



**Collège de
Rosemont**

Direction des études

**Excerpts from the
*Politique institutionnelle d'évaluation
des apprentissages***

PIEA

*Policy adopted by the Collège de Rosemont Board of Directors on
February 22, 2010*

Note: The following document consists of those sections of the Collège de Rosemont *Politique institutionnelle d'évaluation des apprentissages (PIEA)* that deal specifically with Cégep@distance, translated into English. Although we are confident of the quality of the translation, should a problem of interpretation arise, the French version will take precedence over the English.

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PREAMBLE

In 1987, Collège de Rosemont (the College) introduced its first learning evaluation policy, entitled *Politique d'évaluation des apprentissages*, in order to provide a framework for student evaluation and to attest to the quality of the diplomas it awarded.

Since 1993, learning evaluation has been governed by the Loi sur les collèges d'enseignement général et professionnel, the College Education Regulations, the Act respecting the *Commission d'évaluation de l'enseignement collégial*, and Ministry decisions.

The current *Politique institutionnelle d'évaluation des apprentissages (PIEA or the Policy)* relies on this legislative and regulatory framework. It is also based on the College's educational project and is consistent with a number of its institutional policies and regulations: the *Politique institutionnelle de gestion des programmes d'études (PIGP)*, the *Politique institutionnelle d'évaluation des programmes (PIEP)*, the *Politique de valorisation de la langue française (PVLF)*, as well as the *Règlement sur l'admission favorisant la réussite scolaire* and the *Règlement sur les conditions de vie et d'études au Collège*.

Finally, the *PIEA* abides by the provisions of the collective labour agreements between the College and its employees.

The previous version of this Policy was adopted by the Board of Directors on April 29, 2002. At the time of its revision, the *Commission d'évaluation de l'enseignement collégial* had requested colleges to assess their application of the *PIEA*. Based on this assessment, the College decided to modify its policy in order to define more clearly the roles and responsibilities of the parties as well as rules concerning learning evaluation.

1. REGULATORY FRAMEWORK

The Act respecting the *Commission d'évaluation de l'enseignement collégial* states that colleges are obliged to submit their *PIEA* to the Commission for evaluation. In addition, the following sections,¹ taken from the College Education Regulations, specify some of the factors associated with evaluation.

Administration of programs

- Sec. 20: A college is responsible for having each teacher draw up, in compliance with the program, an outline for each course.

The course outline shall contain the course objectives and content, the methodology, a bibliography, class participation requirements, and evaluation procedures.

The outline shall be distributed to students registered in the course at the beginning of each term.

- Sec. 21: A college may grant an exemption from a course if the college considers that the student will not be able to attain the objectives of the course or to avoid causing serious detriment to the student. The exemption does not entitle a student to the credits attached to the course, which does not have to be replaced by another course.
- Sec. 22: A college may grant an equivalence where a student shows that the objectives of the course for which an equivalence is requested have been attained through previous studies, out-of-school training or otherwise. The equivalence entitles the student to the credits attached to the course, which does not have to be replaced by another course.
- Sec. 23: A college may authorize the substitution of other courses for courses in the program of studies to which the student is admitted.

Evaluation of student achievement

- Sec. 25: A college shall, after consulting the academic council, adopt an institutional policy on the evaluation of student achievement and shall ensure its implementation.

The institutional policy on the evaluation of achievement shall set forth, in particular, the terms and conditions for applying sections 21 to 23, and shall provide for a process of certification and the imposition of a comprehensive examination for each program leading to a Diploma of College Studies that is offered by the college to assess the students' achievement of the set of objectives and standards determined for that program.

- Sec. 27: Student achievement shall be evaluated for each course and for the entire program in which a student is registered.

The pass mark is 60%. The college is not required to register a mark for credits granted in accordance with section 22.

- Sec. 30: A college shall determine the form in which the evaluation results are presented, and the date on which they are issued.

1. The sections of the College Education Regulations reproduced in this document were taken verbatim from the official document without being revised or updated in any way.

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- Sec. 31: At the end of each term, a college shall issue, to each student registered in a course in a program of studies to which the student is admitted, a record giving the evaluation results, the form of which shall be prescribed by the Minister.

In the case of a final term, the record must mention achievement by the student of the objectives and standards of the program of studies to which the student is admitted.

Certification of studies

- Sec. 32: The Minister shall award a Diploma of College Studies to a student who, according to the recommendation of the college attended by the student:

(1) has attained the set of objectives and standards of the program of studies to which the student is admitted, has passed the comprehensive examination for that program, and has passed the uniform examinations, if any, set by the Minister; or

(2) has attained the set of objectives and standards of the subject areas in the components of general education set out in sections 7 to 9, has obtained at least 28 credits in the specific program components referred to in sections 10 and 11, and has passed the uniform examinations, if any, set by the Minister.

Despite the foregoing, in the case referred to in subparagraph 2 of the first paragraph, a Diploma of College Studies may not be awarded to a student who already holds a Diploma of College Studies or is registered in a program of studies leading to the Diploma of College Studies.

The diploma must state the name of the student, the name of the college and, if the diploma is awarded pursuant to subparagraph 1 of the first paragraph, the title of the program.

- Sec. 32.1: The Minister shall award a Specialization Diploma in Technical Studies to a student who, according to the recommendation of the college attended by the student, has attained the set of objectives and standards of the program of studies to which the student is admitted.

The diploma must state the name of the student, the name of the college and the title of the program of studies.

- Sec. 33: A college shall award, on the conditions it determines, an Attestation of College Studies to a student who has attained the objectives of an institutional program to which the student is admitted.

The attestation shall state the name of the student, the name of the college, the number of credits received and the title of the program.

2. APPLICATION

The *PIEA* specifies the purpose, objectives, conceptual framework, division of responsibilities, and rules that ensure student achievement is evaluated at a consistently high level.

This Policy applies to all programs of study and to all courses offered by the College and is intended for all types of instruction by which a student can acquire education units leading to a Diploma of College Studies (DCS/DEC), a Specialization Diploma in Technical Studies (SDTS/DSET), or an Attestation of College Studies (ACS/AEC), whether the student is registered in regular education, continuing education, or distance learning.

The Policy also takes into account the characteristics particular to each educational sector, from its division of responsibilities to general rules and rights of appeal. This distinction is essential, especially for Cégep@distance because its student achievement evaluation method is largely determined by its particular pedagogical model and by the nature of the attendance of its student population. Indeed, this pedagogical approach is essentially based on a self-directed education process, according to which, within pre-determined limits, students can choose when they register for a course, how quickly they progress through the course, and when they will be evaluated.

3. PURPOSE AND OBJECTIVES

3.1. Purpose

The evaluation of student achievement is central to the mission of the College because it lies at the heart of the teaching and learning process. The *PIEA* has a two-fold function: it must provide a framework for quality instruction at the College and assert its credibility to officially recognize learning by issuing diplomas. Thus, the Policy's purpose is:

- To ensure students are provided with a fair, accurate, and transparent evaluation of their learning.
- To guarantee the reliability of the certification process for college studies.

3.2. Objectives

Through the *PIEA*, the College is pursuing the following objectives:

- To define the rights and responsibilities of students regarding their achievement evaluations.
- To define the responsibilities of College personnel involved in evaluating student achievement so that their work is complementary.
- To define criteria for the quality of student achievement evaluations.
- To specify the rules governing the evaluation of student achievement.
- To establish methods for assessing the Policy's application and means for its revision.

4. CONCEPTUAL FRAMEWORK

4.1. Criteria for evaluation quality

The College has chosen four criteria for evaluation quality that underlie the Policy. These criteria shall guide the various parties in carrying out their responsibilities to fairly evaluate and attest to student achievement.

a) Relevance

Relevance is based on a strong connection between the objects of evaluation and the course goals, described in the course outline and targeted by the teaching and learning activities. It shall be achieved through both the choice of an evaluation instrument that validates the acquisition of the targeted knowledge or skill, and the selection of evaluation criteria that are in line with the performance criteria outlined in Ministry specifications. Finally, relevance hinges on a fair ponderation of evaluation activities that take the relative importance of the targeted objectives into account.

b) Transparency

Transparency refers to the students' right to know in advance how achievement shall be evaluated, both in the program (where relevant) and in each of the courses it comprises. The course outline is the preferred means of conveying that information.

Moreover, since the College is part of a network of educational institutions, it must ensure that the message conveyed by the evaluation of student achievement is clear, unequivocal, and unambiguous.

c) Fairness

Fair treatment means that all students in the same group shall experience comparable circumstances encouraging the development of course competencies, that their learning shall be evaluated in a similar fashion, and that the requirements shall be the same for all students.

In certain specific situations, while still abiding by the requirements of uniform evaluations, fairness may also involve adapting evaluation methods to the specific needs of certain students.

d) Equivalence

Equivalence of evaluation refers to the comparable character of evaluation methods used to meet similar objectives and criteria. Thus, co-operation amongst teachers giving the same course to different groups of students will allow demonstrable equivalence of method and instrument of evaluation without necessitating identical evaluation practices.

In order to achieve this equivalence, the Policy advocates co-operation on the various aspects of the evaluation process: the objects of evaluation, the choice of instrument, the evaluation criteria, as well as their ponderation and minimum performance standards.

4.2. Evaluation in a competency-based environment

a) Competency-based approach

The goal of this Policy is to apply the principles of the competency-based approach to student achievement evaluation. In a college education context, the term "competency" is defined as the knowledge and ability of students to react to a given context with appropriate skills from their skill set. This definition of competency sets the parameters for the rules concerning student achievement evaluation.

b) Evaluation in situations similar to real life

The object of evaluation—the competency—guides the teacher to propose an activity that is relevant to the area of instruction, that is meaningful and motivating to the students, and that helps them to understand or resolve a recurring problem. By simulating contexts where the competency could actually

be applied (work, university, private life, professional or social situations), the evaluation activity is more true-to-life. It also informs teachers whether the students are able to implement what they have learned.

c) Final course evaluation

Learning activities are organized in such a way as to take into account the particular requirements of each curriculum. A competency can be developed through any number of different courses; conversely, a single course can foster the partial or complete development of any number of competencies. By the time the curriculum is being prepared, the various program committees have already drawn up a generic course plan that specifies the learning outcome² for each course and determines how the final evaluation will take each of the aforementioned contexts into account.

The final course evaluation must assess learning integration and attest that the learning outcome of the course, as specified in the generic course plan, has been achieved. The evaluation criteria are chosen based on where the course fits into the competency development framework and on the performance criteria outlined in Ministry specifications.

4.3. Types of evaluation

The Policy specifies the rules governing two types of evaluation: summative and formative.

a) Summative evaluation

Summative evaluations take place at the end of a learning sequence. They allow an assessment of the learning students have achieved and indicate whether they have passed the course. They form the basis for decisions regarding student progress in a given course or program. Summative evaluations must deal with significant objects of evaluation, i.e., relatively comprehensive material. They must also take place at important stages in the learning process, when students have had the opportunity to develop the competencies targeted by the evaluation activity.

b) Formative evaluation

Formative evaluations take place during the learning process and provide information on what progress is being made. They are useful to both students and teachers. They enable students to identify their strengths and weaknesses in terms of achieving the objectives stated in the course outline and may lead them to change their study habits. They advise teachers where students are having difficulties, thereby enabling teachers to identify potential problem areas in the course and make any necessary corrections.

Flexible and multiform, formative evaluations focus as much on the student learning process as they do on the results of instruction. They can be informal—oral questions, discussions, exercises—or formal, placing students in a situation similar to the upcoming summative evaluation.

Formative evaluations are not counted, so students have the opportunity to learn from their mistakes. Whatever form they take, student involvement through self-evaluation is an important aspect of this type of evaluation.

Teachers may also include diagnostic evaluations in their instructional planning process. The main goal of these evaluations is to note prior learning and pinpoint potential problem areas at a specific stage in the student learning process. For example, at the beginning of a major course section, such an evaluation would enable the teacher to determine the level of proficiency of each student or group in order to organize subsequent learning activities accordingly. Thus, the goal of this type of evaluation is to assess prior learning and build on it.

2. The learning outcome is a significant part of the competency. When the course is one of a series of courses that helps develop a competency, the learning outcome reflects the type of competency that is being developed. The learning outcome for the final course in a series is either identical or very similar to the targeted competency.

5. STUDENT RIGHTS AND RESPONSIBILITIES

The College must provide students with a fair, accurate, and transparent evaluation of their learning. It is important to emphasize here that students are primarily responsible for their learning, and their commitment is a key factor to their success. It is also important to clearly define their rights as far as student achievement evaluation is concerned.

5.1. Student responsibilities

- a) To become familiar with the information found in this Policy and, depending on the educational sector, in the course outlines for each course or else in the booklet entitled *Introduction and Instructions* published by Cégep@distance and in the study guides.
- b) To abide by the institution's rules regarding student achievement evaluation.
- c) To work towards achieving course and program objectives by doing the learning and evaluation activities mentioned in the course outline or study guide and course materials, and by devoting sufficient time to studying and completing school work.
- d) To attend all class periods listed in the relevant student schedule.
- e) To keep abreast of individual evaluation results and, where necessary, to change study habits accordingly.
- f) To use the resources that have been made available to students to support academic progress.
- g) In the event of exceptional circumstances affecting the evaluation of a student's achievement, to provide the appropriate individuals with any information pertaining to the application of *PIEA* rules as soon as possible, particularly to those concerning the deferral or retaking of an evaluation or course attendance.
- h) To keep all relevant documents attesting to student achievement.

5.2. Student rights

The *PIEA* grants students the following rights:

- a) Access to information concerning:
 - Institutional rules (*PIEA*) and, where necessary, departmental methods pertaining to student achievement evaluation.
 - The goals, content, and evaluation methods for each of their courses.
 - Their academic progress and the nature of their mistakes.
 - Evaluation results within the prescribed time periods.
- b) The right to appeal and the right to be heard, specifically through access to the grade review process, the procedure for resolving disputes outlined in the *Règlement sur les conditions de vie et d'études du Collège*, and the procedure used to impose penalties for plagiarism or other instances of improper conduct.
- c) The right to confidentiality of their evaluation results when these are forwarded.

6. DIVISION OF RESPONSIBILITIES

Student achievement evaluation is a dynamic process which takes place on many levels at the College, particularly within the three educational sectors. This section outlines the responsibilities of the various parties that contribute to the evaluation process; these responsibilities are alluded to in the educational project and are in line with the *PIGP* and the *Règlement sur les conditions de vie et d'études au Collège*.

Note: Sections 6.1 to 6.5 inclusive have been deleted here, but can be found in full in the French version of this document.

6.6. At Cégep@distance

6.6.1. Responsibilities of Cégep@distance management

- a) To make available and apply the Policy to those groups at Cégep@distance involved in student achievement evaluation, and particularly to students, tutors, and the education advisors responsible for course development.
- b) To ensure that the students' rights referred to in the Policy are respected.
- c) To ensure the equivalence of student achievement evaluations within each program and amongst programs and courses at Cégep@distance.
- d) To provide support to Cégep@distance staff and associates as they apply the Policy, to assess the need for support and improvement, and to implement strategies to correct any possible problem areas.
- e) To approve the rules established by Cégep@distance service departments and the Program Committee concerning the evaluation of student achievement as well as the methods for assessing the instructional design plan and the procedures for approving study guides.
- f) To submit to the Director of Studies the resolution of any exceptional situation not covered by the Policy.
- g) To implement methods of evaluating the application of the Policy at Cégep@distance and, where necessary, to recommend to the Director of Studies that the text of the Policy be changed.

6.6.2. Responsibilities of Research, Development, and Information Technology Services

To process the computer-generated program data and indicators and pass them on to the relevant bodies, in particular the Program Committee.

6.6.3. Responsibilities of Clientele Services

- a) To ensure that tutors and other resource persons involved in the evaluation of student achievement abide by and apply the rules and quality criteria governing evaluations outlined in the *PIEA* as well as any procedures particular to Cégep@distance.
- b) To look into problems students encounter with their achievement evaluation and to provide appropriate follow-up.
- c) To set up and apply procedures for deferring the final invigilated exam and for conducting grade reviews, according to the established standards.
- d) To set up and apply the procedure for dealing with instances of plagiarism and fraud reported by tutors and exam invigilators; if need be, to submit any disputes to Cégep@distance management.
- e) To set up and apply the rules and guidelines for granting substitutions, equivalences, or course exemptions for all Cégep@distance courses.
- f) To set up and apply the procedure for recognizing prior learning and academic and extracurricular competencies in Cégep@distance programs, in accordance with the established guidelines.

- g) For an ACS/AEC or DCS/DEC to be issued by the College, to check the student diploma application and pass on to the Registrar the documents required to complete the process of certification of college studies. In situations where Cégep@distance has agreed to share authorization for a DCS/DEC with another college, to pass the documents on to the relevant college's Director of Studies so a recommendation may be made to that Board of Directors that a diploma be issued.

6.6.4. Responsibilities of Design and Production Services

- a) To approve the instructional design plan³ for each course, to establish consistency with the generic course plan, and to ensure that course development conforms to the parameters laid out in the instructional design plan.
- b) To ensure that the material for each new course includes a study guide that is consistent with Cégep@distance standards, with the various elements complete and consistent with the generic course plan; to consult the Program Committee before distributing the study guide.
- c) To consult the Program Committee regarding any major changes to a study guide with respect to conditions or materials for student achievement evaluation in a given course in the context of:
- First-year monitoring.
 - Quality control.
 - The updating or redesign of a course.

6.6.5. Responsibilities of the Program Committee⁴

- a) To specify the procedural requirements for applying the Policy with respect to:
- Assessing French language quality in all Cégep@distance programs and courses in accordance with the *Politique de valorisation de la langue française*.
 - Assessing English language quality in all Cégep@distance English courses.
 - The process for approving study guides and analyzing instructional design plans as well as the procedures for tracking changes.
 - The rules governing work placements.
- b) To submit these requirements and all changes thereto to Cégep@distance management for approval.
- c) During the process of approving the generic course plans, to ensure:
- The consistency of the objectives, content, teaching and evaluation methods, and pedagogical approach with the objectives and standards of Ministry specifications.
 - The equivalence of student achievement evaluations in program courses.
- d) Whenever a curriculum is developed or revised, to create and submit to Cégep@distance management (for approval by the Director of Studies) the program's comprehensive assessment methods (type of evaluation, criteria, and ponderation) and, where necessary, the retake method for those students who have failed.

3. The instructional design plan consists of a detailed course outline containing all the evaluation strategies and methods.

4. The composition and duties of the Program Committees are described in the *PIGP*. Cégep@distance has its own Program Committee which is separate from those in the regular education sector.

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- e) To approve the study guides with respect to:
 - Conformity to *PIEA* rules.
 - Conformity to generic course plans.
 - Relevance of criteria, methods, and objects of evaluation.
 - f) To periodically analyze the data on academic success and retention and, where necessary, suggest guidelines regarding:
 - Evaluation of student achievement.
 - Evaluation of program competencies.
 - g) To periodically assess, particularly during program evaluations, to what extent the final course evaluation instruments are consistent with the objectives defined in the generic course plans.

6.6.6. Responsibilities of the course development team

The team responsible for course development is supported by an education advisor from Design and Production Services who is responsible for the curriculum. Depending on the course and its delivery method, the team will appoint one or more content experts and resource people skilled in one of the following areas: instructional design, instructional writing, content revision, linguistic revision, and editing. This team has the following responsibilities:

- a) To abide by and apply the rules outlined in the *PIEA* as well as procedures particular to Cégep@distance.
- b) For each course, to produce and implement an instructional design plan that is consistent with the generic course plan and to submit it to the Program Committee for assessment.
- c) To produce a study guide in which the various elements are complete and consistent with the generic course plan and to submit it to the Program Committee for approval before the course is offered.
- d) To design evaluation activities that include meaningful tasks directly related to the competencies and learning objectives mentioned in the study guide, and to draw up relevant evaluation criteria based on the standards of Ministry specifications.
- e) To ensure course materials include the tools necessary for the ongoing formative self-evaluation of student progress.
- f) For each of the summative evaluation activities, to give tutors the tools necessary to provide regular feedback to students on their academic progress, including a means for feedback after the final evaluation.

7. GENERAL RULES

Note: Sections 7.1 and 7.2 have been deleted here, but can be found in full in the French version of this document.

7.3. At Cégep@distance

7.3.1. Generic course plan⁵

Based on a model set forth by the Director of Studies, the generic course plan is an institutional document which comprises the overall planning of a course. The course development team must refer to it when designing the instructional design plan and the study guide.

The generic course plan specifies the learning outcome for a given course as well as its final evaluation methods (type of instrument, ponderation, and evaluation criteria), which are in keeping with the evaluation of student achievement.

7.3.2. Study guide

At Cégep@distance, the study guide, developed by the course design team and included in the course materials, serves as the course outline. It includes:

- A title page identifying the program, where applicable, and identifying elements of the course: title, number, ponderation, etc.
- An introduction that includes a message from the content expert(s).
- A brief introductory section presenting the theme of the course, its relation to the other courses, its place and role in the program, any prerequisites, the competencies it will develop in whole or in part, and other relevant information.
- A section explaining how the course will be conducted, including information on:
 - The learning outcome of the course.
 - The pedagogical approach or learning strategies.
 - The main stages of the course (order and title of each module), including the summative evaluation activity (assignment) at the end of each stage.
 - The final course evaluation (type, object, context, ponderation) as well as the passing grades for the course (dual minimum performance standard).
 - The value placed on language quality in the evaluations.
- A reference to the *PIEA*, available on the College and Cégep@distance websites.
- A list of the required course materials provided. (The rest of the referenced works are listed in the course materials.)
- A blank work schedule the student can fill out as a personal timetable.

5. The Program Committee is responsible for recommending that a generic course plan be approved; the course outline is more like the study guide, which is developed by the course development team and included in the course materials sent to students.

7.3.3. Major changes to a study guide

Design and Production Services may make a major change to a study guide or to student achievement evaluation materials during first-year monitoring of a course, quality control, or when a course is updated or redesigned. The new study guide must be submitted to the Program Committee for approval.

7.3.4. Formative evaluations

Self-evaluation exercises and their answer keys can be found at various points throughout every Cégep@distance course. These exercises give students an idea of how well they are learning the course content. The results do not count toward the final course grade.

7.3.5. Summative evaluations: assignments

Assignments and final course evaluations are summative evaluation instruments.

- a) Each course includes at least three assignments, not including work placements.
- b) As of the date they register for a course, students have a maximum of six months to send in all the course assignments.
- c) Unless the course pedagogical approach states otherwise, tutors shall return unmarked to students any assignments that are submitted simultaneously, done haphazardly, incomplete, or that fail to comply with the quality or language requirements for that course.
- d) Tutors shall correct assignments, record the grades, and return the corrected assignments to students within three working days following receipt of the student's material.
- e) To be eligible to register for the final evaluation, a student must have all the required course assignments corrected in the prescribed order.

7.3.6. Failure to produce required assignments

Students who fail to hand in an assignment for correction within the first eight weeks after registering for a course and who fail to confirm, either in writing or online and within the prescribed time period, their intention to remain in the course, shall be withdrawn from the course automatically, with no notation entered on their transcript.

7.3.7. Final course evaluation

The final evaluation provides an opportunity to assess the level of competency achieved by a student at the end of a course. This evaluation may take different forms and comprise several parts. It could be an invigilated exam, a research report, a practical exam followed by a telephone interview, an oral presentation followed by a written exam, etc.

- a) The final evaluation measures to what extent the course learning outcome has been achieved; it is worth no less than thirty per cent (30%) and no more than sixty per cent (60%).
- b) As of the date when a student's final assignment grade is recorded, that student shall have three months to take the final course evaluation, whatever form it takes and whether it consists of more than one exam or an exam with several parts.
- c) This final evaluation, or each of its parts, shall be corrected by the tutor and the grade submitted within three working days of being received.
- d) The student's final evaluation paper shall remain the property of Cégep@distance. The grade for each part of the final evaluation shall be noted in the letter accompanying the transcript. Students may also look up their results online once the evaluation has been corrected and the tutor has submitted the grade.
- e) Cégep@distance shall keep all final evaluation papers for four months; students may consult their copies of the final evaluation, subject to certain conditions established by Cégep@distance.

7.3.8. Comprehensive assessment

The comprehensive assessment for each program of study leading to a DCS/DEC ascertains that students have achieved the overall objectives and standards set for that program. The comprehensive assessment is based on the exit profile; passing it means that the content of the entire program has been well-integrated.

All students registered in a program of study leading to a DCS/DEC must pass the comprehensive assessment for their program in order to be awarded a diploma. Once they have been admitted, distance learning students who are eligible to take the comprehensive assessment—with the exception of partnership students⁶—will be informed by Cégep@distance management of the following: the objectives and standards of their program of study, the integrative course for the comprehensive assessment, and the eligibility requirements for the test.

- a) The comprehensive assessment is an individual summative evaluation connected to a course or to the program's final work placement (integrative course).
- b) To register for the comprehensive assessment, and hence for the test's integrative course, a student must be about to complete the education required by the relevant program of study.
- c) The integrative course study guide outlines the procedures concerning the comprehensive assessment.
- d) The comprehensive assessment results (which are separate from those of the integrative course) shall be expressed as either "Pass" or "Fail."
- e) A student who fails the comprehensive assessment must either re-register for the integrative course or retake it in accordance with the conditions and within the time periods set by Cégep@distance management.

7.3.9. Extending deadlines for assignments and the final evaluation

Following the submission of a written request to that effect, a single two-month extension per course beyond the initial assignment deadline may be granted. In that event, a new assignment deadline shall be entered in the student's academic profile. The final evaluation must be taken within three months of the date that the final assignment grade has been recorded.

Following the submission of a written request to that effect, a single one-month extension per course beyond the initial deadline may be granted to take all parts of a final evaluation. In that event, a new deadline for taking the final evaluation shall be entered into the student's academic profile.

7.3.10. Deferring the final invigilated exam

Students who register for the final invigilated exam may request a deferral within the initial three-month time limit, in accordance with the procedures established by Cégep@distance management.

Once a student is in attendance at an exam session and has picked up a copy of the exam, the tutor is obliged to grade it. If the student does not write the exam, or leaves the exam room without writing it, the grade awarded will be zero ("0") and the student will not be eligible to take the supplemental exam if one is offered.

7.3.11. Supplemental final evaluations

Some Cégep@distance courses provide an opportunity to retake the final evaluation.

- a) Students are eligible to retake the final evaluation if they have failed the course and got forty per cent (40%) or more on the final evaluation or on each part of that evaluation. If that is the case, they shall have two months to do the retake.
- b) If they pass the retake final evaluation, a final grade of sixty per cent (60%) shall be written in their transcript.

6. This term refers to *commandite* students who are still registered in their own institution.

7.3.12. Plagiarism and fraud

Students commit or attempt to commit an act of plagiarism or fraud when they do one of the following (the list is not exhaustive):

- Use the work of another person, whether in whole or in part, and attempt to pass it off as their own.
- Copy passages from books, websites, textbooks, another person’s work, or any type of document written by another person, and attempt to pass it off as their own without citing the source or by citing an incorrect source; this applies to both oral and written projects.
- Replace another person or be replaced by someone else for a summative evaluation.
- Fabricate or change sources, data, results, or analyses.
- Hand in work that another person or they themselves have already submitted for grading (for example, an assignment that was previously submitted for another course).
- Use any material other than that which is authorized for the exam, of whatever type.
- Communicate with anyone other than the invigilator during an exam.
- Help another person to copy from an assignment or an exam.
 - a) If there is any reasonable doubt concerning the authenticity of the work submitted by a student, Cégep@distance reserves the right to have that student take a supervised test or any other procedure it deems necessary.
 - b) During an invigilated exam, any attempt at plagiarism must immediately be exposed by the invigilator responsible, who shall ensure that the student’s exam paper is taken away.
 - c) The penalties for plagiarism, forgery, cheating, and fraud are commensurate with the seriousness of the offence committed, and the maximum penalty (i.e., permanent expulsion from Cégep@distance) may be imposed.
 - d) In the case of a repeat offence, the maximum penalty shall be imposed.
 - e) Before a penalty is imposed on them, all persons accused of plagiarism or fraud shall be informed in writing by Cégep@distance management of the accusation thereof and of their right to be heard, in accordance with procedures and within the prescribed time periods.

7.3.13. Evaluating the quality of language of instruction

Language quality is a key component of the evaluation criteria for all courses offered in French and English at Cégep@distance, with the exception of second language or modern language courses (English, Spanish, and Italian). Evaluating language quality involves assessing vocabulary, spelling, grammar, syntax, and punctuation. When correcting assignments and exams, tutors should point out to their students the language mistakes they have noticed.

- a) Assignments and exams must be well-written, using correct syntax and spelling. The tutor can refuse to correct assignments that fall short of the prescribed standards concerning language quality.
- b) Unless specified otherwise in the study guide, no points will be deducted from the first assignment’s grade for poor language quality.
- c) The ponderation for each of the following assignments and for each part of the final evaluation will be reduced by 10 per cent (10%) for poor writing quality in accordance with established Cégep@distance procedures.
- d) The ponderation for evaluations in courses and programs of study where the learning objectives involve a higher level of language proficiency will be reduced by ten (10%) to thirty per cent (30%) for poor writing quality.
- e) The ponderation for evaluations in general education French and English language of instruction and literature courses will be reduced by a maximum of thirty per cent (30%) for poor writing quality.

- f) The evaluation of language proficiency in French upgrading courses is based on established standards for achieving the competency; there are specific performance criteria which define the parameters for spelling, grammar, syntax, and punctuation in these courses.
- g) Except for spelling errors, marks are deducted for repeated mistakes.

7.3.14. Passing grades for courses and work placements

The grade indicating that the minimum objectives for a course or work placement have been achieved is sixty per cent (60%).

In order to certify the achievement of objectives, at least two minimum performance standards are required for courses and work placements. To obtain the units for courses and work placements, students must fulfill both of the following conditions:

- A mark of at least fifty per cent (50%) on the final evaluation or on each part of the final evaluation.
- An overall grade (total of weighted assignment and exam results) of at least sixty per cent (60%).

Even if the grades from assignments and the final evaluation total at least sixty per cent (60%), students who fail to satisfy the above conditions shall not pass their course or work placement. In such cases, the grade assigned shall be the total of the weighted assignment and exam results, which may not exceed fifty-five per cent (55%).

There are elements in some programs of study that are so important that not mastering them can in and of itself lead to a failing grade. Passing requirements for courses or work placements shall be set by the course development team.

7.3.15. Forced termination of a work placement

Cégep@distance management may terminate a student's work placement without warning if the latter is guilty of a serious violation of professional conduct or security, or unacceptable professional behaviour.

The following procedure applies:

- a) After consulting the tutoring sector's education advisor, the tutor supervising the work placement shall inform the student of his or her immediate withdrawal from the work placement.
- b) The tutor supervising the work placement shall give the Assistant Director of Clientele Services a written report of the situation, including a description of the behaviour deemed inconsistent with work placement requirements.
- c) Where applicable, the Assistant Director of Clientele Services shall inform the student in writing of the decision to forcibly terminate the work placement and the reasons for that decision.
- d) Students who are subject to this kind of penalty have the right to be heard, in accordance with the procedure outlined in chapter 8 of the Policy.

The forcible termination of a work placement shall cause the student to fail the work placement and may lead to dismissal from the program of study, in accordance with Cégep@distance rules governing work placements.

8. THE RIGHT TO APPEAL

Note: Sections 8.1 and 8.2 have been deleted here, but can be found in full in the French version of this document.

8.3. At Cégep@distance

8.3.1. Grade reviews

A student who feels the grade on an assignment or final evaluation is unfair may request that it be reviewed.

- a) If the grade review request concerns an assignment for a course that is still underway, the student may make the request directly to the tutor by phone, in writing, or online within fifteen days following receipt of the corrected assignment. Once the tutor has reviewed the grade, the resulting verdict is final and without appeal at this stage.
- b) First grade review for a final evaluation, overall course grade, or supplemental final evaluation:
 - Once the assignments and final evaluation for a course have been completed, a student must address any request for a grade review to Cégep@distance in writing within fifteen days of receiving the transcript or the letter confirming a failing grade on the supplemental final evaluation.
 - A student requesting that an overall grade be reviewed must send in original copies of the assignments along with the letter.
 - Any assignment that has been changed or altered in any way shall not be regraded, nor shall any assignment written in pencil.
 - The tutor assigned to the student for the course shall be responsible for performing this first grade review.
- c) Second grade review for a final evaluation, overall course grade, or supplemental final evaluation:
 - If, after the first review, the student still disputes the grade, it may be appealed in writing to Cégep@distance, who will give the case to another tutor.
 - The student must fax or mail the written request to Cégep@distance within fifteen days following receipt of the first grade review.
 - The decision resulting from this second review shall be without appeal.

8.3.2. Settling disputes

The procedure outlined in sections 36 and 37 of the *Règlement sur les conditions de vie et d'études du Collège* shall apply to all disputes concerning student achievement evaluation.

8.3.3. Penalties

Students who feel their rights have been violated by a penalty imposed on them have the right to be heard by Cégep@distance management. This right to appeal refers more specifically to situations involving plagiarism and fraud or decisions to forcibly terminate a work placement. In cases of expulsion from Cégep@distance, the appeal procedure outlined in section 37 of *Règlement sur les conditions de vie et d'études du Collège* shall apply.

9. PROCEDURES FOR APPLYING EXEMPTIONS, EQUIVALENCES, SUBSTITUTIONS, AND INCOMPLETE NOTATIONS

Exemptions (DI), equivalences (EQ), and substitutions (SU) are defined respectively in sections 21, 22, and 23 of the College Education Regulations. “Incomplete” notations (IN) are defined in paragraph 22 of Budgetary schedule C013.

The *PIEA* specifies how they are to be applied.

9.1. Transcript entries

The College may enter a DI, EQ, or SU notation in a student’s transcript for a course in which that student is registered. For the purposes of the certification of college studies, the student is considered to have passed that course. Students may also request an incomplete (IN) notation for a course in which they are registered. The following procedure applies:

- a) If students are registered in a regular education or continuing education course, they must make their request to the Registrar’s office; if they are registered with Cégep@distance, they must make it to Clientele Services.
- b) The appointed person, usually an academic adviser, shall process the request by referring, where applicable, to previous decisions of a similar nature. If the request calls for more in-depth knowledge of a particular discipline, the appointed person may need to consult a department, an expert, or a group of experts. That person shall then make a recommendation to the responsible party at the Registrar’s office or Cégep@distance Clientele Services.
- c) If the request is denied, the student shall be informed of the reasons for the decision made by those responsible in the Registrar’s office or Cégep@distance Clientele Services.

9.1.1. Exemptions

Exemptions exempt students from registering for a course in their program of study. The course does not have to be replaced by another course, which reduces the total number of units the student must complete within the program.

- a) An exemption is granted in exceptional circumstances if the student can prove to the College’s satisfaction that he or she would be unable to attain the objectives of the course, or to avoid causing serious detriment to the student.
- b) If the exemption is granted, an “DI” notation shall be entered in the transcript, and the documents supporting the decision placed in the student’s file.
- c) Exemptions are granted for physical education courses if the College is not able to provide the student with a course suited to his or her medically-attested physical limitations.

Exemptions do not apply to the program’s comprehensive assessment or to the exit exams set by the Minister.

9.1.2. Equivalences

By granting an equivalence, the College recognizes that a registered student has achieved the objectives of one or more courses in a program of study through previous studies credited by a recognized educational institution. Equivalences do not apply to the program’s comprehensive assessment or to the exit exams set by the Minister.

- a) Equivalences are granted on a course-by-course basis and entitle the student to the units associated with the course, which are entered on the student’s transcript.
- b) To request an equivalence, students must produce upon admission official documents in French or in English stating their previous credited studies.
- c) If the equivalence is granted, an “EQ” notation shall be entered in the student’s transcript and the documents supporting the decision placed in the student’s file.

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- d) The equivalence entitles the student to the units associated with the course, which does not have to be replaced by another course.

9.1.3. Substitutions

A substitution (SU) means a student can replace one or more courses in a program of study by one or more college-level courses with comparable objectives. Substitutions do not apply to the program's comprehensive assessment or to the exit exams set by the Minister.

This provision, applied at the discretion of the College, makes it possible to align a student's educational plan with the flow chart of the relevant program of study.

In situations where a student has already achieved objectives comparable to those required by the program of study in another college-level course, a substitution may be granted after the fact.

- a) If the substitution is granted and the replacement course was passed, an "SU" notation shall be entered on the student's transcript.
- b) The substitute course, along with the grade and associated units, shall be recorded in the student's academic profile. The course for which the substitution was granted shall also appear in the academic profile, with an "SU" notation; no grade or associated units are entered for that course.

9.1.4. "Incomplete" notations

A notation of "IN" (for "Incomplete") shall be entered when, due to unforeseeable circumstances, a student has to drop a course after the withdrawal deadline set by the Minister.

- a) For a given set of circumstances to be deemed "unforeseeable," they must meet the following two conditions: i) be beyond the student's control; ii) prevent the student from continuing studies for at least three weeks.
- b) The request must be accompanied by the requisite supporting documents, such as a note from a certified professional, stating the reason for and duration of the student's inability to continue with studies. Except under special circumstances, the request must be made four weeks, or within an equivalent period, before the courses from which withdrawal is being requested come to an end.
- c) If the request is granted, an "IN" notation shall be entered in the student's transcript and the documents supporting the decision placed in the student's file.

10. RECOGNITION OF PRIOR LEARNING

The recognition of prior learning and competencies is described in Budgetary schedule C014 and is alluded to in sections 22 and 25 of the College Education Regulations.

By recognizing prior learning, the College gives official certification to prior learning when it can be proven that the learning corresponds to the objectives of the course(s) concerned within the program of study for which the student is registered.

Prior learning could be academic (studies abroad) or extracurricular (learning acquired through work experience, personal studies, courses taken at non-educational institutions, or another source).

The College determines the courses and programs of study for which it will assess prior learning. The following procedure applies:

- a) When a student requests recognition of prior learning, an academic adviser shall judge the admissibility of the request based on the following criteria:
 - The documents shall include either a description of the relevant experience and associated learning or written proof attesting to the learning.
 - Either the documents shall be in French, or an official French translation shall be attached.
- b) Prior learning may be assessed in one of three ways:
 - An analysis of the documents by the department or by one or more experts.
 - A test.
 - A combination of both.
- c) The assessment may be done by course or competency. In both cases, the recommendations and supporting grounds shall be sent to the person responsible at the Registrar's office or Cégep@distance Clientele Services for a decision.
- d) If the request for recognition of prior learning is granted, a note shall be entered in the student's transcript and the relevant documents placed in the student's file.
- e) Granting recognition means that the units for the relevant course or module shall appear on the student's transcript.
- f) If the request is denied, the student shall be informed of the reasons for the decision made by the person responsible at the Registrar's office or Cégep@distance Clientele Services. The decision is without appeal.

11. PROCEDURE FOR THE CERTIFICATION OF COLLEGE STUDIES

The Director of Studies is responsible for developing and implementing a procedure to determine the suitability of awarding a diploma or recommending that the Minister issue a diploma, and to guarantee that the document conforms to the College Education Regulations.⁷

The procedure for the certification of college studies is based on a number of checks that are conducted throughout a student's academic career—from acceptance at the College through to the end of study—and that guarantee the recommendation is reliable.

The procedure involves the following stages:

- Eligibility
- Academic achievement/progress
- Verification
- Recommendation by the Board of Directors

Each educational sector must oversee the first two stages of the procedure for the students registered in the respective sectors. The third stage is overseen by the Registrar's office, while the Board of Directors is responsible for the final stage.⁸

11.1. Eligibility

Upon admission, the relevant educational sector shall check that each candidate meets the general and specific conditions for that program of study and shall ensure that the documents ascertaining eligibility for acceptance are placed in the student's file in accordance with the *Règlement sur l'admission favorisant la réussite scolaire* and the College Education Regulations.

Checking a student's eligibility for a program of study.

The student's file must contain the following documents:

- A notice outlining the program's acceptance requirements and ascertaining the student's eligibility for that program of study, either upon admission or when changing programs.
- A diploma or a statement of marks proving the student has obtained a Secondary School Diploma from an educational institution in the province of Quebec, or else a document justifying acceptance into the program of study on the basis of learning deemed equivalent or learning deemed sufficient or a combination of learning and experience deemed sufficient, depending on the situation.
- The schedule for the student's program of study, listing the courses and program requirements for obtaining the relevant diploma.

11.2. Academic progress

At the beginning of each session throughout a student's academic career, the relevant educational sector shall check that the student's learning path conforms to the schedule for the relevant program of study. It considers how the student is doing in registered courses (especially in the prerequisites for subsequent courses) and ensures that course registration and re-registration requirements are met. It also ensures that the necessary documents are placed in the student's paper file and corresponding remarks are entered in the online academic profile.

Checking that curriculum objectives have been achieved.

7. College Education Regulations, sections 32 and 33.

8. The last two stages of the procedure do not apply in cases where another college has agreed to jointly authorize a program, since the partnership college is responsible for awarding the diploma.

Examining and checking the student's academic profile confirms that:

- The student's college transcript lists all the units required by his or her program of study, as well as any possible exemptions, in accordance with section 21 of the College Education Regulations.
- The student has achieved all course objectives for the program of study, as proven by the passing grades obtained, in accordance with section 27 of the College Education Regulations, or by the substitutions or equivalences recorded in the transcript, in accordance with sections 22 and 23 of those regulations.
- The student's file contains all relevant documents supporting the decision to grant exemptions, equivalences, substitutions, recognition of prior learning, and "Permanent Incomplete" notations.
- The student registered in a program of study leading to a DCS/DEC meets the passing requirements of the comprehensive assessment for the program and the exit exams set by the Minister.

11.3. Verification

At the end of a student's studies, the Registrar's office shall verify, based on the remarks and results entered in the student's academic profile for all three educational sectors, that it can attest that all the objectives and standards for that curriculum have been achieved (for the required number of units). Where applicable, it shall also check whether the student has passed the exit exams and the comprehensive assessment for the program. Similarly, the sector shall ensure that the curriculum schedule followed by the student conforms either to the Ministry program or to that of the institution. The Registrar's office shall send the list of students eligible for a diploma to the Board of Directors for approval.

11.4. Recommendation

Upon receipt of the list of students eligible to receive a diploma, the Board of Directors shall make a recommendation that the Minister award the diplomas, and shall proceed to grant diplomas for the programs of study over which is has been given jurisdiction.

12. EVALUATING AND REVISING THE POLICY

12.1. Evaluating Policy application

The Director of Studies, the Continuing Education Director, and Cégep@distance management work together to implement measures for evaluating the application of the Policy. These measures are based on criteria used by the *Commission d'évaluation de l'enseignement collégial*: namely, conformity, effectiveness, and intra-institutional equivalence of student achievement evaluation.

The Director of Studies shall collaborate with the relevant departments and services to choose flexible assessment methods that are in keeping with routine curriculum management and that demonstrate what progress has been made, while promoting further discussion and dialogue on student achievement evaluation.

More specifically, for regular education, the following methods shall be used:

- a) Consultations with teaching staff regarding their practices in applying the Policy.
- b) Analysis of a sample number of course outlines and student achievement evaluation instruments; all program evaluations should include such an analysis.
- c) Analysis of comments from student groups provided during feedback on programs of study.
- d) Comparative analysis of departmental procedures for applying the Policy rules and methods for approving course outlines.
- e) Inclusion in annual reports of the main initiatives undertaken to improve the quality of student achievement evaluations.
- f) Review of final evaluation methods for courses by program committees when generic course plans are updated.
- g) Monitoring of action plans based on the evaluation of programs of study, with particular attention to course outlines.
- h) Recording of grounds for dispute.
- i) Recording of decisions to grant transcript notations (DI, SU, EQ) in reference lists.
- j) Comparative analysis of instruments used during the program's comprehensive assessments to ensure intra-institutional equivalence.

For continuing education, the main methods for evaluating the application of the Policy are as follows:

- a) Consultation with teaching staff regarding their practices in applying the Policy.
- b) Systematic analysis of course outlines to check their conformance to the *PIEA*.
- c) Analysis of comments from student groups provided during the course assessment process.

At Cégep@distance, the application of the Policy is regularly evaluated by the following methods:

- a) Analysis of a sample number of study guides to check their conformance to the *PIEA*.
- b) Analysis of comments from student groups provided during feedback on programs of study or in the context of the course assessment process.
- c) Including in the annual statement of activities the main measures implemented to improve the quality of student achievement evaluation.
- d) Recording of grounds for dispute.
- e) Recording of decisions to grant transcript notations (DI, SU, EQ) in reference lists.

Every five years, the Director of Studies shall produce a report on the application of the *PIEA* within the three educational sectors and send it to the Academic Council and the Board of Directors.

12.2. Revising the Policy

The Director of Studies may suggest that changes be made to the *PIEA* based on evaluations of Policy application.

This revised Policy shall come into effect at the start of the school year following its adoption by the Board of Directors.