



**INSTITUTIONAL POLICY ON
EVALUATING LEARNING (PIEA)**



**LASALLE
COLLEGE**

Revised
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FOREWORD

The *Politique institutionnelle d'évaluation des apprentissages* or PIEA (Institutional Policy on Evaluating Learning) is the main pillar of the educational project adopted by LaSalle College. Governed by the principles of equity, coherence and transparency, it defines the conditions, standards, criteria, rules and procedures for evaluating student achievement.

The policy conforms to the new Règlement sur le régime des études collégiales (RREC) and became effective on March 7, 2002. The latest version was adopted by the LaSalle College Administrative Council on September 2, 2008.

The LaSalle College PIEA is distributed to students, teachers, Program and School Directors, as well as all other personnel who participate in the evaluation of students' learning experience. This policy determines the level of responsibility of the various representatives, and recognizes the student's right to a complete and equitable evaluation.

It is the responsibility of all LaSalle College students and personnel to take cognizance of the PIEA and to ensure its application to the overall institutional learning experience and teaching quality.

Academic Studies Directorate

GLOSSARY OF TERMS

The following terms will be used in this document:

PIEA	Politique institutionnelle d'évaluation des apprentissages (Institutional Policy on Evaluating Learning)
PIEP	Politique institutionnelle d'évaluation des programmes (Institutional Policy on the Evaluation of Programs)
AEC	Attestation d'études collégiales (Attestation of College Studies)
DEC	Diplôme d'études collégiales (Diploma of College Studies)
DEP	Diplôme d'études professionnelles (Diploma of Professional Studies)
DES	Diplôme d'études secondaires (Secondary School Diploma)
CE	Commission des études (Study Commission)
CEEC	Commission d'évaluation de l'enseignement collégial (College Teaching Evaluation Commission)
MELS	Ministère de l'Éducation du Loisir et du Sport (Ministry of Education, Leisure and Sport)
RREC	Règlement sur le régime des études collégiales (College Education Regulations)
DI	Dispense (Exemption)
EC	Échec (Fail)
EQ	Équivalence (Equivalency)
IP	Incomplet permanent (Permanent Incomplete)
IT	Incomplet temporaire (Temporary Incomplete)
RE	Réussite (Pass)
SU	Substitution (Substitution)

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1. INTRODUCTION

1.1 LASALLE COLLEGE MISSION AND ORGANIZATION

LaSalle College, a private college, defines its mission as follows:

To provide first-rate education in fields that satisfy the demands of students, industry and society and to occupy a dominant and renowned position both in Quebec and elsewhere in the world.

LaSalle College includes five (5) distinct schools:

- The International School of Hotel Management and Tourism
- The International Fashion School
- The International Management School
- The Computer Science School
- The Humanities and Social Sciences School (includes general education)

This structure is founded on four (4) types of activities aimed at the important application of:

- a) Developing a pedagogical approach conducive to the training of quality personnel sought after in their respective industries.
- b) Offering students an authentic learning experience, led by scholars and industry professionals, with business internships and final projects completed in collaboration with industry representatives.
- c) Developing and managing of teaching and evaluation by each school administration¹; under the supervision and coordination of the Director of Studies, School Directors supervise teachers' training and evaluation, as well as the student population, and promote the program to industry and the general public.
- d) Knowledge sharing and expertise among all LaSalle College schools, affiliates and businesses, in Quebec and beyond.

2. NATURE AND VALUE OF THE PIEA

2.1 NATURE AND VALUE OF THE PIEA

The PIEA combines objects, methods and instruments used for evaluation. Its aim is to achieve standardization and coherence in the purpose, objectives and evaluation practices of LaSalle College. This policy's self-evaluation is of capital importance. The PIEA:

- a) Is a public document and testifies to LaSalle College's social responsibility.
- b) Guarantees protection of students' immediate rights, as well as the quality of their education.

¹ In order to simplify the text, the meaning of the term *school administration* will include school, program and department directors.

- c) Promotes confidence amongst students, teachers and administration by publishing the obligations and responsibilities of every person involved in the PIEA.
- d) Ensures the credibility of the evaluation practices of LaSalle College.
- e) Plays an especially important role in the collegial context, which allows LaSalle College to define, administer and deliver its own AEC.

In its pedagogical approach, the PIEA takes into consideration:

- a) Mastery of the language of instruction.
- b) A constant revision of its evaluation tools and promotion of the best methods of measurement.
- c) Adaptation of program objectives to the student's educational background.
- d) Respect for both the program approach and a competency-based approach.

2.2 IMPLEMENTATION OF THE PIEA

The implementation of the PIEA is guaranteed by the Academic Studies Directorate. It has been in effect since May 1989 and conforms to certain decisions and regulations of the Ministère de l'Éducation, du Loisir et du Sport (MELS), namely:

- a) The *Règlement sur le régime des études collégiales (RREC)*, which oblige each college to adopt and apply an institutional policy on the evaluation of student achievement and to submit it to the Commission d'évaluation de l'enseignement collégial (CEEC) for evaluation.
- b) The *September 15, 1993, ministerial decision, paragraph 1b*, which required all colleges to put their institutional policy on the evaluation of student achievement in place by the Fall 1994 semester.

2.3 POLICY EVALUATION

Every five (5) years, LaSalle College evaluates the application of the PIEA and revises it as needed. The evaluation shall verify the following:

- a) Whether the principles and directions have been followed.
- b) Whether the rules and regulations have been applied.
- c) Whether responsibilities have been assumed.

The evaluation criteria take into account:

- a) The correspondence between the policy's application and its text.
- b) The effectiveness of its application in ensuring the quality of evaluation.
- c) Equivalence and standardization in evaluating student achievement.

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

2.4 OBJECTIVES

The objectives of the LaSalle College PIEA are as follows:

- a) To communicate the terms and principles of evaluating achievement.
- b) To inform students of the universal measures to be applied in terms of evaluating learning.
- c) To inform teachers of the common learning-evaluation guidelines.
- d) To support teachers and Program Administrators in their instructional management, by clearly defining the responsibilities of students, teachers and members of the school administration with regard to evaluating learning.

3. CONCEPTION OF EVALUATING LEARNING

3.1 VALUE OF THE EVALUATION

The learning evaluation is a series of activities that lead to an assessment of how well a program's objectives are met. It covers theoretical and practical knowledge, as well as skills and behaviours learned. It contributes to instructional action on three levels:

- a) Teachers communicate their evaluation of students' work by providing them with a graded result and/or a detailed annotation, which informs them of their progress and may guide them in their learning.
- b) Students compare their own work with that of their teacher's assessment, and are thereby able to identify their strengths and weaknesses.
- c) Having information on the results, the College administration is better able to apply corrective measures to the various schools, the help centres, as well as the policies of the College.

3.2 FORMATIVE AND SUMMATIVE EVALUATION

LaSalle College recognizes teachers' competency in exercising an evaluative role. Teachers have the duty and obligation to direct their evaluation towards diagnostic and educational ends in order to improve the quality of learning.

Formative evaluations take place throughout the learning process and do not determine whether a student should pass or fail. LaSalle College encourages formative evaluation, since it allows the teacher to verify how objectives and standards are being met, and since it gives students a chance to measure their strengths and weaknesses and make adjustments to their learning methods. The formative evaluation criteria may vary according to the learning approach and the situations encountered.

Summative evaluations determine the passing or failing of a test, assignment or exam. They pertain to how program or course objectives and standards are met. In accordance with current standards, LaSalle College includes quality of language in its criteria for summative evaluations. Summative evaluation requirements for each course appear in the course outline.

3.3 EVALUATION METHODS

LaSalle College encourages diversity in evaluation methods, as well as the development of techniques and methods that ensure continuous and interactive evaluation processes.

4. RESPONSIBILITIES

Learning evaluations are an institutional responsibility, with four (4) levels of application: students, teachers, school administrations and the Academic Studies Directorate. Industry representatives can also be involved in this process. The LaSalle College Administrative Council approves the application of this responsibility.

4.1 ACADEMIC STUDIES DIRECTORATE

The Academic Studies Directorate is responsible for:

- a) The publication and application of the PIEA and the Politique institutionnelle d'évaluation des programmes (PIEP), in conjunction with all concerned.
- b) Approving course outlines and ensuring that the specific objectives of courses are clearly defined. These objectives must respect the ministerial guidelines.
- c) Receiving all recommendations from the various school administrations for continuing-education activities for teachers and implementing those activities for which it is responsible.
- d) Ensuring that the implementation of the teaching evaluation process is consistent with LaSalle College's Teaching Evaluation Policy.

4.2 COMMISSION DES ÉTUDES (STUDIES COMMISSION)

The Commission des études (CE) is a consultative committee whose mandate is to advise the Administrative Council on all questions regarding the College's policies, programs and approaches. The goal is to improve teaching and the learning experience. The CE, presided over by the Director of Studies, includes:

- a) A representative from the Academic Studies Directorate.
- b) Administrative representation from the five (5) schools.
- c) Teacher representation from the five (5) schools.
- d) Student representation from the different schools.

4.3 ROLE OF THE ADMINISTRATIVE COUNCIL

Upon the recommendation of the General Director and the CE, the Administrative Council adopts the PIEA. If needed, the Council points out the applicable modifications, deletions or additions. The Council submits the list of students who have satisfied the conditions required to obtain a Diplôme d'études collégiales (DEC) to the Ministère de l'Éducation, du Loisir et du Sport (MELS).

4.4 STUDENTS

Each student shall take cognizance of the PIEA and, where applicable, the specific conditions that apply to his or her program. Students shall conform to the PIEA's rules. Notably, students shall:

Attend each course in which they are registered and demonstrate punctuality and diligence. In the case of absence, students are responsible for acquiring all documents, notes and/or information related to their learning.

Participate in all types of formative evaluation conducted by the teacher and summative evaluation mentioned in the course outline.

Make use of the various “success plan” measures put in place by the College and/or consult any other necessary resources intended to help them with their learning difficulties.

Participate in the Comprehensive Evaluation necessary for the successful completion of their program of studies (in effect since January 1997), as well as in the Ministerial Examination of College English Language of Instruction and Literature (English exit exam).

Respect the mark-revision process should they believe that they have received an unjust evaluation.

4.5 TEACHERS

Teachers shall take cognizance of the PIEA and, where applicable, the specific conditions that apply to their respective school. Moreover, teachers shall:

Provide a copy of the course outline, during the first class, to each student registered for their course. The teacher receives course outlines from their respective school administration.

Indicate and explain to students, during the first class, the weight and frequency of the evaluations, as well as the evaluation criteria of the competencies to be achieved in their course.

Respect the content of the course outline and only modify the components identified in the attached course outline verification grid (see appendix). All other suggestions with regard to modification(s) of other components within the course outline must be presented to the school administration, which, if the suggestions are deemed appropriate, will then make the recommendation(s) to the Academic Studies Directorate.

Provide students with teaching, learning and evaluation activities that conform to the competency-based approach.

Clearly communicate to students the formative and summative evaluation terms, when assigning the work.

Oversee student attendance and participation in class and in learning and evaluation activities.

Evaluate students in a manner that allows them to gauge their knowledge, competencies and work habits.

Participate in identifying the educational needs and activities for teaching and evaluating program material.

4.6 SCHOOL ADMINISTRATIONS

The school administrations shall propose any improvements to the PIEA, as well as methods to implement them.

The school administrations must approve instructional methods and evaluation practices appropriate for the program and courses for which they are responsible, and recommend them to the Academic Studies Directorate. They must ensure the implementation of learning and evaluation activities that encourage the attainment of the program objectives. The final approval of pedagogical methods and evaluative practices lies with the Academic Studies Directorate.

The school administrations shall provide students with the coaching services needed for their learning.

The school administrations shall identify the educational needs of the teachers in terms of teaching and evaluating learning. They shall support teachers in the development and use of pedagogical and evaluation tools. They shall propose and organize pertinent educational activities in cooperation with the Director of Studies and the College Committee of Continuing Improvement for Teachers.

The school administrations shall implement teaching evaluations in their criteria for teachers' job performance reviews.

4.7 INTERNAL POLICY FOR SCHOOLS AND PROGRAMS

A school can set rules that are appropriate for its own evaluation practices. In no way may these rules contravene those of the PIEA. To this end, a committee composed of teachers and the program administration establishes rules specific to the program. These rules are submitted to the Academic Studies Directorate for approval and are distributed by the school administration to all College personnel concerned. Upon request, the internal policies of a school or program are available to all persons.

4.8 INDUSTRY REPRESENTATIVES

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

5. EVALUATION RULES

5.1 DEFINITION OF A COURSE

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

In the case of online education, courses consist of both supervised and unsupervised training. The supervised training is equivalent to the number of traditional classroom hours or contact hours. The supervised training is offered in both asynchronous and synchronous learning. The asynchronous learning, also called directed self-training, constitutes 33.3% of the contact hours for the same course given in a traditional classroom; the synchronous learning, also called cyber-training, consists of 66.6% of the contact hours for the same course given in a traditional classroom. It is made up of virtual classes, forums and collaborative work. Therefore:

- A 45-hour course consists of 15 hours of self-training and 30 hours of cyber-training, of which 7.5 hours are in a virtual classroom.
- A 60-hour course consists of 20 hours of self-training and 40 hours of cyber-training, of which 10 hours are in a virtual classroom.

- A 90-hour course consists of 30 hours of self-training and 60 hours of cyber-training, of which 17.5 hours are in a virtual classroom.

5.1.1 Course Outlines

Teachers or a team of teachers must prepare course outlines respecting the indicated norms found within the course outline verification grid (see appendix) and submit them to the school administration for approval. The final approval of course outlines rests with the Academic Studies Directorate. The approved course outlines are then put on the intranet on a centralized server. All course outline updates must be approved by the team leader, teacher or team of teachers responsible for such changes before being presented to the school administration, who will then make the recommendation for these changes to the Academic Studies Directorate.

Each course outline includes the following:

- a) The *statements* and components of the competencies as well as the level of attainment.
- b) *Content*, or the set of theoretical and practical knowledge, behaviours and skills to be evaluated.
- c) *Methodology*, or the set of instructional methods that the teacher will use, as well as the learning activities required of each student, including conditions of participation.
- d) *Learning evaluations*: the frequency, and weighting of the summative evaluations. The course outline specifies the evaluation rules for both written language and presentation of written work.
- e) The *distribution* over the semester of the assignments, tests, exams and other evaluations. Submission dates for assignments, exam dates, as well as the number of tests are also indicated.
- f) *Mediagraphy*, or the pertinent written, audio, audiovisual or electronic documents that will be used.
- g) Required material.
- h) *Standards and objectives* for successful completion of the course.

During the semester, any proposed modification to the rules of learning evaluation, in the course outline, must be submitted to the school administration, who will then seek the approval of the Academic Studies Directorate. After approval, any change must be communicated to the students in writing.

5.2 TEAM TEACHING

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

5.3 EVALUATION PROCESS

5.3.1 Calendar

During the first class of the semester, the teacher must communicate in writing, to the students, details of the organization and scheduling of the summative evaluations, if the details are not already in the course outline.

The teacher must update the cumulative value of evaluations completed in class and regularly enter the results in the College's intranet server.

The teacher gives students their updated cumulative mark before the final exam, during the penultimate class of the semester.

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

5.3.2 Criteria for evaluation

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

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

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

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

The teacher may include an individual in-class attitude and behaviour grade, taking into account the specifics and the ethical code of the profession that the student is studying for. This grade takes into consideration student diligence, proper attire and language. Such an evaluation cannot constitute more than ten per cent (10%) of the final grade for any course, unless there is special authorization from the school administration. This grade must be based on clear and measurable evaluation criteria that are defined in the course outline.

Participation can be evaluated only if it is directly related to an element of competency or to competency itself.

5.3.3 Returning evaluations

When returning evaluations, the teacher must provide the student with the grade breakdown for each criterion used, as well as pertinent comments, in writing.

5.4 PASSING A COURSE

5.4.1 Evaluation process

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

5.4.2 Percentage

For all courses, grades are expressed as a percentage. A grade of 60% confirms minimal competency, or the attainment of the objectives of performance standards set by the Ministry. Any grade below 60% indicates failure for that course.

5.4.3 Mastery of competency

Each element of the competency is elaborated upon and must be mastered by the student for successful completion of the course. Moreover, minimal mastery of the competency itself must be demonstrated to earn a passing grade. Consequently, the final grade cannot exceed 59% if full mastery of one of the elements of the competency or the competency itself has not been adequately demonstrated.

5.4.4 Elements of competency

When an element of a competency is evaluated during a semester, and the student does not demonstrate sufficient mastery, the teacher must offer the student another opportunity to demonstrate mastery, either during the course of a particular evaluation designed for that specific purpose, or during the final exam.

5.4.5 Attainment of evaluation objectives

For the Program Comprehensive Evaluation, the *Pass* or *Fail* grade determines the attainment of the objectives for that evaluation.

5.5 FORMS OF EVALUATION

5.5.1 Tests and exams

A *test* is an evaluation lasting up to 30 minutes, worth no more than 10 per cent of the final grade, and covering material presented in the previous three weeks of class. The teacher determines the frequency of tests.

A *mid-term examination* is an evaluation lasting at least 50 minutes and worth 15 to 30 per cent of the final grade.

5.5.2 Final evaluation

The final evaluation, which confirms minimal mastery of a competency, must be worth at least 30 per cent of the final grade.

The student cannot obtain a passing grade without demonstrating mastery of each element of the competency, or the competency itself.

5.5.3 Research assignment

A research assignment is defined as a project that is carried out throughout several successive steps (e.g. choice of topic, working hypothesis, documentation, plan, writing the text). This assignment lasts for a substantial portion of the semester, usually three (3) weeks or more. A research project must be worth at least 25 per cent of the final grade.

5.5.4 Teamwork

The teacher may attribute an individual mark or a group mark for work carried out in teams. The students must be informed of this in writing when the assignment is given.

5.6 PRESENTATION OF EVALUATIONS

When assignments are given, the teacher must inform students in writing of the presentation method. Teachers have the right to refuse an assignment based on an obvious lack of proper presentation.

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

5.7 WRITTEN LANGUAGE EVALUATION

It is the teacher's responsibility to identify language errors found in a student's work. If such errors are found, teachers have the right to deduct a portion of the final mark of an assignment or test.

For general education courses, the teacher may deduct 10% to 30% of the grade. These percentages can be higher in literature courses.

For specialization courses, the teacher may deduct 10% to 20% of the grade.

5.8 ASSIGNMENT SUBMISSIONS

All assignments must be submitted in class, at the time determined by the teacher. All late submissions result in a grade of zero (0) for that assignment.

For online education, all assignments must be sent by email to the teacher, as well as to devoirs@ilasalle.com.

By providing, prior to the assignment submission deadline, an official justification of absence or a sufficient reason, students may request an extension from the teacher. The teacher may accept or refuse the assignment and apply a penalty for the lateness.

5.9 COMMUNICATION OF RESULTS

5.9.1 Correction and annotation

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

5.9.2 Returning Evaluations and Results

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

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

It is mandatory for teachers to submit final grades to their school administration, prior to the grade submission deadline.

5.10 OWNERSHIP OF EVALUATIONS

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

5.11 WITHDRAWING FROM A COURSE

Students can withdraw from a course prior to the date established by the Ministère de l'Éducation, du Loisir et du Sport (MELS). The date is indicated on the school calendar. In order to withdraw, there is a special form that must be filled out by the student. The request must then be approved by the student's school administration.

Once the course withdrawal deadline has passed, all courses for which students are registered will appear on their transcript, along with the grades they receive during the semester.

5.12 ATTENDANCE AT CLASSES AND EVALUATIONS

Attendance at classes and evaluations is obligatory for all students. Teachers must take attendance and evaluate reasons for student absences.

Any student who believes to have received unfair treatment may notify the school administration.

5.12.1 Class attendance

A student with more than the allowable number of absences in a course will receive a maximum grade of 56%.

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

- 30-hour course: 5 hours of absence
- 45-hour course: 7 hours of absence
- 60-hour course: 9 hours of absence
- 75-hour course: 12 hours of absence
- 90-hour course: 14 hours of absence
- 105-hour course: 16 hours of absence
- 120-hour course: 18 hours of absence
- 135-hour course: 21 hours of absence
- 180-hour course: 27 hours of absence

In the case of online education, the allowable number of absences, with or without justification, is as follows:

- 45-hour course, consisting of 7.5 hours of virtual class: 1.25 hours of absence
- 60-hour course, consisting of 10 hours of virtual class: 2.5 hours of absence
- 90-hour course, consisting of 17.5 hours of virtual class: 3.75 hours of absence

5.12.2 Exception

The program administration and the teacher decide together whether an exception is granted by evaluating the reasons for the student's absences and by determining whether the course competencies have been obtained. The exception may be granted with or without a penalty.

5.12.3 Absences

A student who is absent during an evaluation can request a make-up or a weighted average grade from the teacher. In all cases, official justification must be presented to the teacher.

The student must submit the request to the teacher no later than the class following the absence.

If the request is deemed valid, the teacher must decide between a make-up evaluation and a weighted average grade. In either case, the teacher cannot weight a student's grade for more than 15% of the final grade for that course. Furthermore, the teacher cannot weight the average of a student who has missed one or more evaluations if the total weight of the evaluations is more than 15% of the final grade. A teacher cannot exempt a student from an evaluation worth more than 15% of the final grade.

5.12.4 Punctuality for an evaluation

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

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

5.13 CALCULATION OF THE CLASS AVERAGE

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

5.14 PASSING GRADE

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

Moreover, in order to obtain a passing grade in a literature or upgrading literature course, the student must also obtain a passing grade for the final exam, which evaluates the mastery of all the competencies of the course. If a student does not satisfy this provision, the grade obtained on the final exam will appear on the transcript.

5.15 FINAL EXAMINATIONS

The final exam is created by the teacher responsible for the course. The team leader and/or teacher representing the subject taught in a program verifies whether the final exam corresponds to the standards and objectives specified in the course outline, and submits it to the school administration for approval.

Absence during a final examination results in a grade of zero (0). Upon student request, the School Administrator may or may not accept a student's justification of absence. This authorization is granted

only in *major uncontrollable circumstances*. Make-up examinations are rescheduled at the convenience of the teacher and the school administration.

Major Uncontrollable Circumstance (Art.1470Cc): “A major uncontrollable circumstance is an unforeseeable and overwhelming event, which may be an external cause with such characteristics.”

5.16 SUBSTITUTION AND EQUIVALENCY

Students who have passed a course that is equivalent to a course in their program can request equivalency (EQ). The equivalent course may be from a secondary school (DES), a college (outside Quebec) or a university, or it may be a course for which the school recognizes non-scholastic achievement. The EQ entitles the student to the credits of this course, and the student does not need to take a replacement course.

The College can authorize the substitution (SU) of a course included in the student’s program of study for another course.

Any request for SU or EQ must be made to the student’s school administration, as per the procedure and allowable time specified in the student agenda and school calendar.

The Academic Studies Directorate can require that the student pass an evaluation, before the requested substitution (SU) or equivalency (EQ) is granted.

5.17 RECOGNITION OF EXTRACURRICULAR ACHIEVEMENT

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

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

Any request for extracurricular achievement recognition must be presented to the Academic Studies Directorate according to the procedure and timeframe specified in the school calendar.

In order to be authorized, requests must meet the eligibility requirements established by LaSalle College.

5.18 PLAGIARISM AND CHEATING

Plagiarism, attempts at plagiarism or complicity in plagiarism, whether in an exam or an assignment to be evaluated, constitutes an infraction. Plagiarism and cheating include:

- a) Using part or all of someone else’s work and passing it off as one’s own, without indicating the appropriate reference.
- b) Having or using unauthorized documents, material or equipment during an exam.
- c) Using the exam of another student during an exam.
- d) Having another student do one’s work for an evaluation.
- e) Substituting a different person to write an exam or assignment to be evaluated.
- f) Using an evaluation already completed for another course.

Plagiarism, attempted plagiarism or complicity in plagiarism during an evaluation worth 20% or more of the final grade results in a mark of zero (0) for that course.

Plagiarism, attempted plagiarism or complicity in plagiarism during an evaluation worth less than 20% of the final grade results in a mark of zero (0) for that evaluation.

Any student involved in any form of plagiarism or cheating will receive a written notice from their school administration stating that a second offence may lead to expulsion from LaSalle College.

5.19 COMMUNICATING RESULTS

Evaluation results obtained by students are regularly communicated to them throughout the semester. During the class before the final exam, the teacher must communicate to each student their cumulative grade.

5.20 CONTESTING AND REVISING GRADES

5.20.1 Results obtained during the semester

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

Following the revision, which follows evaluation criteria, the teacher communicates their decision to the student. In cases where a disagreement continues, the student can submit their request in writing to the school administration.

5.20.2 Final examination grade

Students can make a written request to the school administration for revision of their final examination grade, in accordance with the procedure and timeframe specified by the Academic Studies Directorate and included in the school calendar and student agenda.

This request is evaluated by an evaluation committee consisting of the School Administrator and two (2) teachers. The committee decides whether the final exam and/or cumulative mark need to be changed.

5.21 EXEMPTIONS

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

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

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

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

5.22 INCOMPLETE COURSES

The Academic Studies Directorate may request that Incomplet permanent (IP) be inscribed on a student's transcript if the student is forced to abandon their studies after the date specified by the Ministry (as it appears in the school calendar), due to *uncontrollable circumstances* (absence lasting three [3] weeks or more). The student submits the appropriate written proof to the Program Director, who must grant approval and keep a record of the documentation in the student's file. The approval must be carried out in close collaboration with the registrar. To obtain a grade, the student must take the course again.

The Program Administrator can also request that Incomplet temporaire (IT) be inscribed on a student's transcript, so that the student can complete a missed evaluation needed to complete a course. In this case, IT will appear on the transcript until the grade has been received. A maximum time period of one (1) semester is permitted, so that the grades of the missing evaluations may be obtained. After this period, the IT is changed to the cumulative grade of the course.

5.23 CONTINUATION OF STUDIES

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

6. PROGRAM COMPREHENSIVE EVALUATION

6.1 DEFINITION OF PROGRAM COMPREHENSIVE EVALUATION

A Comprehensive Evaluation includes learning activities from general education courses and courses specific to the program. Its aim is to verify the integration of the learning activities completed throughout the program and the mastery of the competencies associated with the program.

All students who have been enrolled in college studies since the Fall 1996 semester or later must pass a Program Comprehensive Evaluation conditional to obtaining their Diploma of College Studies (DEC).

To be eligible to register for the Program Comprehensive Evaluation, students must have successfully completed all their courses by the end of the current session.

The school administration must arrange the Program Comprehensive Evaluation for each program for which it is responsible.

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

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

6.2 PREPARATION AND CORRECTION

Designing and preparing the Program Comprehensive Evaluation are the responsibilities of the school administration, in close collaboration with the program's teachers. The School Administrator designates a team of teachers from the program to correct the evaluations.

6.3 PASSING OR FAILING GRADES

A Réussite (RE) or Échec (EC) grade for the Program Comprehensive Evaluation will appear on the student's transcript. If the student fails the Program Comprehensive Evaluation, they automatically fail the course that it is associated with. The student must then repeat the course.

6.4 STANDARDIZED MINISTERIAL EVALUATIONS

The Ministry determines the competencies and elements of the competencies for each course in general education: language and literature, second language, philosophy, physical education and elective courses.

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

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

7. CERTIFICATION OF STUDIES

7.1 ADMISSION CRITERIA

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

7.1.1 Diploma of College Studies (DEC)

For admission to a DEC (Diploma of College Studies) program, the candidate must meet the following criteria:

1. The candidate must have graduated from a secondary school and meet the following criteria:
 - a) The candidate has obtained a Diplôme d'études secondaires (DES).
However: Students whose Secondary School Diploma is missing any of the following courses will be required to make them up.
 - Secondary 5 Language of instruction
 - Secondary 5 Second language
 - Secondary 4 Mathematics
 - Secondary 4 Physical science
 - Secondary 4 History of Quebec and Canada
 - b) The candidate has obtained a Diplôme d'études professionnelles (DEP) that includes:
 - Secondary 5 Language of instruction
 - Secondary 5 Second language
 - Secondary 4 Mathematics

- c) The candidate's education is deemed to be equivalent by the College.
2. The candidate must fulfill, if necessary, the particular conditions of the program established by the Ministry, which specify the prerequisite courses for the program.
 3. The candidate must fulfill, if necessary, the particular conditions for admission that the College has established for each of its programs.

Notwithstanding the above points, the College may admit a candidate to a DEC program if it deems their education to be equivalent.

The College may also admit a candidate to a program of study if:

- a) it judges his or her education and experience to be sufficient; and
- b) the candidate has interrupted his or her full-time education for a cumulative period of at least thirty-six (36) months.

In the case of point 2, the College may require the student to participate in obligatory remedial activities that can be determined by the Ministry.

If a candidate has not accumulated all the credits required by the Régime pédagogique de l'éducation préscolaire, de l'enseignement primaire et de l'enseignement secondaire (Basic School Regulation for Preschool, Elementary and Secondary Education) or the Régime pédagogique de la formation générale des adultes (Basic Adult General Education Regulation), the College may grant the candidate conditional admission to a DEC program, provided that he or she agrees to acquire the missing credits during the first semester.

Similarly, a candidate who has obtained a DEP but who has not accumulated the necessary credits, as indicated above, must acquire the missing credits during their first semester.

However, candidates who need more than six (6) credits, or who were granted conditional admission but failed to meet the commitment, will not be granted conditional admission.

7.1.2 Attestation of College Studies

For admission to an AEC program, the candidate must meet the following criteria:

1. The candidate has interrupted their studies for at least two (2) consecutive semesters or one school year.
2. The candidate is part of an agreement between the College and an employer or a government program.
3. The candidate has pursued postsecondary education for at least one (1) year.

To be admitted to an AEC program designated by the Ministry, holders of a DES or a DEP must meet one (1) of the following criteria:

1. The program of study allows the acquisition of technical training in a field for which there is no DEC.

2. The Program of Study is developed through an agreement on education between the Ministère de l'Éducation, du Loisir et du Sport (MELS) and a ministry or organization of the government of Quebec.

A candidate holding a Diplôme d'études professionnelles (DEP) from a program that provides a continuation of technical training offered in secondary school is also eligible for an AEC program designated by the Ministry.

7.1.3. Process of the application

The College ensures that all required documentation for admission that is provided by the student will be kept in the student's file.

For students who have interrupted their studies for a year or more, the College reserves the right to readmit them under the program's new eligibility requirements.

8. ACADEMIC PROGRESS

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

For equivalencies, substitutions or exemptions, the College uses transcripts or recommendations to verify the student's acquired knowledge and makes a decision in conformity with Articles 5.16 and 5.17 of this document.

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

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

To be eligible for a DEC, the College verifies:

- That the credits for each course conform to the program set by the Ministère de l'Éducation, du Loisir et du Sport (MELS).
- Successful completion of all exams standardized by the MELS.
- Successful completion of the program's Comprehensive Evaluation.

In order to grant a DEC or an AEC, the College ensures the successful attainment of the competencies or objectives of the program in which the student is registered.

To confirm the successful completion of a DEC or AEC, the College verifies:

- For both a DEC and an AEC, the attainment, as noted in the certification of the transcript, of the competencies or objectives pertaining to the learning activities included in the student's program of study.

- For a DEC, that the credits associated with the activities conform to the program framework set by the Ministry, and that the Program Comprehensive Evaluation has been successfully completed.

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

- By compiling a list of all students eligible for a DEC or an AEC.
- By forwarding to the MELS the list of students recommended by the College for a DEC.
- By producing a transcript with a Yes inscribed for the recommendation of the granting of the DEC.
- By granting AECs.

9. IMPLEMENTATION

9.1 ADOPTION AND DATE OF IMPLEMENTATION

After consulting with the commission des études (CE), the Administrative Council adopts the present Institutional Policy on the Evaluation of Student Achievement, which is effective as of September 2, 2008.

9.2 INTERPRETATION

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

9.3 DISTRIBUTION

The Academic Studies Directorate must ensure the distribution of the PIEA in French and in English to students, teachers, program coordinators or directors, as well as any other persons related to the PIEA.

The Academic Studies Directorate must distribute a copy of the PIEA to every teacher or make the document electronically available.

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

Copies of the PIEA are available for consultation at the Documentation and Educational Support Centre and on an intranet server.

9.4 DOCUMENTATION AND EDUCATION

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

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



PIEA

APPENDIX

LASALLE COLLEGE
COURSE OUTLINE VERIFICATION GRID
ACCORDING TO THE COMPETENCY-BASED APPROACH



	Verification Criteria	Rationale
1	The name and logo of the school, the title of the course, the course number, the duration, the number of credits and the weighting of the course are all included in the heading of the course outline.	<i>Basic information about the course must be noticeable upon first glance.</i>
2	An area of the outline is reserved for the student to write specific information about their class or group: the semester, the group number, the classroom, the time, the name of the teacher, the teacher's email address, their availability hours, their office and their telephone number and extension.	<i>If we wish to have the student refer to the course outline, it should be useful in many ways, namely by including practical, easy-to-find information. For example, students are more likely to take advantage of availability hours if they can find this relevant information on their course outline.</i>
3	The course is positioned within the program—the semester in which it is given, the prerequisite courses, the subsequent courses or other related courses.	<i>The program is a unified whole; it is therefore important for students to understand how each course relates to the overall training.</i>
4	The statement on the competency(ies) to be attained during the course is written clearly. It must be the most prominent part of the entire document.	<i>The competency, as the principal objective of the course, must stand out in the course outline, as well as in other documents used throughout the course. The student must have this objective clearly in sight throughout their learning experience.</i>
5	The statement and the elements of competency must use wording that conforms to what appears in ministerial documents.	<i>Because they are prescriptive, the objectives and elements of the competency cannot be modified. Therefore, they appear in the same way as in the objectives and standards.</i>
6	The statements and the elements of competencies are numbered or lettered.	<i>In order to ensure that all statements and elements of competencies are covered during the training, and also to easily verify their position within the whole, it is important to number or letter them. This order is set by the program team.</i>

7	<p>Besides the learning objectives delineated by the statements and elements of competency, the course outline will also have specific learning objectives that complement the performance criteria derived from the objectives and standards.</p>	<p><i>The performance criteria are used to determine whether the objectives have been attained by the student. By replacing nouns with action verbs, they become learning objectives linked to the elements of competency. The performance criteria are used as evaluation criteria for different formative and summative activities.</i></p>
8	<p>The planned learning activities engage students and cover all the different phases of learning, including motivation, acquisition, integration and application. This element of the course outline may vary slightly according to individual teachers.</p>	<p><i>By using the competency-based approach, the teacher plans activities that apply to all learning phases and aim at attainable goals, which is more likely to lead to a true and lasting learning experience.</i></p> <p><i>Here, an element in the course outline may vary slightly from teacher to teacher, depending on one's teaching philosophy.</i></p>
9	<p>The essential details are written in summary form. Only the optional content for the course may vary from teacher to teacher.</p>	<p><i>The content is not the ultimate learning objective but more of a resource that may be used to develop the competencies. Certain parts of the content are essential; other content is optional. It is up to the teacher or the team of teachers to determine what is essential. However, the essential information must be listed under the appropriate objectives. The optional content may vary from teacher to teacher.</i></p>
10	<p>The essential content clearly represents the multi-dimensionality of a competency. In other words, it contains practical and theoretical knowledge.</p>	<p><i>The teacher must be sure to cover all aspects of a competency, which may include other forms of knowledge besides theoretical and practical knowledge. All types must be clearly defined and of equal importance.</i></p>
11	<p>Instructional and learning activities take place in a logical order throughout the 15 weeks of the semester.</p>	<p><i>Depending on the type of course, the schedule of activities during the semester may be established by week or by group of weeks. It is based on various elements of the course, such as themes, competencies, lessons, projects or other activities.</i></p>
12	<p>The timing, weight and evaluation methods of all evaluations are clearly indicated.</p>	<p><i>To be well prepared, students must be informed of the evaluation methods for their course. They must be informed of general performance criteria that are used to evaluate competency achievement. The specific criteria of each evaluation will be explained at the time the evaluation is announced.</i></p>

13	The evaluations respect the PIEA: they meet the evaluation rules regarding written language, plagiarism, late submission, presentation norms, participation marks and the weight of the final exam.	<i>Students are already expected to be familiar with the PIEA, but it is best to remind them, at the time of their evaluations, of the rules that pertain directly to students, especially the evaluation criteria applicable to all courses.</i>
14	A bibliography (or “mediagraphy”) listing reference works and additional resources is included at the end of the course outline.	<i>Students must have access to all sources of information pertinent to themes discussed during the course, as well as to other sources that will allow them to expand their knowledge, should they so desire.</i>
15	Course material or other obligatory purchases are clearly indicated, including their cost.	<i>The information concerning the required purchases for the course must be clear and unambiguous to avoid misunderstanding.</i>
16	The objective and standard of the course’s target competency(ies) are included at the end of the document.	<i>Information related to the competencies, whether it be the context of achievement, the elements of competency and the performance criteria, must be conveniently located because they represent the foundation of the course.</i>