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**INSTITUTIONAL POLICY ON THE EVALUATION
OF STUDENT ACHIEVEMENT (IPESA)**

Revised Version

Adopted by the Board of Directors

Official approval to come

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LIST OF ABBREVIATIONS

ACS	Attestation of College Studies
GSA	General Student Association
PAA	Personal Academic Advisor
CNDF	Campus Notre-Dame-de-Foy
CEEC	Commission d'évaluation de l'enseignement collégial
DCS	Diploma of College Studies
CPE	Comprehensive Program Examination
UFE	Uniform French Examination
Ministry	Ministère de l'Enseignement supérieur
DPESA	Departmental Policy on the Evaluation of Student Achievement
IPESA	Institutional Policy on the Evaluation of Student Achievement
CER	College Education Regulations
SDOS	School Development and Organization Service
DPP	Department of Pedagogy and Programs

PREAMBLE

An Institutional Policy on the Evaluation of Student Achievement (IPESA) is an official document describing how an institution will ensure the fair and equitable assessment of student learning. The IPESA applies to both regular (DCS) and continuing education (ACS) programs. In-person and online courses are both subject to this policy.

The Campus Notre-Dame-de-Foy regularly revises its IPESA. This revision was completed with the following considerations in mind:

- The CER requires each college, after consulting the Academic Council, to adopt and apply an Institutional Policy on the Evaluation of Student Achievement (CER, s. 25). The Board of Directors must then adopt it before it is implemented;
- Each college is responsible for evaluating student achievement before awarding an Attestation of College Studies or making a recommendation to the Ministry that a Diploma of College Studies be awarded to a student.
- In the spirit of our Educational Project, “the college relies on the intellectual curiosity, autonomy, perseverance, commitment and self-betterment of our students and all of our staff, near or far, who contribute.”

It is the social responsibility of an institution like ours to have an Institutional Policy on the Evaluation of Student Achievement, to make it known to the various stakeholders, to implement it and to evaluate its application.

PURPOSE

The IPESA's purpose is to ensure CNDF students are evaluated in a way that is transparent, fair, equitable, consistent and equivalent.

To ensure student learning assessments at CNDF are transparent and fair:

- a) the student must know what the teachers, the Department of Studies and the Ministry expect of them with regard to their learning assessment;
- b) the teacher must know what the Department of Studies expects of them regarding the student learning assessment;
- c) the Department of Studies must know how teachers and departments carry out their respective responsibilities in assessing student learning.

To ensure student learning assessments are equitable, consistent and equivalent:

- a) the teachers of the same department and the teachers who teach in the same program work together to develop their method of evaluating student learning;
- b) if necessary, the Department of Studies shall consult with the Academic Council on the application of this policy.

OBJECTIVES

The CNDF's IPESA objectives are:

- a) to present the institution's approach to student learning assessments;
- b) to establish the shared rights and responsibilities regarding the student learning assessment;
- c) to clarify the institutional definition of course plans and how they are coordinated and approved;
- d) to establish the rules, conditions, procedures and actions to implement regarding the student learning assessment, including mechanisms for appeal;
- e) to specify the certification process for studies;
- f) to establish the conditions and criteria for evaluating the application of the IPESA.

2.1 Student learning assessment

In education, a learning assessment is an evaluation of how well a student has acquired the competencies required in the courses or internships. Formative and summative assessments are part of teaching. They have a complementary role and the balance between the two forms of assessments is essential.

2.2 Formative assessment

A formative assessment lays the groundwork for the summative assessment. It supports the student's learning by providing feedback to both the teacher and the student regarding the learning progress.

Even if it is not considered in the final grade, to be effective, the formative assessment must be relatively formalized for students to pay proper attention to it. The teacher must inform students of the purpose and usefulness of formative assessments. This will help students take responsibility for their own learning and motivate them by helping them better understand the relevance and importance of these assessments. From the very first college session, this teaches students the importance of participating in the various exercises. Therefore, each course includes formative assessments.

2.3 Summative assessments

Summative assessments measure the degree to which a student has acquired the required competencies. At the end of the session, a summative assessment is used to certify whether a course, internship or the Comprehensive program examination (CPE) has been passed or failed.

2.4 What assessment activities should evaluate

Assessment activities must evaluate competency acquisitions that are specific to a course or an internship with regards to the expected ministerial performance criteria.

A grade of 60% signifies the minimum achievement of the standards associated with this course or internship.

3.1 Sharing of rights and responsibilities

3.1.1 The Board of Directors

- a) The Board of Directors shall adopt, after consulting the Academic Council, an IPESA and ensure its implementation (CER, s. 25).

3.1.2 The Department of Studies

As the party responsible for the application of this policy, the Director of Studies or a person designated by the Director,

Regarding the assessment and certification:

- a) responds to the student learning assessment;
- b) produces statistics on passing grades;
- c) ensures the imposition of a comprehensive examination for each program leading to a Diploma of College Studies (CER, s. 25);
- d) ensures the application of any uniform test imposed by the Ministry in all subject areas included in the component of general education (CER, s. 26);
- e) manages requests to review grades (IPESA, chap. 5);
- f) manages the certification of studies (IPESA, chap. 6);
- g) manages, where applicable, any specific agreement regarding the learning assessment;

Regarding the application of the policy:

- a) makes the IPESA text available to students and teachers;
- b) ensures the effectiveness of the learning assessment, review and policy compliance mechanisms (IPESA, chap. 7);
- c) manages student withdrawal from courses (IPESA, s. 4.2);

Regarding teaching:

- a) helps those with questions related to applying the IPESA;
- b) approves the framework for each course offered;
- c) approves course plans and major changes made during the session (IPESA, s. 3.2);
- d) approves the Departmental Policy on the Evaluation of Student Achievement (DPESA);

- e) manages absences from an assessment (IPESA, s. 4.11);
- f) addresses student dissatisfaction with the IPESA (IPESA, s. 5.3).

3.1.3 The Department

Teachers in the same department, under the responsibility of the department coordinator:

- a) develop a framework for each course within the department, ensure that it is updated and submit it for approval to the Department of Studies;
- b) coordinate course plans according to the program approach, pursued objectives, contents, evaluation methods, learning evaluation schedule, etc., ensure correspondence with the framework and submit them for approval to the Department of Studies;
- c) recommend the approval of course plans to the Department of Studies by the date prescribed by the Department;
- d) develop the CPE, determine the course(s) or internship(s) where this test will be used and make sure that the general education is integrated into it (IPESA, s. 4.10.4.2);
- e) working with a PAA, perform the follow-up required for the recognition of educational achievements;
- f) develop the Departmental Policy on the Evaluation of Student Achievement (DPESA) and submit it for approval to the Department of Studies;
- g) inform students of the rules relating to the learning assessment.

3.1.4 The Teacher

- a) Learns about all aspects of the evaluation of student achievement through this policy and apply its rules;
- b) adopts the IPESA and apply the rules;

Regarding the summative assessment, the teacher:

- a) develops and presents their course plan to the department in accordance with the framework and this policy, has it approved by the Department of Studies and makes it available on the school portal and presents it to students at the first class;
- b) consults with colleagues on student achievement evaluation activities to ensure equivalency for the same course taught by more than one teacher;
- c) prepares and teaches their course according to the terms and conditions set out in their course plan and assesses and measures their students' achievement according to the course plan and this policy;
- d) develops tools to evaluate student achievement to measure the acquisition of competency in a course or internship;
- e) corrects all evaluations, oral or written, and enters the results (IPESA, s. 4.10);

- f) makes a clear judgment on whether a course was passed or failed;
- g) administers and evaluates the CPE if this test is placed within a course or internship under their responsibility.

Regarding the formative assessment, the teacher:

- a) prepares and administers formative assessment activities.

3.1.5 The Student

The student has the right to:

- a) a fair and equitable learning assessment;
- b) information that provides regular and satisfactory feedback on their progress, difficulties, weaknesses and absences;
- c) a confidential academic record (IPESA, s. 4.1);
- d) a review of their grades when they believe they have been treated unfairly (IPESA, s. 5.1).

The student:

- a) reads the course plan and asks the teacher about anything they find unclear;
- b) learns about the learning assessment by reading and complying with this policy;
- c) participates in every kind of learning assessment laid out in the course plans;
- d) regularly checks their grades and absences on the school portal;
- e) takes the CPE required for the DCS (IPESA, s. 4.10.4);
- f) participates in any uniform test imposed by the Ministry as any part of the common general education (IPESA, s. 4.10.5).

3.2 The Course Plan

The Department of Studies is responsible for having each teacher for each course prepare a detailed course plan that corresponds with the framework for that course, the CER (s.20) and this policy.

The elements to be included in the course plan are set out in Appendix A of this Policy and form an integral part thereof.

The course plan must be deposited on the school portal **no later than before the first class of the session**. This document is a commitment made by the teacher to the college and students to deliver the course as advertised and in accordance with the course framework, the CER and this policy. The course plan is also a work tool for the teacher and a guide for the student. Furthermore, it is understood that the course plan applies in a context where the teacher enjoys professional latitude given the particular dynamics of a specific group.

However, this recognition should not substantially alter defining elements of the course plan, but rather allow elements, in some cases, to be altered from the original intention. Exceptionally, if the teacher wants to make significant changes (e.g., the weighting, nature or length of an assessment), they must receive prior approval from the Department of Studies.

4.1 Confidentiality of the student's academic record

The contents of a student's academic record, including their grades, may not be communicated to persons or organizations outside the CNDF without the student's written permission, except to the Ministry or to the student's parents if the student is a minor. This authorization must be recorded in the student's file.

4.2 Withdrawing from a course

A student who wishes to withdraw from a course must do so by completing the form provided for this purpose before the date prescribed and published by the college. This date is set according to the Ministry's current regulations. The completed form must be submitted to the Service du Cheminement de l'Organisation Scolaires (SCOS). The student must first meet with a PAA to properly assess the consequences of such a step on their academic career.

A student who stops attending a course after the withdrawal deadline will continue to have the course on their schedule. The cumulative grade obtained during CNDF's attendance period will be included on their transcript.

4.3 Equivalence, substitution and exemption

"Equivalence," "substitution" and "exemption" requests for a course must be made to a PAA ten days before the course withdrawal deadline. Students must provide all the documents required to analyze their application. The PAA shall consult with the relevant department, if necessary, and take the necessary steps to process the request. The student is required to attend the course until the answer to their application is rendered.

4.3.1 Equivalence (EQ)

A student who demonstrates that they have achieved the objectives of a course through their extracurricular achievements or through their previous education may be granted an equivalence for this course by the Department of Studies.

The student must meet with a PAA to find out the terms and conditions and obtain the application form, if applicable. When the application is approved, "EQ" shall be entered on the student's transcript and it entitles them to the credits associated with the course. The supporting documents must be kept in the student's file.

4.3.2 Substitution (SU)

The Department of Studies may grant a substitution for a course to a student demonstrating that they have achieved the course objectives through the successful completion of another college-level course.

The student must meet with a PAA to find out the terms and conditions and obtain the application form, if applicable. A course substitution may be granted by a PAA based on the substitution catalogue from existing courses. When the application is approved, “SU” shall be entered on the student’s transcript. The supporting documents must be kept in the student’s file.

4.3.3 Exemption (EX)

The Department of Studies may grant an exemption for a course when a health specialist clearly demonstrates that the student will not be able to achieve the course objectives at any time during their studies. However, the achievement of the program’s objectives must not be compromised.

The student in this situation must meet with a PAA to find out the terms and conditions and obtain the application form, if applicable. When the application is approved, “EX” shall be entered on the student’s transcript. This designation does not entitle the student to the credits for this course. However, the course does not have to be replaced by another one. The supporting documents must be kept in the student’s file.

4.4 Temporary incomplete (TI)

“Temporary Incomplete” may be entered on a student’s transcript for a course when, due to special circumstances, a teacher cannot report the final course grade to the SDOS at the end of the session. The teacher shall only make this entry if an agreement has been reached with the student regarding the procedures for submitting or completing missing evaluations. This entry must be promptly corrected to reflect the Ministry’s current regulations. If the final grade is still not available at the end of the next session (excluding the summer session), the teacher must give a grade of zero (0) to all non-completed evaluations and communicate the new grade to the SDOS.

4.5 Incomplete (IN)

“Incomplete” may be entered on the student’s transcript when the student demonstrates that they are unable to complete one or more courses for a serious reason or for a reason beyond their control and the withdrawal deadline determined by the Ministry has already passed. The absence should be of three weeks or more. If there are less than three weeks left in the session and a temporary incomplete is impossible, an incomplete could be accepted. A specialist must clearly confirm the student’s inability to complete the course. Canadian students outside Québec who consult a specialist outside of Québec in Canada must be able to prove that the specialist has a valid right to practise.

Students in this situation or their legal representative, in the event that the student is unfit, must contact a PAA to find out the terms and conditions and obtain the application form. The request will be analyzed and the answer will be communicated to the student. When the application is approved, “IN” shall be entered on the student’s transcript. The supporting documents must be kept in the student’s file. The student must subsequently resume the entire course.

Any request for an incomplete made for a session that has already been over for more than one year will be automatically denied.

4.6 Ethics

As an educational institution that cultivates values such as intellectual rigour, honesty and uprightness, CNDF considers plagiarism and cheating to be major failures in the spirit of its educational project. CNDF seeks to develop community spirit among its students, in particular, to promote ethical positions through concrete behaviours.

4.6.1 Plagiarism, cheating

In an in-class or out-of-class learning assessment activity, any plagiarism or cheating, any attempt at plagiarism or cheating and any collaboration in plagiarism or cheating will result in a grade of zero (0) (see article 4.6.3 below for details).

CNDF defines plagiarism as:

Attributing or presenting the words of another as one’s own, i.e., taking part or the entirety of an author’s text without putting it in quotation marks, when the words are taken as is or without mentioning the source (full reference)¹.

Plagiarism concerns all document types: texts, data, tables, graphics, images, website, etc.

Specific examples of plagiarism can be found in Appendix B.

CNDF defines cheating as:

Any dishonest practice of concealing, falsifying or consulting a person or document (where prohibited) in connection with a summative assessment is considered cheating.

¹ With reference to the current citation standards indicated in the Guide de Présentation des Travaux du CNDF.

CNDF defines collaboration with plagiarism or cheating as:

Helping a student commit an act of plagiarism or cheating, either by providing answers to an assessment or by providing unauthorized material during an assessment activity.

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

4.6.2 Reporting procedure

The teacher must report any attempt at plagiarism or cheating or any collaboration with plagiarism or cheating to the Department of Studies by completing the “Plagiarism or Cheating Report” form (see Appendix C) as soon as possible after the event. If a student witnesses plagiarism or cheating, they must report it to their teacher as soon as possible.

Not including exceptional situations, the report *must* be made before the grade is given to the student. When giving out this grade, the teacher must explain to the student the nature of the cheating and inform the student that the plagiarised work has been reported to the Department of Studies. The Department of Studies will analyze the file, taking into account the IPESA’s rules and the documentation provided by the teacher². The Department of Studies shall then inform the parties of its decision.

4.6.3 Disciplinary measures

Consequently, any plagiarism or cheating, any attempt at plagiarism or cheating, any collaboration with plagiarism or cheating shall engender the following consequences (in addition to potentially failing the course and the consequences of this failure on subsequent sessions):

1. First offence: The grade of zero (0) for this assignment or assessment will be given. The Department of Studies shall send an official warning to the student, informing them of the applied penalty.
2. Second offence: The Department of Studies shall send a second warning to the student and inform them that they have received a grade of zero (0) for the course and that they are expelled from the course in which they plagiarized or cheated. This second offence may have occurred in another course or session. This second warning constitutes a final warning. A copy of this warning shall be included in the student’s file.

² The assessment methods, the copy belonging to the student(s) in question and the correction grid.

3. Third offence: The Department of Studies shall make a record of the process and inform the student that they are expelled from CNDF. It shall send them a notice to that effect. A copy of this notice shall be included in the student's file. After two years, the student may re-enroll with special conditions imposed on them.

For the application penalties, the period between the first warning and expulsion is not taken into account.

4.6.4 Plagiarism or Cheating Review Committee

A Review Committee will be formed in the event of litigation or complex cases, or at the request of the Department of Studies. This Committee will be composed of one of the two teachers delegated by the Academic Council and who are not involved in the dispute, two members of the Department of Studies and one student delegated by the GSA. This student will act as an observer. The teacher and the student have the right to be heard, if they so wish. The Committee's decision shall be final and irrevocable.

4.7 Passing Grade

A passing grade for a course is 60% and it reflects the minimum achievement of the standards associated with a course or internship.

For courses where a professional skills certificate is awarded, the requirements for obtaining this certificate are specified in the course plan.

4.8 Course and internship attendance

CNDF considers attendance to be a very important factor in academic success and a condition for learning. That is why class attendance is highly recommended. CNDF contributes to this success by putting in place measures to promote attendance without taking away the primary responsibility of the student.

The student who misses a course or part of a course must make up for the missed material themselves. No class attendance or points are awarded or removed.

As an exception, when course attendance and participation are essential to obtaining the required competence and explicitly linked to the Ministry's objectives and standards, the course plan shall specify the required attendance rate to successfully pass the course. The procedures for applying this article are defined in the DPESA and are also included in the course plan.

Students who complete an internship must respect the schedule established by the department concerned. Missed hours must be made up for, if applicable, in accordance with the terms and conditions specified in the DPESA and the intern's guide. A student who does not complete the mandatory number of hours may fail.

The teachers record absences and enter them on the school portal on a weekly basis.

4.9 Class absences and late arrivals

4.9.1 Student absences

Attendance is taken at the beginning of each class. Late students are responsible for meeting with the teacher immediately after the class to give their reasons and, possibly, have the absence removed from their record. The teacher has the right to refuse class entry to late students.

4.9.2 Teacher absences

If a teacher is not on time at the first-class period, the student must wait ten (10) minutes before leaving the classroom. If a student has two or more consecutive class periods, they must show up for each period, unless the teacher's name appears on the teacher absence bulletin board or on the school online portal.

4.10 Evaluation of Student Achievement and giving out grades

The teacher must hand out the evaluations in advance.

No later than on the day of the evaluation activity, the teacher must inform the student of the weight given to the questions or parts of the evaluation and shall ensure a weight proportional to the content taught as provided for in the course plan.

Except in a situation approved by the Department of Studies, corrected evaluations must be accompanied by a completed correction grid and given to the student.

4.10.1 During the session

To help the student track their progress, a copy of any summative assessment corrected during the session must be handed back to the student no later than ten (10) business days after the assessment was completed. The results of the assessment must be entered and published on the school portal no later than five (5) business days before the date of the final evaluation.

If an agreement is made between the Department of Studies and the teacher, exceptions may be made to this rule.

Thus, for all courses, the score of any evaluation must be entered on the school portal within ten (10) business days of the evaluation.

To ensure the detection process of at-risk students and put in place a follow-up with our Student Support Team, at least 10% of the student's grade must be entered and published on the school portal by the sixth week of classes (or once 33.3% of the session has taken place) and a cumulative grade of at least 25% of the final grade must be entered and published in the grade book before the ninth week of classes (or once 53% of the session has taken place).

Any exceptions to this rule, for example intensive courses, must be approved by the Department of Studies.

4.10.2 Final evaluation

Each course includes a final evaluation that demonstrates the student's proficiency. The value of the final evaluation should not exceed an actual value of 60% of the session total or be less than 40%. Exceptions can be made when pedagogically justified and upon approval by the Department of Studies.

When the final assessment includes a group project, the teacher must clearly attest to the competence of each student. Except when approved by the Department of Studies, the portion allocated to group evaluations must not exceed 40% of the final evaluation score.

Each session, the teacher must enter the final grades of each of their groups online, in accordance with the Department of Studies and SDOS directives.

4.10.3 Double pass threshold

In some cases, when explicitly linked to the Ministry's objectives and standards, the student may be subject to a double threshold rule for passing. To pass a course, in addition to achieving an overall grade of 60% or higher, the student must obtain at least 60% on the course's final evaluation. If the student fails the final evaluation, the school portal will only indicate the final grade of this evaluation, without calculating the grade for the entire session.

Multi-threshold evaluations must be pre-approved by the Department of Studies. When approved, they must be specified in the course plan and the grade that will be assigned in case of failure must be indicated.

4.10.4 Comprehensive program examination (CPE)

4.10.4.1 CPE definition

Students enrolled in a program leading to the DCS are subjected to a comprehensive examination to assess the students' achievement of the set of objectives and standards determined for that program; this test must be passed to obtain the DCS (CER, s. 25 and 32).

Instead of evaluating the acquisition of competency "course by course", this examination aims to assess the integration of the competencies acquired throughout the program, taking into account the contributing disciplines and general education.

4.10.4.2 CPE development

This examination was designed to take into account the objectives and standards determined by the Ministry and the exit profile given in each program's description. It can take various forms and is included in a learning activity at the end of the program within one or more courses or internships. However, the *evaluation* and *comprehensive* aspects must be explicit.

The form of this examination shall be specified in each program's description and in the course or internship plan(s) where this CPE is included.

The examination 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.

4.10.4.3 CPE admission

To be eligible for the CPE, the student must have passed or be on track to pass all of the specific courses in their program of study.

4.10.4.4 The CPE grade

The CPE grade will appear on the student's transcript as Pass (P) or Fail (F).

4.10.5 Ministerial uniform examination (language of instruction)

Students shall be subjected to a uniform examination imposed by the Ministry and this test must be passed to obtain a Diploma of College Studies (CER, s. 26 and 32). The Department of Studies shall ensure the application of any uniform examinations imposed by the Ministry.

4.10.6 Evaluation of courses taught online

Online courses must be delivered synchronously. The terms of participation are indicated in the course plan. Online courses follow the same learning evaluation rules as courses taught in the traditional classroom. The class must respect the number of course contact hours.

4.11 Absence and late arrivals from a summative assessment

All students, even when arriving late, have the right to take their summative assessments except if, upon arrival in class, other students have already completed their assessments. In the case of late arrivals, the duration of the assessment is not extended. A student who does not attend a summative assessment shall receive a grade of zero (0) for that assessment. Exceptions to this rule are the following:

- **Valid reasons for absence:** death, illness, accident, participation in an international or national event, summons to court. **Documented and dated proof** must be provided to validate the absence.

Student's responsibilities:

- Inform their teacher on MIO as soon as the date of absence to an assessment is known. If possible, the student comes to an agreement with the teacher before the assessment. The teacher may then specify the procedure for the assessment retake.

***Required documents:** the student must fill out the declaration of absence form available online and attach proof of absence (photo/scan) to the MIO sent to their teacher.*

Teacher's responsibilities:

- Ensure that the absence is motivated by a dated document which corresponds to the valid reasons for absence found in the IPESA.
- Determine the procedure for the assessment retake.

Department of Studies' responsibilities:

The Department of Studies supports teachers for more complex cases:

- Receive contentious cases sent in by teachers (i.e., invalid proof, ambiguous, suspicion of fraud, etc.)
- **Follow up with the student and the teacher(s) involved** to inform them of the decision regarding a possible assessment retake.

*When the absence is justified by the Department of Studies, **it is up to the student to communicate with their teacher** so that the latter may determine the procedure for the assessment retake.*

4.12 Self-assessment and peer evaluation

Self-assessment and peer evaluation can be part of the learning evaluation. Students need to be aware of their own progress and be able to situate their performance against standards of success. However, the teacher who conducts this type of evaluation activity remains responsible for the summative assessment. The grade given to this type of activity should not exceed 10% of the session total, except in cases approved by the Department of Studies.

4.13 Language correction

Each teacher must correct spelling, grammar, syntax, vocabulary, and punctuation errors when correcting assignments and evaluations. The teacher may remove up to 10% of the points in assignments and evaluations done in class. However, for any work completed outside of the classroom and that has a deadline of one week or more, with penalties included in the course plan, up to 20% of the points can be removed.

For literature or written communication courses in the language of instruction, this percentage is 30%.

4.14 Class participation

Active participation within a course may be considered in the summative assessment when activity participation is part of the course's competencies and must be approved by the Department of Studies. If so, this must be mentioned in the course plan.

4.15 Submitting summative assignments

The assignments must be submitted on the date and time set by the teacher. After reaching an agreement with students, the teacher can change the terms for submitting an assignment. Each day an assignment is late results in a loss of 10% of the assignment's maximum grade, up to 30%, inclusive. On the fourth day, the grade shall be zero (0).

4.16 Keeping summative evaluations

Evaluations completed during the session must be handed back to the student within the prescribed deadlines (IPESA, section 4.10.1). The student always has the right to see their copy of the evaluation. However, the teacher may choose whether the student can keep their copy. If the teacher chooses to keep the copies, they must keep them for one year. The copies must be kept and destroyed confidentially.

Copies of final evaluations are kept by the teacher³ for a period of one (1) year. During this period, the Department of Studies will have access to these copies. During this period, students will be able to view their own copies of their evaluation. The copies must be kept and destroyed confidentially.

4.17 Use of student work

The teacher has the right to use student work for educational or promotional purposes with the student's consent. In such a case, the student and teacher must agree on whether to disclose the student's name.

³ For lecturers, copies must be kept at the coordinator's office.

The student has various rights of appeal, whether to request a review of their grades, to contest an accusation of plagiarism or cheating or for any other situation involving their learning evaluation. Please note that the grade may ultimately be maintained, or changed to a higher or lower grade.

5.1 Reviewing grades

5.1.1 Procedure during the session

Regarding any disagreement concerning an assessment during the session, the student must contact their teacher to plan a meeting and discuss the situation no later than one week after the grade is received.

If the student is still unsatisfied after meeting with their teacher, they can submit a request for a grade review to the Department of Studies for this assessment, specifying in writing, the reasons for the request. This request must be made no later than two weeks after the grade is received. The teacher must explain their decision in writing and submit it to the Department of Studies.

5.1.2 Procedure at the end of the session

The student can also request a review of their final grade for a course. Regarding any disagreement concerning a final evaluation at the end of the session, the student must contact their teacher to plan a meeting and discuss the situation no later than one week after the grade is received.

When the grade for an evaluation is reviewed, the grade may ultimately be maintained, or changed to a higher or lower grade. This revision exclusively affects the final evaluation.

- a) No later than the deadline indicated on the school portal, under the heading Review of Grades, the student may submit an application through the school portal in which they explain the reasons for their request and attach all the relevant documents.
- b) The request is automatically forwarded to the teacher concerned. The teacher must respond within three (3) business days of the deadline for submitting requests for grade reviews. The teacher must clearly explain the reasons for their decision in writing.

- c) If the student is not satisfied with this review, they may submit a second written request to the SDOS (admission@cndf.qc.ca) to be heard by the Grade Review Committee at the latest:
- For the fall session: The second day after the start of the winter session, at midnight.
 - For the winter session: within five (5) days of receiving the response to the first request.

If the application meets the requirements set out in 5.1.2.1, the Department shall form a Grade Review Committee and submit the application to this committee for analysis.

5.1.2.1 Conditions for a hearing with the Grade Review Committee

- The student must demonstrate that they have already made the necessary efforts to consult with their teacher about their final evaluation. For example, the student contacted their teacher by email, met with the teacher at their office and provided documents attesting to their statements.
- The student made a clear written request setting out the facts justifying their request.

5.1.2.2 Composition of the Grade Review Committee

The Grade Review Committee is composed of the following members:

- a) two teachers from the department (excluding the teacher assigned to the course) or a relevant program appointed at the beginning of the year, preferably including the coordinator;
- b) a student from the General Student Association or the program concerned who was designated as an observer at the beginning of the year (optional);
- c) an individual designated by the Department of Studies. This person shall act as secretary and chair of the committee.

5.1.2.3 Grade Review Committee mandate and functioning

The Grade Review Committee's mandate is to:

- a) consider the grade review request;
- b) obtain the necessary resources to make an informed judgment;
- c) invite both parties to be heard, if the committee deems this necessary;
- d) seek the advice of anyone necessary;
- e) process the request within a reasonable time;
- f) make a decision regarding the review of the student's grade.

5.1.2.4 Summoning various stakeholders

The Department of Studies representative shall convene the Committee members within a reasonable time after a grade review request is submitted. The date for holding the committees will have been established by the Department of Studies.

A student who has requested to be heard by the Committee will be invited to do so. The teacher of the course in question will also be heard.

5.1.2.5 Decision concerning the request for a grade review

The Committee shall make its decision no later than five (5) business days after the second application for a grade review was submitted. The decision shall be decided by a simple majority by secret ballot. It is enforceable and final. The decision shall be communicated in writing to the student by the SDOS.

5.2 Right of appeal in cases of plagiarism or cheating

In cases of plagiarism or cheating, a student who feels that they have been unfairly treated by a decision made against them and the consequent penalties imposed, may appeal to the Review Committee. In this case, the procedure indicated in Section 4.6.4. applies.

5.3 Procedure for responding to dissatisfaction with an evaluation of student achievement

A student who is dissatisfied with a service received in connection with a learning evaluation must first submit their complaint to the teacher concerned. If the teacher cannot resolve the situation to the student's satisfaction, the student may appeal to the Department of Studies.

6.1 Certification of studies

At the end of each session, the Department of Studies analyzes whether students have achieved the program objectives in order to recommend the issuance of diplomas.

6.2 Diploma of College Studies (DCS)

Under the resolution of the Board of Directors, the Department of Studies sends a list of students for whom a diploma is recommended to the Ministry. Before issuing this list, the Department must ensure compliance with the following conditions:

6.2.1 Pre-university or technical college diploma

- a) The student was admitted to a DCS program offered at the Notre-Dame-de-Foy Campus in accordance with the current admission regulations;
- b) The student passed all the courses in their program and obtained all the related credits;
- c) The student passed the Comprehensive program examination (CPE);
- d) The student passed the uniform examinations imposed by the Ministry;
- e) Where applicable, documents supporting the award of an exemption, equivalency or substitution shall be present on file.

6.2.2 General diploma of college studies (DCS no mention)

- a) The student was admitted to a DCS program offered at the Notre-Dame-de-Foy Campus in accordance with the current admission regulations;
- b) The student has achieved all of the objectives and standards for each part of the normal general education, according to the CER;
- c) The student has completed at least 28 credits from one or more DCS programs;
- d) The student passed the uniform examinations imposed by the Ministry;
- e) The student does not hold a first DCS;
- f) The student is not enrolled in a study program leading to a DCS during the session of the graduation for a DCS without mention;
- g) The student met with a Personal Academic Advisor to find out how to obtain and fill out the required application form.

6.3 Attestation of College Studies (ACS)

Under a resolution of the Board of Directors, the Department of Studies shall issue an ACS to students who meet the following conditions:

- a) The student was admitted to an ACS program offered at the Notre-Dame-de-Foy Campus in accordance with the current admission regulations;
- b) The student has passed all the courses and met the ACS program objectives and standards;
- c) Where applicable, documents supporting the award of an exemption, equivalency or substitution shall be present on file.

7.1 Policy Self-Assessment

CNDF will conduct a self-assessment of IPESA's effectiveness in accordance with the CEEC's expectations in its document titled *Évaluation de l'efficacité des systèmes d'assurance qualité des collèges québécois, Orientations et cadre de référence*. The Department of Studies is responsible for the self-assessment.

The following criteria shall be used for this evaluation:

- a) the implementation of mechanisms;
- b) compliance of the application with the text of the Policy;
- c) the effectiveness of the mechanisms in ensuring fair evaluations;
- d) the effectiveness of the mechanisms in ensuring equitable evaluations.

The steps in the evaluation process can be:

- a) the accuracy of the evaluation mandate;
- b) data collection;
- c) data analysis;
- d) report preparation;
- e) presenting the draft report to the Department of Studies, which consults the Academic Council;
- f) following-up on recommendations.

7.2 Policy review

This policy is revised and updated as necessary. Any changes to this document are made in accordance with the following process:

- the Department of Studies consults the Academic Council;
- the new policy is adopted by the Notre-Dame-de-Foy Campus Board of Directors;
- it is sent to the CEEC.

Once adopted by the Board of Directors, it will remain in force until the next one is adopted.

Appendix A
Inspired by the course plan self-check checklist

Sections	Items
General information	<ul style="list-style-type: none"> ▪ Identifies the session (fall, winter, summer); ▪ Identifies the course: title, number, weighting; ▪ Identifies the department; ▪ Identifies the teacher's: name, email address, office number, phone number.
Preliminary note	<ul style="list-style-type: none"> ▪ Identifies the course's place (and the discipline if applicable) in the curriculum and in the student's education; ▪ Specifies the importance of what will be learned in the course in relation to the program; ▪ Specifies the course's situation in professional practice or in the student's preparation for university; ▪ Explains the workload (ref. to course weighting); ▪ Specifies the prerequisite courses, co-requisite courses and the courses that this one is a prerequisite for. <p>If applicable:</p> <ul style="list-style-type: none"> ▪ Specifies whether it covers OHS; ▪ Presents the other courses that develop the same competencies, specifies the session and the course in which the competency will be fully learned; ▪ Presents the specific educational objectives selected for the program (e.g., intellectual skills, attitudes, etc.); ▪ Takes into account the educational intentions of the program's approach (general and specific education).
Educational intentions	
Educational objectives	<ul style="list-style-type: none"> ▪ Presents the competencies and the context of implementation; ▪ Indicates whether full or partial achievement of the competencies is intended.
Final task/ Problem solving	<ul style="list-style-type: none"> ▪ Describes the final evaluation activity that will be presented to the student at the end of this course.
Course schedule Essential content and lesson sequence	<ul style="list-style-type: none"> ▪ Allows the student to see how the competencies will be approached; ▪ Allows the student to see how the various parts of the course (sequence) will be articulated; ▪ Allows the student to see the relative importance of the section of content (the amount of time allotted to each).
Educational activities Learning activities	<ul style="list-style-type: none"> ▪ Allows the student to see what forms learning activities and teaching activities will take; ▪ Specifies the support and supervision measures.
Formative assessment activities	<ul style="list-style-type: none"> ▪ Tells students which activities will help them progress and prepare them for the summative evaluation; ▪ For the formative assessment: Provide guidance regarding the methods (main forms and when). Resources are provided so teachers and students can discuss the course and learning progress.
Feedback	
	<ul style="list-style-type: none"> ▪ Dates: <ul style="list-style-type: none"> ✓ 10% (before the sixth week)

Sections	Items
Summary table assessments and evaluation plan	<p style="text-align: center;">✓ 25% (before the ninth week)</p> <ul style="list-style-type: none"> ▪ Specify, for each evaluation activity: <ul style="list-style-type: none"> ○ When (week, date); ○ The type of evaluation, task description; ○ The format (individual or group work) ○ Evaluation criteria; ○ The expected evaluation length, if possible; ○ Weighting: the weight given to each criterion. ▪ The final course evaluation: <ul style="list-style-type: none"> ○ Accounts for between 40% and 60% ○ Confirms the individual acquisition of the competencies
DPESA, Departmental rules and IPESA	<ul style="list-style-type: none"> ▪ Refers to the Departmental Policy on the Evaluation of Student Achievement (DPESA) ▪ Refers to the Departmental Rules document for the current year ▪ Refers to the Institutional Policy on the Evaluation of Student Achievement (IPESA)
Bibliography	<ul style="list-style-type: none"> ▪ Provides guidance regarding mandatory material (if applicable). ▪ Offers some reference work.
Availability	Specifies when the course is available to students.
The Department was consulted for this course plan.	

Examples of plagiarism or cheating/fraud and plagiarism⁴

	Examples of situations of:
Plagiarism	<ul style="list-style-type: none"> - Summarizing an author's original idea by expressing it in the student's own words without indicating the source, i.e., giving a full reference; - Copying a passage from a book, journal or web page verbatim without putting it in quotations and without indicating the source, i.e., the complete reference⁵; - Including images, graphs, data, tables, etc. from external sources in a work without indicating their source, i.e., the complete reference; - Partially or completely translating a text without mentioning the source, i.e., the complete reference; - Presenting the same work in different courses without having had prior authorization to do so by the teacher; - Using an individual's work and presenting it as the student's own, even if that individual has given their consent; - Buying a completed assignment or obtaining one on the Internet or by any other means; - Submitting a group assignment in which part of the work contains plagiarism; - Etc.
Cheating	<ul style="list-style-type: none"> - Having another person complete an assignment or activity that will be evaluated; - Using any unauthorized assistance during an evaluation or to complete an assignment; - Falsifying the results of an assignment or evaluation; - Buying a completed assignment or obtaining one on the Internet or by any other means; - Obtaining evaluation questions or answers by unlawful means; - Requesting, offering or exchanging information during an evaluation in writing or verbally; - Producing false documents; - Writing information in a book or on any permitted medium during an evaluation; - Using electronic and/or technological devices to access, share or receive information during an assessment; - Etc.

⁴ These examples are inspired by those found on various documents from the Cégeps de Lanaudière (Cégep Régional de Lanaudière à Terrebonne, *IPESA*, 2011, p. 9-10), Bois-de-Boulogne (Cégep de Bois-de-Boulogne, *Fraud and plagiarism*, 2012, p. 2-3) and Lionel-Groulx (Collège Lionel-Groulx, *IPESA*, 2010, p. 10-11).

⁵ With reference to the current citation standards indicated in the Guide de Présentation des Travaux du CNDP.

Appendix C

**PLAGIARISM AND CHEATING
REPORT FORM**

Teacher's name: _____
Course taught: _____
Event date: _____
Name of the student involved: _____
Were other students involved in the event? If so, name them:

WHAT KIND OF PLAGIARISM OR CHEATING DO YOU SUSPECT?

CHECK ONE OR MORE:

- The assignment or assessment was completed by another person
- Received unauthorized help
- Requested, offered, or exchanged information during an evaluation in writing or verbally
- Obtained evaluation questions or answers by unlawful means (through use of technological means, copying information in a book or on any other medium, etc.)
- Bought an assignment or obtained another person's work and presented it as their own
- Falsified the results of an assignment or evaluation
- Produced false documents
- Copied a passage or summarized or translated an author's original idea or included images, graphs, tables, etc. without giving the source
- Presented the same work in different courses without having had prior permission to do so by the teacher
- Submitted a group assignment in which part of the work contained plagiarism

Other

Specify:

Note: The teacher must provide the following documentation

1. The guidelines and/or conditions for completing the evaluation
2. The copy belonging to the student(s) involved
3. A copy of the answer key (if relevant)

The Department of Studies will analyze the complaint, taking into account IPESA rules. If necessary, the Department of Studies will meet with the teacher and/or student. It will then inform the parties of its decision.