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## **INSTITUTIONAL POLICY FOR THE EVALUATION OF SPECIFIC LEARNING OBJECTIVES**

**Modified Version**

**Adopted by the Board of Directors**

**June 19, 2018**

**The masculine form is used merely to simplify the text.**

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## LIST OF ABBREVIATIONS

AEC	Certificate of College Studies
API	Individual Learning Assistance
CNDF	Campus Notre-Dame-de-Foy
CEEC	Commission for Collegiate Instruction and Evaluation
DEC	Diploma of College Studies
DOCS	Director of Academic Organization and Progress
DSE	Director of Student Services
ESP	Summative Program Test
MECE	Ministerial Examination of College English
Ministry	Ministry of Education, and Higher Education
PIEA	Institutional Policy for the Evaluation of Specific Learning Objectives
CER	College Education Regulations

## PREAMBLE

An institutional policy for the evaluation of specific learning objectives is an official document by which an establishment describes the manner in which it fulfills its responsibilities with regard to the fair and equitable evaluation of the specific learning objectives of its students.

Campus Notre-Dame-de-Foy regularly revises its PIEA. The individuals involved in this revision are motivated by the following considerations:

- The CER requires every college, after consulting with the Academic Council, to adopt and implement an institutional policy for the evaluation of specific learning objectives (CER, art. 25). The Board of Directors then adopts this policy before it is implemented;
- Every college is responsible for ensuring the evaluation of specific learning objectives of its students prior to issuing a Certificate of College Studies or recommending that the Ministry issue a Diploma of College Studies to a student;
- In the spirit of our educational Project, "the college emphasizes the intellectual curiosity, autonomy, perseverance, commitment and self-realization of our students and of all personnel involved, directly or indirectly, in making it a reality."

In other words, the social responsibility of an institution such as ours requires it to establish an institutional policy for the evaluation of specific learning objectives, to publicize that policy to stakeholders, to apply it, and finally to assess its application.

**PURPOSES**

The PIEA aims to ensure transparency, fairness, equity, consistency and equivalence in the process of evaluating specific learning objectives of CNDF's students.

In order to ensure the transparency and fairness of the evaluation of specific learning objectives conducted at CNDF:

- a) Students must know what their teachers, the Director of Academic Affairs, and the Ministry expect of them with regard to the evaluation of specific learning objectives;
- b) Teachers must know what the Director of Academic Affairs expects of them with regard to the evaluation documents associated with their students' specific learning objectives;
- c) The Director of Academic Affairs must know how teachers and departments will perform their respective responsibilities with regard to the evaluation documents associated with specific learning objectives.

In order to ensure equity, consistency and equivalence in the evaluation of specific learning objectives:

- a) Teachers in a given department and those who teach within a given program must coordinate with each other regarding the means by which they will evaluate specific learning objectives;
- b) The Director of Academic Affairs must consult the Academic Council regarding any questions related to the implementation of this policy.

**OBJECTIVES**

CNDF's PIEA has the following objectives:

- a) To present the institutional concept for the evaluation of specific learning objectives;
- b) To establish the division of rights and responsibilities with respect to the evaluation of specific learning objectives;
- c) To specify the institutional definition for course outlines as well as the mechanisms that ensure their coordination and approval;
- d) To establish regulations, methods, procedures and actions to be taken in the area of the evaluation of specific learning objectives, including appeal procedures;
- e) To establish the procedure for the approval of studies;
- f) To establish the methods and criteria for evaluating the implementation of the PIEA.

### 2.1 Evaluation of Specific Student Learning Objectives

In education, the evaluation of specific learning objectives is a judgment of the degree of accomplishment of students in their courses and internships. Formative and summative evaluations are part of the educational experience; the two forms should play complementary and balancing roles.

### 2.2 Formative Evaluation

The formative evaluation is the basis for the summative evaluation. It supports the specific learning objectives, informing both teacher and student of progress related to specific learning objectives.

Even if it is not included in the final grade, the formative evaluation must be relatively formal for it to be effective and for students to give it the attention it requires. Teachers must inform their students of the purpose and usefulness of the formative evaluation. This way it will increase student accountability with respect to their studies and boosts motivation by promoting a deeper understanding of the relevance and importance of these evaluations. Structuring the program in this manner, beginning with the first collegiate semester, helps increase student awareness of the necessity of participating in all required exercises. Each course therefore includes formative evaluations.

### 2.3 Summative Evaluation

The summative evaluation is the measure of the degree to which a student has mastered skills in one or more areas. At the end of a semester, the final evaluation indicates the passing or failure of a course, an internship or the ESP. Participation in activities may contribute to the evaluation.

### 2.4 Composition of an Evaluation

An evaluation should assess the mastery of skills in a course or internship.

A grade of 60% indicates the minimum accomplishment of standards associated with that course or internship.

### 3.1 Division of Rights and responsibilities

#### 3.1.1 The Board of Directors

- a) The Board of Directors, after consulting with the Academic Council, shall adopt the PIEA and ensure its implementation (CER, art. 25).

#### 3.1.2 The Director of Academic Affairs

As the person responsible for the implementation of this policy, the Director of Academic Affairs or a person designated by him:

**Concerning evaluation and approval:**

- a) Responds to the evaluation of specific learning objectives;
- b) Produces statistics concerning the passing rate of each course;
- c) Oversees the administration of a summative test for each program leading to a Diploma of College Studies (CER, art. 25);
- d) Oversees the application of all standardized tests imposed by the Ministry in various elements composing the common general education (CER, art. 26);
- e) Manages requests for the revision of grades at the end of a semester (chap. 5);
- f) Manages the approval of studies (chap. 6);
- g) Manages, where applicable, any specific agreement regarding the evaluation of specific learning objectives;

**Concerning the application of this policy:**

- a) Makes the text of the PIEA available to students, teachers and all new teachers at the time of hiring;
- b) Ensures the effectiveness of the mechanisms related to the revision and enforcement of this policy (chap. 7);
- c) Manages procedures for students who wish to withdraw from a course (4.2);

**Concerning instruction:**

- a) Identifies the priority issues and cases for the Director of Academic Affairs and the departments
- b) Supports the improvement of all persons concerned with the evaluation of specific learning objectives;
- c) Approves the master plan of each course offered by the department;
- d) Approves the course outline and any major changes made during the semester (3.2);
- e) Approves department rules.

To support the application of this policy, the Director of Student Services:

- a) Manages student absences from courses and internships (4.13);
- b) Manages authorized absences from exams (4.9);
- c) Addresses disputes and complaints from students in accordance with Policy AG-2.

### **3.1.3 The Department**

Teachers in a department, overseen by the Department Chair:

- a) Develop a master plan for each course offered by the department and update it;
- b) Ensure the coordination of course outlines with regard to the preparatory program, objectives, content, methods of evaluation, the calendar of the evaluation of specific learning objectives, etc., and ensure that it corresponds with the master plan;
- c) Recommend course outline approval to the Director of Academic Affairs on the prescribed date by Administration;
- d) Confer on the evaluation of specific student learning objectives to ensure equivalence for the same course given by more than one teacher (CEEC<sup>1</sup>);
- e) Develop the ESP (summative program test) and determine in which course or courses and which period or periods the test will take place to ensure its integration into general education (4.8.4.2);
- f) Ensure the required follow-up in the process of recognition of prior learning in collaboration with API (Individual Learning Assistance);
- g) Develop department rules and submit them to the Director of Academic Affairs for approval;
- h) Notify students of the rules related to the evaluation of specific learning objectives by disseminating department rules and the PIEA.

### **3.1.4 The Teacher**

With regard to the summative evaluation, teachers:

- a) Develop and present their course outlines to the department in compliance with the master plan and this policy, obtain approval from the Director of Academic Affairs, and make the course outline available to students during the first week of classes
- b) Prepare and teach their courses according to the procedures set out in the course outlines, evaluate and measure their students' specific learning objectives according to the course outlines and this policy;
- c) Develop tools for the evaluation of specific learning objectives to measure the mastery of the skills in a course or internship;
- d) Correct all assignments and exams, oral or written, in a timely manner and record the results (4.16);
- e) Make clear judgements regarding student success or failure in a course;
- f) Administer and grade the ESP if the test is included in a course or internship for which they are responsible.

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<sup>1</sup> Reference Framework – Évaluation des politiques institutionnelles d'évaluation des apprentissages, May 2012, p. 7

With regard to the formative evaluation, teachers:

- a) Intervene during the semester to help and support their students. In this regard, they regularly inform students of their progress and difficulties.

### **3.1.5 The Student**

Students are entitled to:

- a) The fair and equitable evaluation of their specific learning objectives;
- b) Regular and constructive reports on their progress, difficulties, weaknesses and absences;
- c) The confidentiality of their academic records (4.1);
- d) The review of their grades if they believe they have been wronged (chap. 5).

Students are required to:

- a) Learn about the evaluation of their specific learning objectives by reading and following this policy, among other things;
- b) Submit to all forms of evaluation of specific learning objectives included in the course outline;
- c) Regularly check their grades and absences on the web portal;
- d) Take the ESP leading to a DEC (4.8.4);
- e) Take all standardized tests imposed by the Ministry in all elements of the common general education component (4.8.5).

## **3.2 The Course Outline**

The Director of Academic Affairs is responsible for ensuring that each teacher develops a detailed course outline for each course that complies with the course's master plan, the CER (art. 20) and this policy.

The elements of a course outline are defined in Appendix A of this policy, of which they are an integral part.

The course outline is given to students during the first week of classes. It constitutes a commitment by teachers to the college and their students to offer the course as announced and as required by the master plan, the CER and this policy. The course outline also serves as a work tool for teachers and as a guide for students. Furthermore, it is understood that the course outline applies in a context where teachers are granted professional discretion in the exercise of their profession given the unique dynamics of each group.

This discretion must not result in substantial changes to the elements that define the course outline, but rather allows for the most effective presentation of those elements, including in some cases variations on the basic intent. By exception, if a teacher wishes to make significant changes, they must obtain prior approval from the Department Chair and the Director of Academic Affairs.

#### 4.1 Confidentiality of Student Academic Files

The content of a student's academic file, including grades, may not be disclosed to persons or organizations outside the CNDF without the written authorization of the student, except to the Ministry or the parents, if the student is a minor. Any such authorization must be kept in the student's file.

#### 4.2 Withdrawal from a Course

Students who wish to withdraw from a course must do so by completing the appropriate form before the deadline set and announced by the college in accordance with the Ministry regulations in force. The duly completed form must be submitted to the Director of Academic Organization and Progress (DOCS). It is strongly recommended that students first consult an API in order to properly evaluate the effects of such an action on their academic career.

A student who stops attending a course after the official withdrawal date will continue to have the course appear on their schedule. The student's cumulative mark from their attendance at CNDF will appear on their course transcript.

#### 4.3 Equivalence, Substitution and Exemption

Requests for an equivalence, substitution or exemption for a course must be submitted to an API ten days before the official withdrawal date for the course. The API will consult the department concerned, where appropriate, and take action to deal with the request. Students are nevertheless obligated to continue attending the course until an answer to the request is given.

##### 4.3.1 Equivalence (EQ)

Students capable of demonstrating that they have already met the objectives of a course through previous extracurricular activities or education may be granted an equivalence by the Director of Academic Affairs. Students must meet with an API to find out the terms and to obtain a request form, if necessary. Once a request is accepted, "EQ" will appear on the transcript and the student is given the number of units that correspond to the course. The supporting documents must be kept in the student's file.

##### 4.3.2 Substitution (SU)

The Director of Academic Affairs may grant a substitution for a course to students capable of demonstrating that they have already met the objectives of a course by passing another college level course.

Students must meet with an API to find out the terms and to obtain a request form, if necessary. Once a request is accepted, "SU" will appear on the student's transcript. The supporting documents must be kept in the student's file.

#### **4.3.3 Exemption (DI)**

The Director of Academic Affairs may grant an exemption from a course when it is clearly demonstrated by a health specialist that a student will not be able to meet the course objectives at any time during their studies. However, the student's ability to meet the program objectives must not be compromised.

Students in this situation must meet with an API to find out the terms and to obtain a request form, if necessary. Once a request is accepted, "DI" will appear on the student's transcript. Although this grade does not grant the student the number of units associated with the course, the student is not required to replace that course with another. The supporting documents must be kept in the student's file.

#### **4.4 Permanent Incomplete (IN)**

A grade of "Permanent Incomplete" may be given for one or more courses when a student is unable to concentrate on their studies for major reasons (accident, prolonged illness, etc.) for more than three weeks. A physical or mental health specialist must clearly confirm this incapacity.

Students in this situation, or a legal representative in case of incapacity, must meet with an API to find out the terms and to obtain a request form. The request will be analysed and an answer will be given to the student by email. Once a request is accepted, "IN" will appear on the student's transcript. The supporting documents must be kept in the student's file. The student must later retake the entire course.

Every request for a grade of "Permanent Incomplete" for a semester that is finished for more than one year will be automatically refused.

#### **4.5 Temporary Incomplete (IT)**

A grade of "Temporary Incomplete" may be given for a course when a teacher is unable, at the end of the semester, due to special circumstances, to notify the DOCS of a student's final grade for the course. A teacher may give this grade only if an agreement was made with the student regarding the terms for submitting any missing assignments or evaluations. This grade must be corrected quickly under the Ministry rules in force. If the final grade is still unavailable at the end of the following semester (with the exception of the summer semester), the teacher will give a grade of zero (0) for all incomplete evaluations and send the new grade to the DOCS.

#### **4.6 Ethics**

As an educational institution that cultivates values such as intellectual rigor, honesty and lawfulness, the CNDF considers plagiarism cheating and fraud to be major breaches of the spirit of its educational Project. The CNDF seeks to develop civic attitudes among its students in order to promote ethical positions in concrete behaviours.

##### **4.6.1 Plagiarism, Cheating or Fraud**

Any plagiarism, cheating or fraud, attempted plagiarism, cheating or fraud, or collaboration at plagiarism, cheating or fraud during an evaluation of specific learning objectives either in or outside of class could result in a grade of zero (0) for the entire exam or assignment, not just the part involving plagiarism.

Definitions

The CNDF defines plagiarism as follows:

The act of claiming or presenting the work of others as one's own, including the use of part or all of a text without putting the author's name in quotation marks when the words are copied verbatim and/or without indicating that the text was copied (full reference<sup>2</sup>).

Plagiarism applies to all types of documents: texts, data, tables, graphs, images, websites, etc.<sup>3</sup>

Specific examples of plagiarism can be found in Appendix B.

The CNDF defines cheating or fraud as follows:

Any dishonest practice, concealment or falsification in connection with a summative evaluation is considered cheating/fraud.

Specific examples of cheating or fraud can be found in Appendix B.

#### **4.6.2 Reporting Procedure**

Teachers must send a written report of any cheating, plagiarism or fraud, attempted cheating, plagiarism, or fraud collaboration with cheating or plagiarism to the Director of Student Services using the form entitled "Report of Plagiarism Cheating or Fraud" as soon as possible after the event. Except in special circumstances, the report must be made before the student receives their grade. The Director of Student Services will analyze the file, taking into account the PIEA rules and the documentation provided by the professor<sup>4</sup>. The Director of Student Services shall then inform the parties of the decision.

#### **4.6.3 Disciplinary measures**

Consequently, any cheating or plagiarism, attempted cheating plagiarism or fraud, or collaboration at cheating or plagiarism will result in the following (in addition to the possible failure of a course and the impact of such a failure on subsequent semesters):

1. First infraction: The teacher shall report the case to the Director of Student Services. The case will be assessed by the Director of Academic Affairs and a Student Services representative. The student shall receive a sanction, up to and including a grade of zero (0) for the assignment or evaluation. The Director of Student Services shall send the student a notice informing them of the sanction that was applied. A copy of this notice is placed in the student's file.
2. Second infraction: The Director Student Services issues a second notice to the student and informs them that a grade of zero (0) has been given for the course and that the student has been expelled from the course in which the plagiarism or cheating occurred. This second

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<sup>2</sup> By referring to the methods of referencing included in the CNDF current Work presentation guide.

<sup>3</sup> Definition taken from that of the PIEA of Sherbrooke Cegeps (Cégep de Sherbrooke, <http://www.cegepsherbrooke.qc.ca/officiel/images/stories/communic/publications/politiques/evaluationapprentissage10.pdf>) (page consultée le 15-05-14) and St-Félicien Cegeps (Cégep de St-Félicien, [http://www.cegepstfe.ca/donnees/media/1/fichiers/Documents%20institutionnels/PIEA%20derniere%20version%20\(pour%20CA%20juin%202012\)%20\(final\).pdf](http://www.cegepstfe.ca/donnees/media/1/fichiers/Documents%20institutionnels/PIEA%20derniere%20version%20(pour%20CA%20juin%202012)%20(final).pdf)) (page consultée le 15-05-14) et de la présentation de Nicole Perreault, *Le plagiat et la tricherie à l'ère des TIC : ce que c'est, prévenir, détecter*, janvier 2014.

<sup>4</sup> The procedures for carrying out the evaluation, the copy of the students involved and the correction grid.

infraction may have occurred in another course or session. This second notice constitutes a final warning. A copy of this notice is placed in the student's file and sent to the Director of Academic Affairs.

3. Third infraction: The Director of Academic Affairs and the Director of Student Services meet with the student and inform them that they have been expelled from the CNDF. The student is provided with a written notice to this effect.

In the application of sanctions, the period between the first notice and expulsion is not taken into consideration.

A copy of the notice is placed in the student's file. After two years, the student may be readmitted under special conditions.

#### **4.6.4 Grade Revision Committee**

A Grade Revision Committee will be formed in case of litigation or in complex cases or at the request of the Director of Academic Affairs. This Committee shall be composed of one of the two professors delegated by the Academic Council and who are not involved in the dispute, a member of Student Services and a student delegated by the AGE. This student shall act as an observer. The professor and student involved shall have the right to be heard, if they want. The Committee's decision is final and irrevocable.

### **4.7 Passing Grade**

The passing grade for a course is 60% and indicates that the minimum standards of a course or internship were met.

For courses in which a certificate of professional competence is issued, the conditions for certification are specified in the course outline

### **4.8 Evaluation of Specific Learning Objectives**

#### **4.8.1 During a semester**

Any evaluation during a semester, with the exception of very long assignments, must be returned to the student at least five (5) working days prior to the final evaluation. This rule may be suspended if agreed upon by the teacher and the Director of Academic Affairs.

The teacher must communicate the evaluation objectives in advance. The teacher must inform the student of the weight given to the questions or parts of the assessment no later than on the day of the evaluation. When submitting examinations or assignments, the correction criteria must be communicated to the student.

#### **4.8.2 Final Evaluation**

Every course includes a final evaluation indicating the mastery of the skills involved. The value of the final evaluation may not exceed 60% of the total grade for the semester and may not be less than 40%. Exceptions may be made when justified on an educational level and approved by the Director of Academic Affairs. When a final evaluation is completed as a team, the teacher must clearly assess the skills of each individual student.

#### **4.8.3 Alternative Grading**

In certain cases, when it is clearly indicated in the course outline, students may be subject to two conditions. In addition to obtaining an overall average of 60% or more, students must obtain a minimum of 60% on the final course evaluation in order to pass the course. If a student fails the final evaluation, the COL.NET portal will show only the grade of the final evaluation and not the student's cumulative grade for the semester.

#### **4.8.4 Summative Program Test (ESP)**

##### **4.8.4.1 Definition of the ESP**

Students enrolled in a program leading to a DEC are subject to a comprehensive examination to verify the attainment of all objectives and standards for the program; Students must pass this test in order to obtain their DEC (CER, art. 25 and 32).

This test differs from the evaluation of skills acquired in each individual course by evaluating the integration of skills acquired throughout the program, including contributing disciplines and general education.

##### **4.8.4.2 Development of the ESP**

The test's design reflects the objectives and standards set by the Ministry and of the exit profile specified in the description of each program. It can take various forms and takes place during a specific learning activity as a final activity within one or more courses or internships. The dimensions of *evaluation* and *summative* are therefore significant.

The format of this test is specified in the program description and in the outlines of those courses and internships that include the ESP.

The test is developed by the department responsible for the program. It is administered and evaluated by the teacher(s) responsible for the course(s) or internship(s) in which it is included.

##### **4.8.4.3 Admission to the ESP**

To be eligible for the ESP, students must have already passed or be in the process of passing the specific formative courses of their program of studies, and must have passed or be in the process of passing all of their general education courses at the latest by the end of the first regular semester following the ESP.

##### **4.8.4.4 Recording the Result of the ESP**

ESP results are recorded on the course transcript as either Passed (RE) or Failed (EC).

#### **4.8.5 Standardized Test from the Ministry (language of instruction)**

Students must submit to a standardized test set by the Ministry. Students must pass this test in order to obtain their Diploma of College Studies (CER, art. 26 and 32). The Director of Academic Affairs oversees the administration of all standardized tests set by the Ministry.

#### **4.8.6 Online Course Evaluation**

Courses or internships offered online or in a synchronous format may be delivered remotely via an electronic platform and may require a number of hours of classroom attendance for certain activities. The terms of participation are specified in the course outline. Online courses are subject to the same rules with respect to the evaluation of specific learning objectives as courses taught in a traditional classroom. Internships must respect the number of student-contact hours for the course.

#### **4.9 Absence from a Summative Test or from the ESP**

Each department must clearly indicate in its department rules included in course outlines how it will deal with cases of student absences from summary tests. These rules are appended to the course outlines.

Students who do not report for a **final exam** will receive a grade of zero (0) for the exam. Exceptions to this rule will be determined by the Director of Student Services. The following exceptions will be considered:

- Serious illness or accident confirmed by a medical certificate;
- Death of a close relative, evidence to support;
- Court appearance, evidence to support;
- Delegate to a provincial, national or international event, such as a sporting or musical event, etc., evidence to support.

Any absence from the ESP will be treated in accordance with department rules and notices issued to the student in the course outline or ESP instruction document of each course that includes this particular test.

#### **4.10 Self-Evaluation and Peer Evaluation**

Self-evaluation and peer evaluation may be used in the evaluation of specific learning objectives. It is important that students be made aware of their specific learning objectives so that they may evaluate their performance relative to the standards of success. Teachers who use such evaluations remain responsible for the summative evaluation. The grade accorded to such activities must not exceed 10% of the total grade for the semester.

#### **4.11 Written English**

Teachers must take into account any spelling, grammar, syntax, vocabulary and punctuation mistakes when grading assignments and tests. They may deduct up to 10% of the points awarded for assignments and tests for such mistakes. For assignments prepared outside of class for which the deadline is of at least one week, the course outline may specify a penalty of up to 20% for writing mistakes. For literature courses, this percentage is raised to 30%.

#### **4.12 Participation During a Course**

Participation in a course may be considered in the summative evaluation when participation in activities is one of the course objectives. If this is the case, the course outline must contain this clarification.

#### **4.13 Academic Achievement and Attendance in Courses and Internships**

The CNDF believes that attendance is a very important factor in academic achievement and that it is a condition for learning. For this reason, attendance in classes is mandatory. The CNDF contributes to academic achievement by establishing measures that promote attendance without taking away from the primary responsibility of the student.

Students who are absent from a class or part of a class must make up the missing material on their own. No points for class attendance or absence shall be awarded or removed.

By exception, when class attendance and participation are essential to the achievement of learning objectives and explicitly tied to the objectives and standards set by the Ministry, the course outline must specify the attendance rate required to pass the course. In this case, students who fall short of the attendance rate will fail the course. The terms of application of this article are defined in the department rules and are included in the course outline.

Students enrolled in an internship must respect the schedule established by the department. Missing hours must be made up, as necessary, in accordance with the terms specified in the department rules and the intern guide. Students registered for an internship must adhere to the schedule set by the department. Students who fail to complete the required number of hours may fail their internship.

Teachers are required to make a note of absences and post them weekly on the web portal.

#### **4.14 Submission of Work**

Work must be submitted by the deadline set by the teacher. Teachers, after coordinating with their students, may change the terms for submitting work. Teachers must clearly indicate in the course outline how they intend to deal with late submissions.

#### **4.15 Class Absences and Tardiness**

Attendance is taken at the start of each class. If a student is late, it is their responsibility to contact the teacher immediately after class to justify the absence and possibly have the record of the absence removed. Teachers have the right to refuse entrance to students arriving late to class.

If a teacher is not on time for the first period of class, students must wait ten (10) minutes before leaving the classroom. If a student has two or more class periods in a row, they must report to each period unless the teacher's name appears on the list of teachers who are absent or on the web portal.

## **4.16 Issuance of Grades**

### **4.16.1 Interim Results**

To support students and assist the Director of Academic Affairs in monitoring their progress, teachers must regularly inform their students of the interim results obtained during the semester. The grades for all evaluations in all courses must be posted on the web portal no later than two weeks after the evaluation date. In most cases, a result counting for at least 15% of the total grade will be recorded in the statement of marks before the eighth (8<sup>th</sup>) week of each semester.

Furthermore, for first year courses, a result counting for at least 10% of the total grade must be recorded before the sixth (6<sup>th</sup>) week of each semester and a cumulative grade of at least 25% of the final grade must be recorded before the ninth (9<sup>th</sup>) week of the semester.

### **4.16.2 Final Results**

Each semester, teachers post the final results for each of their groups according to the guidelines set by the Director of Academic Affairs and the Director of Academic Achievement and the DOCS.

## **4.17 Preservation of Final Exams**

Copies of final exams are kept by teachers<sup>5</sup> for one (1) year, during which time the Director of Academic Affairs may access the copies. Students may consult their copies in person during the first month of the following semester. Copies must be stored and destroyed in a confidential manner.

The professor may, but is not required to, return evaluations that were carried out throughout the session to the students. This choice is left to their discretion. However, the student has the right to see their copy of the exam. In the case where the teacher keeps the copies, they must keep them for one year.

## **4.18 Using Student Work**

Teachers have the right to use student work for educational and promotional purposes with the student's consent. In this case, the teacher and the student must agree on whether or not to disclose the student's name.

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<sup>5</sup> In the case of lecturers, the copies must be kept at the coordinator's office. In the case of continuing education, they must be kept at the office of Continuing Education.

The students have the right of recourse if they are dissatisfied with a situation or the result of an evaluation.

### 5.1 Processing Disputes and Complaints

Student who are dissatisfied with a service they have received must submit their complaint to the CNDF representative who has rendered the service. If the situation cannot be immediately resolved to the student's satisfaction, the student shall be informed that they may apply to the Director of Student Services Directorate in accordance with the Policy for Processing Student Disputes and Complaints. This policy is available at the office of the Director of Student Services and on the web portal.

### 5.2 Revision of Grades

#### 5.2.1 Procedure

During the semester, no later than one week after receiving a grade, students may contact their teacher regarding any misunderstandings related to an evaluation activity. Students must provide a written record of their concerns, stating the reasons for the request.

Students may also request a revision of the final grade for a course. Any such revision shall focus exclusively on the final evaluation for the course or the ESP.

- a) Students must contact the DOCS via the web portal, stating the reasons for the request, no later than the deadline specified on web portal under the heading Grade Revision.
- b) The DOCS then sends the request for the revision of the final grade to the teacher. The teacher must reply within three (3) working days following the receipt of the request. The teacher will clearly explain the reasons for either changing or not changing the grade.
- c) If a student is not satisfied by the revision, he may send a second written request to the DOCS (at the latest): for fall session courses: the second day following the start of winter session courses at midnight. For winter session courses: the student may send a second written request within five (5) consecutive days following the reply to the first request. If the request is accepted, the Director forwards the request to the teacher and the Grade Revision Committee.

#### 5.2.2 Conditions for Entitlement to be Heard by the Grade Revision Committee

- The final grade in the course is equal to or greater than 55%;
- The student demonstrates that he has made the effort to consult his final evaluation beforehand with his teacher;
- The student has made a clear written request, setting out the facts that justify the request.

### **5.3 The Grade Revision Committee**

#### **5.3.1 Composition**

The Grade Revision Committee is composed of the following members:

- a) two teachers from the department or program appointed at the beginning of the year, preferably including the Department Chair or Program Coordinator;
- b) a student from the Students' Association or the same program, appointed at the beginning of the year, to act as an observer (optional);
- c) a person appointed by the Director of Academic Affairs to serve as the secretary and chair of the committee.

#### **5.3.2 Mandate and Procedures**

The Grade Revision Committee has the following mandate:

- a) To consider grade revision requests brought before them;
- b) To find the means necessary to render an informed decision;
- c) To invite both parties to be heard, if deemed necessary;
- d) To summon any person to ask their opinion;
- e) To process requests as quickly as possible;
- f) To rule on the revision of student grades.

#### **5.3.3 Convocation**

The Director of Academic Affairs' representative shall convene the Committee members from the moment when the grade revision request was submitted. The date for convening the committees will be determined by the Director of Academic Affairs before the first day of the session.

The student who has requested a grade revision may be heard by the Committee if he wishes. The teacher involved in the course that is the subject of the grade revision will also be heard.

#### **5.3.4 Decision**

The Committee will make its decision at the latest within five (5) working days from the moment when the 2<sup>nd</sup> grade revision request was submitted. A decision is rendered by secret ballot with a simple majority. It is binding and final. The decision will be communicated to the student by the DOCS.

### **5.4 Right of recourse in case of plagiarism, cheating or fraud**

Students who consider themselves aggrieved by the decision taken and the sanction imposed may appeal to the Grand Revision Committee. In this case, the procedure indicated in Article 4.6.4. shall apply.

## 6.1 Approval of Studies

At the end of each semester, the Director of Academic Affairs analyzes the attainment of objectives in each program in order to make a recommendation regarding the issuance of diplomas.

## 6.2 Diploma of College Studies (DEC)

Upon the resolution of the Board of Directors, the Director of Academic Affairs provides the Ministry with a list of students for whom diplomas are recommended. Before issuing this list, the Director must ensure that the following conditions have been met:

### 6.2.1 Diploma of Pre-university or Technical College Studies

- a) The student was admitted to a DEC program offered at the Campus Notre-Dame-de-Foy in accordance with the admission regulations in effect;
- b) The student has passed all the courses in his program and has obtained all relevant units;
- c) The student has passed the summative program test (ESP);
- d) The student has passed the standardized tests set by the Ministry;
- e) If applicable, the documents justifying the granting of an exemption, equivalence or substitution are included in the file.

### 6.2.2 Diploma of General College Studies (general DEC)

- a) The student was admitted to a DEC program offered at the Campus Notre-Dame-de-Foy in accordance with the admission regulations in effect;
- b) The student has met all general education objectives and standards set by the CER;
- c) The student has successfully completed at least 28 specific education units in one or more DEC program;
- d) The student has passed the standardized tests set by the Ministry;
- e) The student does not already hold a first DEC;
- f) The student is not registered in a program of studies leading to a DEC in the semester in which the general DEC is granted;
- g) The student has met with an API to find out about the terms for obtaining a general DEC and to complete the required request form.

### **6.3 Certificate of College Studies (AEC)**

Upon the resolution of the Board of Directors, the Director of Academic Affairs shall grant an AEC to students who meet the following conditions:

- a) The student was admitted in accordance with the admission regulations in effect in an AEC program offered at Campus Notre-Dame-de-Foy;
- b) The student has successfully completed all the courses, objectives and standards of the AEC program;
- c) If applicable, the documents justifying the granting of an equivalence, substitution or exemption are included in the file.

## 7.1 Policy Evaluation

The CNDF assesses the effectiveness of the *PIEA* in accordance with the expectations of the CEEC in its document entitled "Assessing the effectiveness of the quality assurance systems of Québec colleges, Guidelines and terms of reference." As of August 2014, the CNDF has had at its disposal a program quality assurance system that includes an assessment of the effectiveness of mechanisms every six years. The Director of Academic Affairs is responsible for said assessment.

The criteria for this assessment are:

- a) Mechanism implementation;
- b) Compliance of the application with the text of the Policy;
- c) The effectiveness of mechanisms ensuring a fair evaluation of specific learning objectives;
- d) The effectiveness of mechanisms ensuring an equitable evaluation of specific learning objectives.

The steps involved in the assessment process are:

- a) Clarification of the evaluation mandate;
- b) Data collection;
- c) Data analysis;
- d) Preparation of the report;
- e) Presentation of the draft report to the Director of Academic Affairs who consults with the Academic Council;
- f) Follow-up to recommendations

## 7.2 Policy Revision

This policy is revised and updated as needed. Any changes to the document must be made in accordance with the following process:

- The Director of Academic Affairs consults with the Academic Council;
- The new policy is adopted by the Board of Directors of the Campus Notre-Dame-de-Foy;
- The new policy is sent to the CEEC.

This Policy, once adopted by the Board of Directors, shall remain in effect until the adoption of its successor.

## Taken from the self-check reference guide included in the course outline

Sections	Items
General Information	<ul style="list-style-type: none"> <li>▪ Specifies the semester (fall, winter, summer).</li> <li>▪ Specifies the <b>course</b>: title, number, weight.</li> <li>▪ Specifies the department.</li> <li>▪ Specifies the <b>teacher(s)</b>: name, e-mail address, office number, telephone number.</li> </ul>
Introduction	<ul style="list-style-type: none"> <li>▪ Situates the course (and the discipline, if applicable) in the program and in the student's academic career.</li> <li>▪ Specifies the importance of what will be learned in the course with regard to the program.</li> <li>▪ Clearly situates the course in the professional practice or the practice of the student preparing for university studies.</li> <li>▪ Explains the workload (refers to course weighting).</li> <li>▪ Specifies any prerequisite courses and any courses for which the course is a prerequisite.</li> </ul>
Educational Aims	<p>If applicable:</p> <ul style="list-style-type: none"> <li>▪ Specifies whether it deals with OHS.</li> <li>▪ Mentions any other courses that develop the same skill, specifies the semester and the course in which the skill will be fully acquired.</li> <li>▪ Mentions the program's specific learning objectives (e.g. intellectual ability, attitudes, etc.).</li> <li>▪ Takes into account the educational aims related to the program approach (general and specific education).</li> </ul>
Educational Target	<ul style="list-style-type: none"> <li>▪ Describes the skill(s) and the context in which they will be mastered.</li> <li>▪ Specifies whether the skill(s) will be fully or partially mastered.</li> </ul>
Final Task / Problem Situation	<ul style="list-style-type: none"> <li>▪ Describes the final evaluation activity to be completed by the student at the end of the course.</li> </ul>
Course Progression Essential Content and Learning Sequences	<ul style="list-style-type: none"> <li>▪ Helps students understand how the skill(s) will be covered.</li> <li>▪ Helps students understand how the various parts of the course relate to one another (sequence).</li> <li>▪ Helps students understand the relative importance of blocks of content (the time allotted to each).</li> </ul>
Educational Activities Learning Activities	<ul style="list-style-type: none"> <li>▪ Gives students an idea of the format of learning and educational activities.</li> <li>▪ Specifies aid and support measures.</li> </ul>
Formative Evaluation Activities	<ul style="list-style-type: none"> <li>▪ Gives students an idea of the activities that will help them progress in their learning and prepare them for the summative evaluation.</li> <li>▪ For the formative evaluation: Provides guidance with respect to the procedure (main formats and times).</li> </ul>
Feedback	<p>Procedures are provided for teacher-student discussions regarding course and learning progression.</p>
Summary Table of Evaluations and Evaluation Plan	<ul style="list-style-type: none"> <li>▪ The dates follow: <ul style="list-style-type: none"> <li>- In 1<sup>st</sup> year: <ul style="list-style-type: none"> <li>✓ 10% (before the 6<sup>th</sup> week)</li> <li>✓ 25% (before the 9<sup>th</sup> week)</li> </ul> </li> <li>- In 2<sup>nd</sup> and 3<sup>rd</sup> year: <ul style="list-style-type: none"> <li>✓ 15% (before the 8<sup>th</sup> week)</li> </ul> </li> </ul> </li> <li>▪ Specifies, for each evaluation activity: <ul style="list-style-type: none"> <li>○ The time (week, date);</li> </ul> </li> </ul>

Sections	Items
	<ul style="list-style-type: none"> <li>○ Evaluation objectives, task descriptions;</li> <li>○ The format (individual or group work);</li> <li>○ The evaluation criteria;</li> <li>○ The weighting: the weight given to each criterion.;</li> </ul> <ul style="list-style-type: none"> <li>▪ Final course evaluation: <ul style="list-style-type: none"> <li>- Counts for 40% to 60%</li> <li>- Assesses the individual mastery of the skill(s)</li> </ul> </li> </ul>
Department Rules and Institutional Policy for Specific Learning Objectives (PIEA)	<ul style="list-style-type: none"> <li>▪ Refers to the Department Rules document for that year</li> <li>▪ Refers to the PIEA</li> </ul>
Mediagraphy	<ul style="list-style-type: none"> <li>▪ Provides guidance regarding any required materials (if applicable).</li> <li>▪ Suggests reference works.</li> </ul>
Availability	Specifies the times of <b>availability</b> for students.
<b>This course outline was coordinated by the department.</b>	

Examples of Cheating/Fraud and Plagiarism<sup>6</sup>

	Examples of:
Plagiarism	<ul style="list-style-type: none"> <li>- Summarizing an author's original idea using one's own words without indicating the source (full reference);</li> <li>- Copying a passage from a book, journal or web page verbatim without using quotation marks or indicating the source (full reference<sup>7</sup>);</li> <li>- Using, in an assignment, images, graphs, data, tables, etc. from external sources without indicating the source (full reference);</li> <li>- Translating a text, in part or in whole, without indicating the source (full reference);</li> <li>- Submitting the same assignment in different courses without the teacher's prior approval;</li> <li>- Using another person's work and submitting it as one's own, even if the person has given their consent;</li> <li>- Purchasing an assignment or obtaining an assignment via the Internet or by any other means;</li> <li>- Submitting a group assignment, part of which has been plagiarized;</li> <li>- Etc.</li> </ul>
Cheating or Fraud	<ul style="list-style-type: none"> <li>- Having another person complete an assignment or activity subject to evaluation;</li> <li>- Utilizing any unauthorized assistance during an evaluation or the completion of an assignment;</li> <li>- Falsifying the results of an assignment or evaluation;</li> <li>- Purchasing an assignment or obtaining an assignment via the Internet or by any other means;</li> <li>- Obtaining exam questions or answers using illicit means;</li> <li>- Requesting, offering or sharing information, verbally or in writing, during an evaluation;</li> <li>- Providing false documentation;</li> <li>- Copying the information in a book or other medium allowed during an evaluation;</li> <li>- Using electronic and/or technological devices to access, share or receive information during an evaluation;</li> <li>- Etc.</li> </ul>

<sup>6</sup> Examples taken from those found in various documents of Lanaudière Cegeps (Cégep régional de Lanaudière à Terrebonne, *PIÉA*, 2011, p. 9-10), de Bois-de-Boulogne (Cégep de Bois-de-Boulogne, *La fraude et le plagiat*, 2012, p. 2 -3) and de Lionel-Groulx (Collège Lionel-Groulx, *PIÉA*, 2010, p. 10-11).

<sup>7</sup> By referring to the methods of referencing included in the CNDF current Work presentation guide.