



**INSTITUTIONAL POLICY ON THE EVALUATION  
ON STUDENT ACHIEVEMENT**

**2024-2025**

**O'SULLIVAN COLLEGE OF MONTREAL**

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# INSTITUTIONAL POLICY ON THE EVALUATION OF STUDENT ACHIEVEMENT

## INTRODUCTION

### 1. THE MISSION OF THE COLLEGE

True to its 90-year tradition, O’Sullivan College of Montreal is dedicated to providing its students with an exceptional learning environment and aims for excellence.

The College structures its evaluation practices to support the quality of its programs and push forward its educational mission in collaboration with its administrators, teachers and administrative staff.

The mission of O’Sullivan College is to prepare students to be successful in their chosen careers by enabling them to acquire knowledge, develop their individual skills and become achievers. Furthermore, the College allows them to apply this acquired knowledge in on-the-job internships. To get there, the College provides the student with comprehensive and quality training aligned with the skills targeted by each program.

The College also provides students with pedagogical support that contributes to the development of their work methods, civic duty, professionalism and desire to excel.

The transition from secondary school to college is an important step in a student’s academic life. Here are a few translated excerpts from *La pédagogie de la première session*, article featured in the *Pédagogie collégiale*, vol. 17, no. 4, written by Odette Lussier, educational advisor at *Cégep Marie-Victorin*:

- “The transition from high school to college is difficult for many students.
- First-semester teachers have a special role to play to help students get through this period.
- Students enjoy the new freedom they have in college, but they have difficulty managing their time.
- New students need to be taught how to use their agenda, plan their study periods, integrate their homework into a busy schedule (work, studies, relationships, social life, etc.).
- Knowing how to work comes second on the list of difficulties reported by teachers; students must be taught how to develop their autonomy and their sense of responsibilities.
- New students can also frequently experience low self-esteem and feelings of incompetence.
- Students appreciate knowing that we worry about them, that their success is important to us and that they can get help as needed.
- They value the personal contact they have with teachers. Self-esteem grows through others and if they feel that they can trust their teachers, they will be more willing to seek the help they need from them.”

## 2. OBJECTIVES AND PURPOSES OF THE INSTITUTIONAL POLICY ON THE EVALUATION OF STUDENT ACHIEVEMENT

The College created a policy on the Evaluation of Student Achievement to guarantee the quality of teaching and learning activities that take place at the College.

The policy is based on three fundamental principles:

- A high level of teaching quality.
- A critical level of thinking and sound judgment.
- Innovative training using the latest technology.

This Institutional Policy on the Evaluation of Student Achievement aims at ensuring fairness, transparency, coherence and congruence in the practices of evaluating students.

To ensure the fairness of each student evaluation, each course taught at O'Sullivan College, even if it is given by different teachers, has the same course outline, content and standardized final evaluation.

To achieve transparency of student learning, students must be informed of program contents, learning activities scheduled during the semester and different learning evaluation methods.

Furthermore, evaluation coherence is assured by linking program learning objectives with the skills to be acquired as well as evaluating the actual learning. In the end, the policy is congruent when it is in line with teaching objectives and policies taught at the college level as well as program objectives and activities.

The College policy cannot be limited to the technical aspects of training only; it also aims at instilling in students a desire to increase their cultural knowledge, to develop their personality and gain the level of professionalism required in the workplace.

The College administration firmly believes that, to realize their full potential, students must be closely monitored to increase their level of knowledge, sense of creativity, and personal involvement. The College is committed to offering students an environment conducive to study and reflection.

The goal of the Institutional Policy on the Evaluation of Student Achievement is to ensure consistency between the objectives of the College, its programs of study and the requirements set in the College Education Regulations. This policy rests on two main principles: the evaluation of learning must respect the student and the student is mainly responsible for its achievement.

The objectives of this policy are:

- To guarantee a fair evaluation process by informing students of the general direction and regulations guiding the evaluation of student achievement.
- To set the standards of the evaluation of student achievement so that they are consistent and applied by all teachers.
- To determine the responsibilities of each party during the evaluation of student achievement.

- To increase the level of student awareness to the importance of their own contribution to their academic success.
- To define how course outlines are developed and to ensure that language is evaluated throughout the learning process.
- To describe the process leading to the certification of studies.
- To communicate the Institutional Policy on the Evaluation of Student Achievement to all the members of O'Sullivan College.

### 3. DEFINITION OF THE EVALUATION OF STUDENT ACHIEVEMENT

Evaluation is defined as "...a process through which data is collected, analyzed and interpreted relating to the realization of the objectives proposed in the programs of study".<sup>1</sup> Moreover, the evaluation of student achievement must consider the student's progress.

For courses aligned with the competency-based approach, the evaluation is done in both a formative and summative manner. Formative evaluation is defined as an evaluation that supports students' achievements while keeping them informed of their progress. This evaluation, not accounted for in the final score, is used to inform students of their strengths and weaknesses during the process of skill acquisition. Summative evaluation takes place at the end of a course or at the end of a training period. It allows the teacher to evaluate the extent to which students have acquired the final level of competency. The sum of the results of the summative evaluation will appear on the student's college transcript.

The College ensures that there is consultation among teachers so that students receive a fair and standardized evaluation. Also, the evaluation takes into consideration the program-approach for all courses offered by the College.

All course outlines are prepared according to a uniform template. Moreover, in any given department, when a course is taught by more than one teacher or when a course is offered both in French and English, the course outline and the methods of evaluation are the same; the calendar of activities is the only thing that can vary.

The evaluation measures the student's abilities to meet program objectives and standards. The College ensures that the methods and forms of evaluation are constantly monitored by its teachers, departments, and all staff members. To assist them in doing so, the College encourages them to use all available human and material resources at their disposal.

### 4. RESPONSIBILITIES

To efficiently and productively manage the Institutional Policy on the Evaluation of Student Achievement, the active participation of all its main contributors is essential.

#### 4.1 BOARD OF DIRECTORS

The five-member Board of Directors is the highest decision-making entity of the College. It adopts the Institutional Policy on the Evaluation of Student Achievement. In conjunction with the administrative staff, it ensures that all aspects of the College are well managed, and it acts in the

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<sup>1</sup> Legendre, R., *Dictionnaire actuel de l'Éducation*. Montréal: Guérin, 1993. (direct translation)

students' best interests. Furthermore, it is receptive to the comments and recommendations formulated by Pedagogical Services when it comes to the application of the Institutional Policy on the Evaluation of Student Achievement:

- the Board ensures that institutional policies are enforced.
- the Board approves all programs of study on an annual basis.
- the Board reports to the *Commission d'Évaluation de l'enseignement collégial* on how policies and regulations are applied.

#### 4.2 PEDAGOGICAL COMMITTEE

The Pedagogical Committee is composed of the Director General, the Director of Studies, the Registrar, and all department coordinators; it participates in the creation of the Institutional Policy on the Evaluation of Student Achievement and sees to its publication.

#### 4.3 GENERAL ADMINISTRATION AND PEDAGOGICAL SERVICES

Their responsibilities are to:

1. Supervise the application of Institutional Policy on the Evaluation of Student Achievement and keep the Board of Directors informed.
2. Inform all College members of the Policy.
3. Oversee the implementation of the Policy and ensure the fairness and quality of the Evaluation of Student Achievement.
4. Make sure that the material and human resources available to teachers and departments are in line with the aims, objectives and principles of the Institutional Policy on the Evaluation of Student Achievement.
5. Approve course outlines.
6. Ensure the coherence between all the courses in programs of study to meet objectives.
7. Oversee the application of English exit examination required by the Ministry.
8. Guarantee the confidentiality of the students' academic files.
9. Revise the Institutional Policy on the Evaluation of Student Achievement and consider the recommendations made by all contributors.

#### 4.4 DEPARTMENT COORDINATORS AND TEACHERS

Department coordinators have the following general responsibilities:

- To establish the objectives and means of evaluation that are specific to each course and consider the learning progression from one course to another when they are consecutive.
- To set the rules that ensure fairness of evaluation from one course to another and from one teacher to another.
- To make sure that course outlines are compliant with the Institutional Policy on the Evaluation of Student Achievement and all relevant rules and regulations such as the *Règlement sur le régime des études collégiales* and other regulations specific to each department; the coordinator is responsible for submitting course outlines to Pedagogical Services.
- To analyze and discuss, in a committee, the Institutional Policy on the Evaluation of Student Achievement according to student results and to propose solutions for improvement.

Teachers lend their support to department coordinators and are responsible for:

- Developing their courses in accordance with the program approach.
- Establishing, with other department teachers, learning activities to attain the final level of competency.
- Being responsible for the creation of course outlines and ensuring the relevance with the pedagogical content of each program.
- Submitting course outlines to department coordinators.
- Submitting calendar of activities to Pedagogical Services.
- Presenting course outlines to students during their first class.
- Promptly and fairly evaluating the progress of all student learning according to the criteria of each departmental standard and for each course.
- Informing students of their progress and difficulties throughout the semester.
- Ensuring their availability to students based on a determined schedule.
- Transmitting students' results to Pedagogical Services, as required.
- Providing Pedagogical Services with a copy of students' final exams.
- Understanding and applying the current Policy.
- Participating in the review of this Policy.

#### 4.5 STUDENTS

Students are the first concerned with the Institutional Policy on the Evaluation of Student Achievement. Their responsibilities include:

1. Reading the Policy.
2. Abiding by the regulations set by the College.
3. Making required efforts to succeed.

Their success rests on their commitment to:

1. Get in touch with Pedagogical Services, departments and teachers to understand the rules and regulations that apply to their programs of study.
2. Understand the goals, objectives and types of evaluation associated to each course for which they are registered.
3. Attend class with all required materials (books, storage medium, dictionary, etc.).
4. Complete all required assignments and learning activities according to deadlines and prescribed resources.
5. Attend all evaluations, tests and any other exams required by the Minister of Education according to deadlines and requirements for each of the courses.
6. Respect the rules and regulations pertaining to assignments, reports and exams.
7. Keep assignments, reports and exams if a re-evaluation or discussion related to their evaluation becomes necessary.
8. Manage their time appropriately.
9. Attend classes as described in the Attendance Policy, which is a part of College's regulations.

#### 5 COURSE OUTLINES AND CALENDAR OF PEDAGOGICAL ACTIVITIES

At the beginning of each semester, teachers provide students with an outline and a calendar of activities per course. Course outlines are developed in a uniform manner by the teachers of each department. These course outlines comply with the *Règlement sur le régime des études collégiales*.

Course outlines must be approved by the department coordinator and the Director of Studies. Moreover, during the semester, any modification to a course outline must be authorized by the Director of Studies and sent to the department coordinator. Course outlines contain the following information:

- Final competency
- Prerequisites
- Elements of the competency
- Performance criteria
- Learning activities
- Course content
- Internal policies such as those relevant to late assignments, plagiarism, attendance and literacy, etc.
- Evaluation
- Course weighting:
  - The weighting of a course is represented by 3 numbers, such as 2-1-2
  - The first 2 numbers add up to the number of hours per course per week. (2-1 = 3 hours per week) X 15 weeks for the total number of contact hours per semester
  - The total number of contact hours per week includes all course evaluations. (mid-term, final, etc.)
  - The first number represents the number of hours spent on theory while the second represents the number of hours dedicated to practical class work on a weekly basis.
  - The third number represents the number of hours students must dedicate to personal work outside class on a weekly basis.
- Required textbooks
- References
- the calendar of pedagogical activities distributes the content, assessments and assignments over 15 weeks

In the course outline and calendar of pedagogical activities is handed to student at the first class. the teacher describes the various evaluation methods that will be used during the semester including the value (in percentages) for each evaluation.

The purpose of the learning activity calendar is to allow the student to manage and plan optimally, which will promote success. The calendar of activities should include the material to be covered each week, formative and/or summative evaluations, assignments, etc.

The calendar of activities considers the holidays mentioned on the academic calendar. No evaluations can be scheduled during religious holidays that are identified on the academic calendar.



## 6 LANGUAGE POLICY

Good language skills are essential to both academic and professional success. O'Sullivan College is committed to helping students acquire good language skills. To achieve this, administrative staff, teachers and students commit to the quality of both written and spoken language. The Learning Centre is part of the resources provided to students to help them master the language.

How the Language Policy is applied to each course is specified on the course outline. All compositions, reports, short-answer questions, etc., must be assessed using the language correction criteria provided by the College. These criteria cover text readability as well as grammar and spelling. The grade assigned for language correction is a component of the overall grade for the assignment. For ACS programs and the first year of DCS programs, language correction constitutes 5% of the grade. For the second and third years of DCS programs, language correction constitutes 10% of the grade. These criteria are not used for language courses (literature, reinforcement, and second language), which have their own grading criteria. This policy does not apply to supervised in-class or online exams, where students do not have access to correction tools such as Antidote, grammars, and dictionaries.

## 7 EVALUATION PROCESS OF STUDENT ACHIEVEMENT

Academic success is measured on the following criteria:

- Student learning is evaluated on an individual course basis.
- The mark for each course is shown in percentage points.
- A mark of 60% confirms that the student has reached the minimum requirement of the standard performance set by the Minister of Education. A mark under 60% is considered a failure.
- All elements of the competency must be mastered before the course is confirmed as a success.

### 7.1 EVALUATION DURING THE SEMESTER

Student evaluation is an ongoing process during the semester, and it helps students understand where they stand in their learning. The teacher is mandated to inform students of the evaluations they will have to undergo, scoring criteria and percentages allocated to all evaluations.

To help students always follow their academic progress, teachers are required to complete the following documents in OMNIVOX for each course:

- Evaluation grid – must be completed at the beginning of the semester and marks must be added after each evaluation (you can also add comments for the student at that time).
- Number of absences per course.

During the 4<sup>th</sup> week of class, the result of a formative or summative evaluation must be entered in the student's evaluation grid on Léa/Omnivox.

During the 8<sup>th</sup> week of class, a minimum of 25% of the final grade must be cumulated in the evaluation grid of each student.

During the 11<sup>th</sup> week of class, a minimum of 45% of the final grade must be cumulated in the student's evaluation grid.

The student's grade should reflect their level of proficiency in the assessed skill. Therefore, no points will be awarded for class attendance, participation, or the effort put forth by the student. Similarly, no points will be deducted for missing a class. The date of any summative assessment must be announced to all students. These dates are communicated in the evaluation grid for each course on Omnivox. Consequently, the administration of tests, quizzes, or surprise assignments is not allowed.

Although the student's ability to interact with others appropriately is at the heart of teamwork, and although a team can take many forms and functions, the assessment of individual learning must be a priority for the teacher. Thus, every element of the competency must be assessed at least in part on an individual basis. A team mark alone cannot guarantee that a competency or competency element has been achieved.

Furthermore, the grade submitted to the College administration at the end of the semester by the teacher is a reflection of his or her professional judgment only and should not include points from peer assessment or student self-assessment (except for programs whose competencies are based on teamwork).

Teachers must meet with students experiencing difficulties to put together a plan of action. This plan may include additional exercises, specific explanations, meetings with a tutor from the Learning Centre and peer tutoring. Furthermore, students with difficulties will be required to meet with the person responsible for individual assistance.

The student who is not satisfied with the grade assigned by a teacher must schedule an appointment with the teacher to review their evaluation and ask questions in order to understand the corrections.

Students are also given the opportunity to evaluate their courses toward the end of the semester. A member from Pedagogical Services will visit each group and explain the procedure. All the consolidated information will remain confidential. A summary of all comments will be given to the teachers. Following this, if necessary, a discussion will take place between the Director of Studies and the teacher.

## 7.2 EVALUATION OF INTERNSHIP

The main goal of the internship is to provide students with hands-on experience in the job market at the end of their program of study. It allows students to get work experience that will validate the skills acquired during their studies. An internship is also a great opportunity for students to market themselves to a potential employer. For most programs, the internship is mandatory to obtain a Diploma of Collegial Studies or an Attestation of Collegial Studies.

The content, duration, and evaluation of the internship can vary from one program to another to reach the desired goals; it can last from two to fifteen weeks. In all cases, the evaluation of the internship is based on attendance, participation in the pre-employment workshops, employer reports, student self-evaluation and the evaluation of the internship supervisor, if applicable.

The evaluation criteria are the following:

- Knowledge of the field of study
- Linguistic abilities
- Computer skills
- Organizational and professional abilities.

O'Sullivan College's Placement and Internship Service ensures that each student finds an internship. The placement coordinator helps students find an appropriate practical training for their fields of study. The Placement and Internship Service acts as liaison between graduating students and employers so that each student can find an internship. Students are responsible of their own internship search. They must submit an approved copy of their résumé to the Placement and Internship Service. Students must apply for internship offers that interest them and inform the placement service coordinator. They must also inform the Placement and Internship Service of scheduled interviews and eventually the selected Internship.

Students can find an internship on their own. There are many benefits to finding one's own internship. Students choose for themselves the place where they would like to work in the future; they start building their own network of contacts; as soon as they want to, they can take steps to secure an internship in the company of their choice.

In this case, an internship offer made by an employer must be submitted to the Placement and Internship Service and meet the College's criteria. The College's form must be used to document the internship offer. If the internship begins without the Placement and Internship Service's approval, the internship may not be recognized.

Students must take part in pre-employment workshops provided by the Placement Service. These workshops help students acquire the knowledge required to prepare them for their job search.

These workshops also help students identify their own skills, reflect upon and define their own interests and preferences regarding the labour market as well as prepare their resumé. In addition, the workshops include lectures by employers and former students on job prospects. During these sessions, the Placement Service coordinator explains the Internship Policy and encourages students to seek their own internship. She is always available for individual consultations and monitors attendance to these pre-employment workshops.

The resumé must be approved by the language teacher who ensures the language quality. To this end, resumé writing is mandatory and so is resumé approval by the teacher. The resumé becomes the base document on which any potential employer will evaluate a student's candidacy.

**Students can only register for an internship if they are not missing more than four (4) courses - two (2) of which are in general education and two (2) are specific to a DCS program - or more than three (3) for an ACS program.**

Furthermore, students must meet the following requirements:

1. Attend all pre-employment workshops.
2. Submit a resumé to be approved by the language teacher at a pre-arranged date during the pre-employment workshops.
3. Consult internship offers posted on site at the Placement Service or via the College's

website at [www.osullivan.edu](http://www.osullivan.edu) (Omnivox).

4. Apply to internships of interest so that student résumé can be sent to the employers.
5. Employers get in touch with candidates to discuss internship in person or over the phone.
6. Students can seek their own internship by using the documentation provided by the Placement Service and provide the names of selected employers to the Placement Service.
7. Submit an “Internship agreement” that is duly completed and signed by the employer to the Placement Service. Submission entry is no later than the **first day** of the internship **or the internship will not be recognized.**

Students who do not meet the requirements of the Placement Service will not be allowed to use this service which can jeopardize their internship necessary to obtain their diploma.

### 7.3 FINAL EVALUATION / FINAL MARK

At the end of each semester, teachers enter all final marks (for each course) in Omnivox. Marks are added to students' transcripts and transmitted to the Minister of Education to update students' *Bulletin d'études collégiales* (college transcript).

To obtain their course credits, students must:

- Participate in learning activities that are part of the course.
- Maintain a 60% average for all marks (tests, assignments and exams).
- Meet course objectives.

Students who fail half, or more, of the courses for which they were registered for will not be re-admitted the following semester. **To be considered for re-admission in this circumstance, a student must submit a letter of intent explaining the reasons for the failures and specifying what new actions will be taken to be able to continue in the program of study.** The request will be submitted to the Admissions Committee.

Final marks consider at least 3 distinct evaluations, such as assignments, practical exercises, mid-term exam and final exam (no marks are given for participation).

A maximum of 30% of the final mark can come from group work.

Each course requires a final evaluation (exam, project) worth at least 30%. It confirms that the student has achieved the competency, be it partial or total.

No evaluation can be worth more than 40% of the final mark.

The course outline, distributed at the beginning of the semester, establishes the requirements and methods of evaluation.

All evaluations must include the following information:

- The teacher's name and the course title
- The duration of the exam
- The instructions (ex: course notes allowed, written in ink, etc.)
- The percentage of the evaluation in relation to the final mark (ex: this evaluation counts for 30% of the final mark)
- The marks assigned for each question.

Multiple choice questions and true or false questions are not recommended, but if used, it should not count for more than 10% of the final mark and students must justify their answers. This ensures that the student understands the subject matter and does not answer randomly.

A copy of the final evaluation must be submitted to Pedagogical Services accompanied by the document which certifies the attainment of the competency which can be partial or final.

#### 7.4 COMMANDITE

When students fail a course, they must see the Registrar to get a “*commandite*” to retake the failed course in another college. **The College is under no obligation to re-schedule the failed course during the following semester.**

A *commandite* is an authorization provided to students (by the College) that enables them to follow a course in another institution because the College cannot offer it. Students can get a *commandite* to re-take a failed course or for one they had withdrawn from.

#### 7.5 FINAL EXAMS

These exams are scheduled during the examination period which is clearly identified on the academic calendar. Students’ availability during the exam period is mandatory.

#### 7.6 EXAMINATION POLICY

The College has developed an Exam Policy to guarantee fair evaluations to all students:

- Lead pencils are not allowed for exams; always use a blue or black ink pen.
- No liquid paper is allowed; students must cross out their mistakes.
- Teachers must check annotations made in documents allowed for the exam.
- Documents (Civil Code, Laws, etc....) that can be used during exams cannot be annotated in any way. No tabs are allowed. Only references to an article (in the margin) are allowed (number of the article only); students may however underline or highlight sections.
- Only those documents permitted by teachers are allowed on students’ desk; all bags, documents, cellular phones, watch and pagers, etc. must be left in the front of the class.
- The teacher assigns desks to students.
- Students caught plagiarizing or attempting to plagiarize will receive a mark of ZERO and a report to that effect will be sent to Pedagogical Services.
- When students hand in their exam and leave the room, they cannot come back in.

When teachers supervise exams, they must be actively monitoring the situation and cannot engage in any other activity (such as working on a computer, etc.).

Under no circumstances can final exams be given to students before or after exam week. If students cannot attend a final exam, they must get in touch with the College to discuss the matter with their teacher and the Director of Studies. Only very serious reasons will be taken into consideration.

- 7.6.1 Universal Design for Learning (UDL)

Assessments, including TPs, quizzes, assignments, and midterm exams, are subject to the principles of Universal Design for Learning (UDL). It is important to note that all students are entitled to the additional time granted to students receiving accommodations. Please note that the final exam may not necessarily be subject to UDL. The teachers will provide you with further information regarding this. UDL recognizes the diversity of learners and aims to create inclusive learning environments that promote equity, autonomy, and the success of all learners.

## 7.7 COMPREHENSIVE ASSESSMENT

Students registered for Diploma of College Studies (DCS) programs must take a Comprehensive Assessment that covers the totality of their program of study as well as general education. This assessment validates the integration of all learning activities covered in the program of study, confirms that competencies have been attained and demonstrates that students are ready to enter the workforce.

Learning activities part of each program of study are meant to prepare students for the Comprehensive Assessment. To obtain a Diploma of College Studies, a student must pass the Comprehensive Assessment.

This assessment is prepared and corrected by teachers of the corresponding departments. It can be administered as part of a course or a final project. All final-year students with less than four (4) courses missing, of which two (2) are general education courses and two (2) are concentration courses will be entitled to take the Comprehensive Assessment. When students pass the Comprehensive Assessment, the mention “RE” (*réussite*) will appear on their transcripts. Should they fail, “EC” (*échec*) will appear on the transcript.

When students fail the Comprehensive Assessment, they will not receive their Diploma of Collegial studies and will have to retake the Comprehensive Assessment. To retake the exam, students will have to pay a \$100 fee or wait until the month of May of the following year.

## 7.8 MINISTERIAL EXAMINATION

The goal of the Ministerial Examination of College English is to validate that, further to the completion of the common general education, students have achieved “sufficient reading and writing skills to understand literary texts and are able to support a critical point of view that is pertinent, coherent and written in good language.”<sup>2</sup>

It is mandatory that all students registered in a program leading to a Diploma of College Studies take the Ministerial Examination of College English after passing the Literature 101 and 102 courses and be in the process of completing Literature 103. Passing this examination is a requirement to obtaining a Diploma of College Studies.

Students who have already completed a Diploma of College Studies under previous academic regulations and have not followed the new language and literature courses (601-101, 102 and 103), must follow Literature 601-103 to prepare for the Ministerial Examination of College English.

Students will receive a transcript from the Minister of Education that will highlight the results of the examination - “Success” (RE) or “Failure” (EC) - as well as the correction grid.

## 7.9 REVIEW OF FINAL MARKS

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2. Online : <http://www.mels.gouv.qc.ca/references/publications/resultats-de-la-recherche/detail/article/evaluation-de-programme-epreuves-uniformes-en-langue-denseignement-et-litterature-rapport-d/>

To request a review of a final mark, students must proceed as follows:

- Meet with the teacher to get the breakdown of the final mark.
- Students who still feel the need for a revision of their final mark must, **in the first 15 days of the following semester**, submit in writing to Pedagogical Services their request for a revision of their mark; they must clearly explain the reasons for their request and be specific as to why they believe they were not correctly evaluated. Students must provide the original copy of the semester's assignments and evaluated tests and pay the \$50 investigation fee.
- Pedagogical Services will submit the complete file (assignments, tests and final mark) to the department coordinator who, after consultation with the teacher, will set up a Review Committee made of the following 3 individuals:
  - The Director of Studies.
  - Another teacher who is competent in the subject matter.
  - The department coordinator.

If required, both the student and the teacher can be heard by the committee. During the revision process, the teacher in question must be available for consultation. The Committee examines the work done during the semester and reports on file, after which the Committee will provide a recommendation. Based on the Committee's report and recommendation, the Director of Studies will inform the student and the teacher of the final decision. This revised mark will appear on the student's transcript.

#### 7.10 POLICY ON EVALUATION OF THE ACHIEVEMENT OF ONE OR MORE COMPETENCIES RELATED TO A FAILED COURSE

For students to be allowed to benefit from this policy, their mark must range between 50% and 59% and meet the following conditions:

- Students must not have failed more than two (2) courses during the semester.
- Students must have attended 85% of classes for the course in question.
- Students must have submitted all assignments during the semester for the course in question.
- Students must have been present for all exams, tests or quizzes and have passed at least one exam, test or quiz worth 10% or more, excluding homework and practical work. The value of the evaluation required to be eligible for making up a final evaluation will be determined by the course department, approved by the Director of Studies and mentioned on all course outlines.
- A student may only take advantage of this policy once for a single course.
- Students must not have a plagiarism report on file for an exam or project during the semester in question.

The highest possible mark for making up a final evaluation is 60%. Should the student fail a makeup evaluation, the original final mark will remain unchanged, and the student will have to redo the course.

Students who want to make a request must proceed as follows:



- See the teacher to make sure there is no mistake.
- Get the form for the request for an exam following a failed course at the pedagogical services.
- Submit a written request to Pedagogical Services within the first 10 business days of the following semester. When students request a make-up of a course that is a prerequisite for another one (Ref. program of study), their request must be submitted in writing, at the latest, on **the first day of class of the new semester** (for the summer semester, requests must be made within the first five (5) days of the semester).
- Pay the \$50 make up evaluation fee.

In the case of a request for a makeup evaluation for a course **that is not a prerequisite for another one**, the date for the evaluation will be the same for all students. This date will be set 10 business days after the deadline to submit the request. The evaluation will be held on a Tuesday and/or a Wednesday evening. All request of exemption will be treated by their teacher and Pedagogical Services.

Requests for a makeup evaluation for a course **that is a prerequisite for another one** will be treated individually by the teacher and the Director of Studies. The date for the makeup evaluation will be set five business days after the deadline to submit the request.

The result of the makeup evaluation must be given 72 hours after the exam at the latest.

#### 7.11 RETENTION OF EXAMS

Teachers are required to retain all copies of exams and assignments for one semester, if they have not handed them out to students.

## 8 STANDARD COURSE RULES

### 8.1 ATTENDANCE POLICY

Students are responsible for their academic success. They must attend their classes, submit required assignments and be present at exams. Class attendance is strongly recommended to succeed. When students are absent, they must provide an explanation and submit written proof to their teachers; these documents will justify the absence, but in no case will they cancel them. Students must accept the consequences of missed lectures, assignments and exams. Repeated absences can jeopardize academic success.

When students bring a medical note to justify an absence, the note must specify that they were seen by a doctor, the date and time, and be signed by the doctor or the medical secretary.

When students miss 10% of their classes, they will receive a written notice through Omnivox.

When students miss 15% of their classes, teachers will advise the Registrar in writing. A letter explaining the significance of attending classes will be sent to students, informing them that, if there is no chance of passing the course, they could be refused access to the final exam.

Should the absence extend over a week, students must advise Pedagogical Services. As soon as they return to school, students must bring a note to justify their absence. Students must also meet each teacher to assess what was missed and how to make it up.

Here are a few of the consequences for students who miss more than 15% of a course:

- Students will not be allowed to make up the final evaluation for the course (see Institutional Policy on the Evaluation of Student Achievement, 6.9);
- Students will automatically receive the mark of ZERO if they miss a test or an exam (see Institutional Policy on the Evaluation of Student Achievement, 7.3);
- Teachers will not provide handouts or missed explanations;
- Students jeopardize their academic success;
- Students who fail more than half the courses they are registered for will not be admitted to the following semester (see Institutional Policy on the Evaluation of Student Achievement, 6.3);
- Students who have no chance of passing the course could be refused access to the final exam;
- Students can lose 10 % when submitting assignments late (see details on course outlines).

## 8.2 LATENESS

When students are late for class, teachers will refuse them entry to the classroom; they will be considered absent. Attendance is taken at the beginning of the class. Each 50-minute period counts for an absence (ex.: a three-hour block counts for three absences). Students may enter the class either during a break or at a time determined by the teacher.

When students are late for an exam, they may enter the classroom if no other student has already left the room. The time allocated for the exam is not extended for students who are late.

## 8.3 ABSENCE DURING EXAM OR TEST

When students are absent during an exam, test or quiz, their mark will be ZERO. Upon their return to school, students must meet with their teacher and produce a medical note (when students bring a medical note to justify an absence, this note must specify that they were seen by a doctor, the date and time, and be signed by the doctor or the medical secretary.) or other written proof that explains why the student could not be there for the exam. Teachers can then take any of the following decisions:

- Not require a make-up exam, so students are not penalized.
- Increase the percentage of the next test or exam.
- Schedule a make-up test with a penalty of up to 20%.
- When scheduling a make-up test, it must differ from the one given in class.
- Maintain the mark at ZERO.

When teachers authorize a make-up exam, they must give the administrative assistant of Pedagogical Services the names of the students authorized to re-take the exam. All make-up evaluations are registered to identify those students who might abuse this privilege.

## 8.4 PLAGIARISM / CHEATING

### PLAGIARISM

Intellectual honesty, in all shapes and forms, must be preserved. "This quality must continuously prevail when using sources and references. That is why it is considered dishonest to use, in part or in whole, a text written by someone else, or under the pretence that their style is better than yours, that there was no time to put an idea in writing or that you are not skilled at writing. Whatever the situation, you risk committing "plagiarism"; you will then be accused of "copying", which is taking someone else's words and making them your own".<sup>3</sup>

Therefore, students who use, in part or in whole, a document written by someone else, without quoting the reference is guilty of plagiarism.

### DEFINITIONS

1. Plagiarism is the act of taking credit, in whole or in part, for another person's work or idea.
2. "Fraud is an act of bad faith with the intent to infringe the rights or interests of others or to evade the application of instructions or regulations."<sup>4</sup>
3. "Negligence is the unintentional failure to take all reasonable care to comply with instructions or regulations."<sup>5</sup>
4. Aiding and abetting: "Any student or group of students who engages in or participates in an act of plagiarism, fraud.<sup>6</sup>" or negligence.

*Some examples:*

- Getting help (for an assignment) from someone else who will rewrite the assignment, in part or completely.
- Submitting an assignment (that is supposed to be evaluated on an individual basis), done with someone else, while claiming that you did it on your own.
- Using another student's material in part or totally, with or without their consent.
- Completing the assignment of another student.
- Allowing or facilitating an act of plagiarism, fraud or negligence.

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3. André BROUSSEAU *et autres*, *Le français pour l'essentiel*, 2<sup>e</sup> édition, Mondia, Montréal, p. 284. (direct translation)

4 Hubert REID, *Dictionnaire de droit québécois et canadien*, 5<sup>e</sup> édition, Wilson & Lafleur, sub verso « fraude » (direct translation)

5 Hubert REID, *Dictionnaire de droit québécois et canadien*, 5<sup>e</sup> édition, Wilson & Lafleur, sub verso « négligence » (direct translation)

6 Université du Québec en Outaouais, Règlement concernant le plagiat et la fraude, article 3.2 Principes, p. 2(direct translation)

## PROCEDURES

Following a report of plagiarism, fraud or negligence during a formative or summative evaluation, the teacher will notify the student concerned in person and send him/her the report of plagiarism, fraud or negligence by MIO. The teacher also informs the Director of Studies. This report is kept in the student's file for the duration of his or her studies at O'Sullivan College.

## PENALTY

### First report:

- For a formative or summative assessment with a weight of 5% or less, departmental regulations will apply for the student. The student will be notified of the decision by MIO. A statement of plagiarism, fraud or negligence will be filed in the student's file at the College.
- For any evaluation with a weight of more than 5%, a grade of ZERO will be assigned and a statement of plagiarism, fraud or negligence will be filed in the student's file at the College.
- The student will be called to a meeting with the Director of Studies and a grade of ZERO will be assigned for all instances of plagiarism, fraud, or negligence on an assessment with a weight of 20% or more.

### Second report:

- The Conflict Management Committee will convene with the student, who is subject to suspension or expulsion from the College.

Note: If another person is involved in the act of plagiarism, fraud or negligence, he/she will be subject to the same sanctions.

## 8.5 CONFIDENTIALITY OF STUDENT ACADEMIC FILES

According to the "Act Respecting Access to Documents Held by Public Bodies and the Protection of Personal Information", the following information is considered confidential: address, telephone number, age, transcript, etc.

Students' files fall under the responsibility of the Registrar. She can share some information with a teacher if the request seems relevant. However, the confidentiality of personal information must be respected. Under no circumstances can a student's file leave the Registrar's office.

## 9 RECOGNITION OF ACADEMIC AND EXTRA-CURRICULAR KNOWLEDGE

### 9.1 WITHDRAWAL FROM A COURSE

Students must attend all courses scheduled at the beginning of each term. **Students who want to withdraw from a course or claim an equivalence, a substitution or exemption must fill out the required form and meet the appropriate teacher and a member of Pedagogical Services to get their request approved.**

Deadlines to withdraw from a course or to claim an equivalence, substitution or exemption are the following:

- Fall semester: September 19
- Winter semester: February 14
- Summer semester: May 25 or June 1<sup>st</sup>

**No refunds are given to students for equivalences, substitutions, exemptions or withdrawals.**

All courses featured on the student's schedule are compulsory to obtain a Diploma of College Studies or an Attestation of College Studies.

It is strongly recommended that a student wishing to withdraw from a course meet with the appropriate teacher. Students who decide to withdraw must fill out and sign an official Withdrawal Form that will be placed in their file. All other courses that will show as followed will result in either a success or failure.

The decision to withdraw from a course should be given serious considerations. The following consequences can follow:

- The course must be made up to obtain a DCS or ACS.
- The College is under no obligation to re-schedule the course the student withdrew from.
- The course must be made up in another college-level institution during the evening or summer.
- The College's tuition fees will be refunded; furthermore, fees will have to be paid to take the course elsewhere.
- If the course (that the student withdrew from) is a prerequisite for another course, the student will not be able to register for that course.
- Access to an internship might be refused.
- Some courses related to specific programs of study may not be offered elsewhere.

## 9.2 VARIOUS NOTATIONS FEATURED ON STUDENTS' COLLEGE TRANSCRIPTS

### **Equivalence (EQ)**

An equivalence may be granted to a student who can demonstrate that course objectives were met due to previous schooling or work experience. It ensures that credits linked to the course are recognized without the need to follow a replacement course.

Academic knowledge gained from professional training acquired at a secondary level can be recognized if the field is aligned to the technical training sought at the college level.

For an equivalence of previously acquired knowledge to be granted, students must prove their competence, either a letter from an employer or other document that proves the knowledge. If required, students might have to be tested in class.

### **Substitution (SU)**

The College can also authorize the substitution of one course (part of the program) by another one (college level). Students must provide an official transcript and, if required, the course outline of the course they want to substitute.

**Exemption (DI)**

The College can authorize an exemption for major medical reasons on an exceptional basis. Students must provide a doctor's letter in support of the request. No credits for the course will be given as this course is not being replaced by another.

**Temporary Incomplete (IT)**

A student can only get a Temporary Incomplete (IT) notation under very serious circumstances that must be authorized by Pedagogical Services. The course must be completed according to prescribed requirements within three months; otherwise, an IT notation will be replaced by a failing mark (EC).

**Incomplete (IN)**

The College may grant an Incomplete notation when a student demonstrates that he/she is unable to complete a course for a serious reason beyond his/her control after the deadline for dropping the course. A student will not receive credits for courses for which he/she has requested the Incomplete notation. This situation that is beyond the student's control must involve an absence of three weeks or more and must be accompanied by a signed copy of the College's official document entitled Request for Incomplete Notation. The student must complete the form and send it to Pedagogical Services with the supporting documents to be deemed admissible.

With some exceptions, supporting documents must be submitted to the College during the semester in question, as evidenced by the date of receipt on the documents received at the Office.

**Failure (EC)**

A failing mark will appear on the transcript when a student withdraws from a course after the official withdrawal deadline, or if the mark received for the course is below 60%.

## 10 PROCEDURE FOR CERTIFICATION OF STUDIES

### 10.1 CERTIFICATION OF STUDIES

At the end of each semester, the College ensures that:

- The list of students recommended by the Board of Directors of the College to be granted a Diploma of College Studies is sent to the Ministère de l'Enseignement supérieur, de la Recherche et de la Science.
- A "Yes" notation is added to the recommendation section of each DCS transcript.
- The Diploma of College Studies is issued.

### 10.2 DIPLOMA AND ATTESTATION

The Diploma of College Studies (DCS) is issued by the Ministère de l'Enseignement supérieur, de la Recherche et de la Science to all students who have successfully completed the courses outlined in their program of study. The College grants an Attestation of College Studies (ACS) to all students who meet the requirements of their program of study.

## 11 IMPLEMENTATION AND REVISION OF THE INSTITUTIONAL POLICY ON THE EVALUATION OF STUDENT ACHIEVEMENT

The current policy applies to all students registered at O'Sullivan College. It is communicated to each student and each teacher. This policy is revised on a yearly basis.



## **GLOSSARY**

(Definitions)

### PROGRAM

Integrated set of learning activities leading to the achievement of educational objectives based on set standards (*Règlement sur le régime des études collégiales*, article 1).

### COMPETENCY

For the training component of a technical studies program: an integrated set of cognitive and psychomotor skills as well as socio-affective behaviours leading to the ability to perform, according to the level of performance required in the workplace, a role, function, task or activity. (*Cadre technique de la partie ministérielle des programmes d'études techniques*, p.3)

### OBJECTIVE

Competency, skill or knowledge to be acquired or mastered (*Règlement sur le régime des études collégiales*, article 1).

### STATEMENT OF COMPETENCY

For the training component of a technical studies program, the statement of the competency is derived from the analysis of the work environment, the main goals linked to technical training and, in some cases, other determining factors. It is made of an action verb and a complement. The statement of competency must be precise and unequivocal.

In general education components, the statement of competency is the result of an analysis of general education needs.

### ELEMENTS OF COMPETENCY

For the training component of a technical studies program, the elements of competency are limited to the information required to understand it. They specify the major steps involved in carrying out a task or main aspects of the competency.

In general education components, elements of the objective are described as competencies and specify their essential aspects. They are limited to the information that promotes understanding and its achievement.

### FORMATIVE EVALUATION

Formative evaluation is an ongoing process that assesses the student's progress in their learning process. Its purpose is to inform the student and teacher about what has been learned and what needs to be improved. It is aimed at specific learning and is part of one or more pedagogical interventions. Formative evaluation activities must be directly related to your summative evaluations. No grade is given to the formative evaluation.

### SUMMATIVE EVALUATION

The summative evaluation provides a graded assessment of student learning. It occurs at the end of a teaching process. It is the responsibility of the teacher and must be conducted in a fair and impartial manner, reflecting the achievements of the students. A grade is given, and it will be cumulated towards the final grade of the course.

### STANDARD

Level of performance that serves as a base to recognize that an objective has been achieved. (*Règlement sur le régime des études collégiales*, article 1).

### ACHIEVEMENT CONTEXT

For the training component of a technical studies program, the achievement context is how the competency is used upon entering the job market. The achievement context does not specify the context for learning or the evaluation.

### PERFORMANCE CRITERIA

For the training component of a technical studies program, performance criteria determine the requirements that are used to assess the achievement of each element of the competency and, consequently, of the competency itself. Performance criteria are based on the basic requirements when entering the job market. They are not use as an evaluation instrument; they serve as a reference for their development. Each element of the competency requires at least one performance criterion.

In general education components, the performance criteria determine the requirements for meeting the standard. All criteria must be respected to achieve that objective.

### LEARNING ACTIVITIES

For the training component of a technical studies program, learning activities are courses (labs, workshops, seminars, internship or other educational activities) designed to achieve targeted objectives and standards. Colleges are entirely responsible for determining their learning activities and organizing their approach.

In general education components, the elements of the learning activities, which can be determined in part or as a whole by the Minister, are the field of study, discipline(s), weightings, contact-hours, number of credits and any other details deemed essential.

### COURSE

A set of learning activities encompassing at least 45 periods of instruction or, in the case of physical education 30 periods of instruction, for which credits are attributed.

### CREDIT

A credit equals 45 hours of learning activities.