transcript with a Yes inscribed for the recommendation of the granting of the DCS.
- by granting ACSs.

## **8. IMPLEMENTATION**

### **8.1 ADOPTION AND DATE OF IMPLEMENTATION**

Upon recommendation of the Academic Studies Directorate, and after consulting with the Senate, the Board of Governors amends the IPEL, effective immediately upon adoption.

### **8.2 INTERPRETATION**

Should there be a discrepancy between the French and English versions of the IPEL, the French version takes precedence.

### **8.3 DISTRIBUTION**

The Academic Studies Directorate must ensure the distribution of the IPEL, in French and in English, to students, teachers, the Program Directorate, as well as any other concerned persons.

The Academic Studies Directorate must distribute a copy of the IPEL to every teacher or make the document electronically available via the College intranet.

The student agenda must contain the essential elements of the IPEL.

Copies of the IPEL are available for consultation at the Documentation Centre and on the College intranet.

### **8.4 DOCUMENTATION AND EDUCATION**

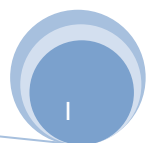
The Academic Studies Directorate makes documentation on the evaluation of student achievement available to teachers and the Program Directorate. To this end, the Documentation Centre sets aside a special section for works that discuss evaluation and pedagogical praxes.

The Academic Studies Directorate must organize and offer activities for improvement in the field of evaluating student achievement.



IPEL

## **APPENDICES**





# (1) Procedure Concerning Equivalencies (EQ) and Substitutions (SU)

## 1. Role of participants

Equivalencies and substitutions are granted according to a process in which the roles and responsibilities of each participant are specified.

### 1.1 Admissions' office

- Inform students of the required documents and the learning evaluation policy.
- Consult the members forming the Program Directorate in cases of uncertainty.

### 1.2 Student

- Present request according to the rules and conditions of the IPEL.
- Provide appropriate and authentic documents.
- Accept to undergo evaluations that may be required by the Program Director/Coordinator or Academic Dean.

### 1.3 Program Secretary

- Help students adequately fill in the request form and ensure that they properly attach documents related to the request.
- Analyze substitutions and course replacements in the computer system.
- Verify if the documents required for the analysis of the request are present in the electronic file.
- Record the request in the follow-up file and forward it to the Program Directorate.
- Invite the student to consult his or her file once his or her request has been processed.

### 1.4 Program Directorate

- Analyze the documents submitted by the student and determine the validity of the request.
- Determine if the EQ is granted and if the SU is authorized.
- Consult a pedagogical expert as needed.
- Assign a test for the student, as needed, and coordinate the administration of the test.

### 1.5 Academic Dean

- Ensure the conformity of practices with the *Règlement sur le régime des études collégiales* (RREC).

### 1.6 Academic Organization Committee

- Confirm the grade and record it in the student's file.

## 2. Steps of the process

- 2.1 The student who wishes to present a request for an EQ/SU, which was not automatically recorded in his or her academic file, presents an EQ/SU request form. He or she must complete this form for each course or group of courses for which he or she wishes to receive an EQ/SU and submit it to the program secretary.
- 2.2 The secretary of the program ensures that the request is consistent, and, if judges necessary, suggests additional supporting documentation to the student.
- 2.3 With regard to the requests for substitutions (SU), the school administration could require that the student submit a course outline or a description of the courses taken. If the results are not available on the electronic platform (image Socrate), the student must present an official transcript.
- 2.4 With regards to the requests for equivalencies (EQ), students must document their request as precisely as possible and provide translations if necessary. Only credible documents will be analyzed.

- 2.5 Poorly or insufficiently documented files could be refused by the school administration. The administration reserves the right to require the student to pass a test before granting the requested substitution or equivalency. The student must pass at the time and place dictated by the administration; otherwise, the request is considered null and void.
- 2.6 When the decision is rendered by the school administration and recorded in the file, the program secretary advises the student in writing that his or her file has been processed or informs him or her of the conditions set by the administration.

### **3. Decision**

- 3.1 The school administration communicates the decision to the Academic Organization Committee to validate it and record it in the file. All forms will then be returned to the schools to be organized in the student's physical file.
- 3.2 The schools are responsible for informing the students of their decision. If the decision is negative, a written explanation is recorded on the request form. If the decision is positive, the student will notice that the request has been accepted on his or her progression chart. The College sends the EQ/SU at the end of the semester.

### **4. Special rules**

- 4.1 The school administration can refuse an EQ/SU request if:
  - special rules govern the program or the course requested. In such a case, the Program Directorate must draw up the list of special rules and make it accessible;
  - the student presents a number of requests that is too high or incompatible with his or her progression;
  - the technology or tools used are not comparable or are judged obsolete;
  - the student's competencies need to be updated.

## **(2) Recognition of Extracurricular Achievement**

### **1. Role of participants**

The recognition of achievements commences according to a clearly defined process in which the roles and responsibilities of each participant are specified.

#### **1.1 Program Director/Coordinator**

This role involves providing information about the process. This individual must open the file, ensure that the presentation of the request is complete and do the follow-up of the file until it is approved.

- He or she meets the candidate and helps him or her identify the knowledge he or she has acquired outside the academic setting.
- He or she provides the candidate with, if necessary, a copy of the course outline and informs him or her of the associated skills and competencies.
- He or she helps the student prepare for the evaluation of his or her knowledge and provides him or her with all necessary documents for his or her file.
- He or she seeks out a competent individual to evaluate the student's knowledge and liaises between the student and evaluator.
- If the student decides to begin the process, the director or coordinator will refer him or her to the technician.

#### **1.2 Evaluator (teacher)**

This person is recognized as an subject-matter expert and is responsible for evaluating a candidate.

### **2. Evaluation methods**

The acquisition of knowledge in an academic setting differs from working life in several ways. Learning in an academic setting proceeds from general theoretical knowledge to practical; learning in other settings proceeds from the practical to general knowledge. Therefore, learning in an academic setting is evaluated within a well-defined framework, while other types of learning employ different methods for evaluating knowledge and skills.

There are various tools for evaluating extracurricular achievements:

- Portfolio or personal file
- Comprehensive exam, evaluation already established for a course
- Demonstration of a particular competency
- Simulation exercise
- Interview, structured conference or oral exam
- Presentation of a project
- Presentation of a product

To determine the appropriate evaluation method, the subject expert, after consulting with the Program Director/Coordinator, answers the following questions:

- Are the knowledge and skills acquired measureable?
- Does the evaluation method correspond to the acquired knowledge?
- Can it be applied uniformly?
- Is it exempt from bias or jargon?
- Does it permit the candidate to demonstrate his or her knowledge?
- Is it the most efficient, fair and simple method?

### **3. The steps of the evaluation process**

#### **3.1 Evaluation interview**

The candidate meets the director who informs him or her of the procedure to follow and the fees for the procedure so that she/he can make a decision to start the process. The candidate must bring the following documents to the interview:

- Examples of work
- Summaries of readings
- Letters from employers describing the tasks performed
- Letters from non-profit organizations describing the tasks performed
- All other documents relevant to the evaluation of the file

The director advises the student of the possibility of obtaining a more detailed description of the course content.

#### **3.2 Request for recognition of achievements**

The candidate presents an official request for the evaluation of achievements by filling out a form. He or she must fill out a form for each of the courses for which he or she wishes to receive recognition of achievements.

The candidate pays fees for the opening of a file. Note that these fees are only to be paid once, when the file is opened, and they are not refundable.

#### **3.3 Preparation of the evaluation**

The candidate prepares to confirm the knowledge achieved and presents all applicable documents to the evaluator, who examines the documents, and if judged necessary, requests that the student completes his or her portfolio by providing additional evidence.

#### **3.4 Summary analysis of the file**

The complete file is then analyzed in cooperation with the Program Director/Coordinator. If he or she determines the evidence to be insufficient, the candidate will be informed and a period of two weeks will be granted for him or her to provide additional evidence. The candidate can then decide to pursue or abandon his or her request.

It's possible, at this stage, with the intention of judging his or her level of competency development with certainty, to have the student evaluated. The candidate is informed of this and can then decide to pursue or abandon his or her request.

#### **3.5 Demonstration of achievements**

In collaboration with the Program Director/Coordinator and the subject expert, the school organizes the evaluation, which will be conducted using one or more evaluation tools. The candidate must pay fees for each test he or she takes. We will inform the student of the nature of the test that he or she will be assigned. We will provide him or her with a sufficiently detailed course outline to cover the entirety of the subject matter to be assessed, as needed.

#### **3.6 Evaluation and approval**

The subject expert evaluates the achievements of the candidate and decides if he or she will be recognized with an official recognition. The evaluator indicates his or her decision in the form of a recognized or refused EQ. The decision is accompanied by an evaluation report unless the student fails the test, in which case

the verdict will not be recorded on his or her transcript. A positive verdict will take the form of an EQ for the course on the student's transcript, which will also recognize the course units.

If the student is not satisfied with the result, he or she may request a grade revision by following the associated procedure. He or she is afforded a period of two weeks following the communication of the decision to submit his or her revision request.

4. **Fees incurred for recognition of extracurricular achievements**

Fee to open file:	\$50 Once Non-refundable
Evaluation fee:	\$50 for each evaluation (a single evaluation may cover several courses) Non-refundable, even in the event of a failure
Approval fee:	\$2.50 for each period of the recognized course Non-refundable, even in the event of a failure

### **(3) Procedure for the Application of Articles 5.12.1 (Class Attendance) and 5.12.2 (Exception)**

Teachers take attendance every class and exercise vigilance regarding the number of absences cumulated by each student during the semester.

The teacher will remind students of the rule when judged appropriate.

Between weeks 12 and 13 of the semester, the teacher examines the cases where the hours of absences for the course were exceeded and, applying the three criteria below, recommends or not to the Program Director/Coordinator that students be excluded from the final evaluation.

Criteria:

1. The foreseeable attainment of all course competencies based on the student's results following the completion of formative and summative evaluations.
2. A valid and credible justification for the majority of the student's absences was received.
3. Student's active participation in learning activities and evaluations throughout the course is notable.

After the submission of the teacher's recommendation, the Program Director/Coordinator decides whether or not to exclude the student from the course. This is done no later than week 13 of the course. In cases of exclusion, the Program Directorate informs the student of the decision in writing.

Students who wish to appeal the decision must contact their Program Director/Coordinator.