



Policy

INSTITUTIONAL POLICY ON THE EVALUATION OF STUDENT LEARNING (IPESL)



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LIST OF ABBREVIATIONS

AEC:	<i>Attestation d'études collégiales</i> , used in lieu of the Attestation of College Studies (ACS)
CCSL:	Champlain College Saint-Lambert
CEEC:	Commission d'évaluation de l'enseignement collégial
CEGEP :	<i>Collège d'enseignement général et professionnel</i>
CoS:	Commission of Studies
DAA:	Designated Academic Administrator
DEC:	<i>Diplôme d'études collégiales</i> , used in lieu of the Diploma of College Studies (DCS)
DI:	Exemption
EBP:	<i>Étudiants avec besoins particuliers</i> , or students with special needs
EQ:	Equivalence
ESH:	<i>Étudiants en situation de handicap</i> , or students with disabilities
GCO:	Generic Course Outline
IEP:	Individualized Education Plan
IPESA:	Institutional Policy on the Evaluation of Student Achievement
IPESL:	Institutional Policy on the Evaluation of Student Learning
IPMAP:	Institutional Policy on the Management of Academic Programs
IN:	Permanent Incomplete
IT:	Temporary incomplete
LMS:	Learning Management System
MEES:	<i>Ministère de l'Éducation et de l'Enseignement Supérieur</i>
MIO:	<i>Messagerie interne Omnivox</i> , or the internal messaging system of Omnivox ¹
RREC:	<i>Règlement sur le régime des études collégiales</i>
SAC:	Student Access Centre
SCO:	Specific Course Outline
SU:	Substitution

¹ Omnivox, which houses LÉA, CLARA and MIO, is the LMS of Champlain Regional College.

INTRODUCTION

All colleges are required by law to have a *Strategic Plan*, a *Student Success Plan*, an *Institutional Policy on the Evaluation of Student Achievement* (IPESA), and an *Institutional Policy on the Evaluation of Programs of Study*, (RREC, section 25; General and Vocational Colleges Act, sections 17.0.1 and 17.0.2). These plans and policies align and interconnect to comprise a college's Quality Assurance System. The IPESA sets out the rules for the evaluation of learning that apply to all courses and programs that, under the responsibility of Champlain College Saint-Lambert, lead to a Diploma of College Studies (DEC) or an Attestation of College Studies (AEC).

In the Fall of 2019, Champlain College Saint-Lambert (CCSL) became a constituent college of Champlain Regional College. This new status allowed the college, for the first time, to create a policy on the evaluation of student learning that represents the values and practices unique to the CCSL educational community. Previous IPESAs required a consensus among the three Champlain Regional College campuses.

Work on this policy began in 2018 in anticipation of the college's new status and, in April 2021, the policy name was changed to IPESL, *Institutional Policy on the Evaluation of Student Learning*, to reflect the French title more accurately, *Politiques institutionnelles d'évaluation des apprentissages*, and to underscore the connection between assessment and student learning.

AIMS & OBJECTIVES

The purpose of the IPESL is to support the educational community at Champlain College Saint-Lambert as we synthesize our individual and collective efforts to provide meaningful learning for every student within our educational system.

As such, the principles and ideals upon which this policy is based consider current knowledge about how students learn, the diversity of learners, and the unique ways of teaching and learning in each discipline, which lead to practices that can be embraced by all faculties and to practices that belong within the internal operation of specific departments and programs.

This policy acknowledges that the assessment and evaluation of student learning is an integral part of the teaching and learning process that has two equally important purposes: (1) to validate student progress and (2) to increase student learning. To support this double purpose, this policy provides faculty with principles to consider, guidelines for practice and pedagogical support, while simultaneously recognizing the role played by each member of the CCSL community to enhance student learning.

It seeks to guide the development of evaluation practices and procedures that are valid, reliable, fair, inclusive, transparent, and accessible. Ultimately, it is meant to enhance student engagement and foster the college's mission and values by creating a culture of learning and assessment that promotes community, collaboration, caring, respect, and lifelong learning.

SCOPE OF APPLICATION

The Institutional Policy for the Evaluation of Student Learning (IPESL) applies to all credit courses in the Day Division and Continuing Education at Champlain College Saint-Lambert. The IPESL is aligned with Champlain College Saint-Lambert's Mission, Student Success Plan, and Strategic Plan.

1. PRINCIPLES & IDEALS

The six principles defined below are the values that underlie the evaluation of student learning at Champlain College Saint-Lambert. The ideals name assessment practices that operationalize the principles.

Principle 1: Assessments need to be valid

Validity is the extent to which the task measures what it claims to be measuring. Valid assessments reflect the curricular and developmental goals of the lesson, course and/or program and represent content, processes and intellectual abilities students have had the opportunity to learn. Validity is achieved when assessment methods are directly connected to the ministerial competencies they aim to measure.

Principle 2: Assessments need to be reliable

Reliability has to do with the consistency, or reproducibility, of a student's performance and a teacher's judgement of that performance on an assessment task. For example, if a teacher were to administer a test with high reliability to a student on two occasions - all things being equal - the teacher should reach the same conclusion about the student's performance each time.

Principle 3: Assessments need to be transparent

Transparency refers to the extent to which all learners know and understand what is required by the assessment task, and therefore, what is expected of their learning. It begins by having clear learning outcomes with precise and explicit standards and communicating to students what those learning outcomes mean and require.

Regardless of the nature of the assessment task, it is essential that students know when it will occur, how much time they will have to complete the task, whether it is to be completed in class or outside of class, how much it contributes to their overall grade for the course and how it will be graded.

Principle 4: Assessments need to be fair and inclusive

A fair assessment is inclusive; it considers the cultural, linguistic, and developmental differences among learners and offers appropriate adjustments to meet the needs of students who require accommodation. The principle of fairness also involves what precedes an assessment (for example, access and resources) its consequences (for example, interpretations of results and impact), and aspects of the assessment design itself. A fair assessment has no surprises.

Principle 5: Assessments need to be varied, multidimensional and based on performances over time

The most reliable classroom assessments use multiple measures of student performance and provide students with more than one way to demonstrate that they have met a particular standard or competency. When teachers draw on multiple sources of evidence, they form a more accurate picture of learning, and a firmer base for improving the educational experience.

Principle 6: Assessments need to be aligned within and across sections of the same course

At the course level, alignment is achieved when the intended learning outcomes (ministerial objectives), instructional processes (teaching and learning activities) and assessments (formative and summative evaluations of student learning) are intricately related and connected to each other.

At the department level, this means that in multiple sections of the same course, teachers share a common understanding of the competencies and the standards at which students are expected to achieve them, and of the assessments that can measure the attainment of those competencies and standards.

Ideals

Effective Assessments

- Drive the learning process by enhancing student and teacher engagement
- Create a sense of community by providing opportunities for knowledge sharing, social integration, and peer and teacher support
- Provide timely feedback; ideally, graded work is returned to students within two weeks
- Help students focus their learning on the important goals of the course
- Promote a shared responsibility between students and teachers for learning
- Emphasize academic integrity by focusing on the values of responsibility and trust

2. EVALUATING STUDENT LEARNING: RULES, ROLES & RESPONSIBILITIES

The Course Outline

The course outline is a key component of the IPESL as it outlines what is to be learned. It names the ministerial competencies and their connection to the learning outcomes, the learning activities, and the varied ways learning will be measured. It also states the role of the course in the program of study and how it contributes to the program's Exit Profile.

Course outlines, both generic and specific, are developed and adopted by the department to which the course belongs. The generic course outline (GCO) provides a guiding framework for the course and fosters cross-sectional equity. The GCO serves as the basis for specific course outlines (SCO) developed by teachers and distributed to students.

The specific course outline:

- Identifies the name of the course, its course code, the semester, the teacher's name, the course time, the location, and the teacher's contact information
- Indicates the number of credits, the place and purpose of the course in the program in relation to the program Exit Profile (Day Division) or its place in a sequence of courses (Continuing Education)
- States the ministerial competencies to be achieved in the course
- Indicates prerequisite courses to be completed or co-requisites (courses to be taken concurrently)
- States the weighting (*ponderation*), that is, the total number of learning hours the course requires expressed in terms of expected hours of instruction, practical work, and work completed outside of class
- Lists required materials and ancillary fees
- Describes the course content and the way it connects to the ministerial competencies and the specific learning objectives achieved through the successful completion of the course
- Specifies the class methodology and mediagraphy, that is, instructional resources such as software, videos and websites
- Specifies the learning activities and the types of assessments
- Defines assessments as either formative or summative or a combination of the two
- Specifies how students will engage in the course
- Specifies the criteria on which student engagement will be evaluated
- Defines how the language standards for English literacy are applied in course assessments
- Stipulates the assessments on which the mid-course assessment of student progress is based
- States the evaluation structure for the course, including deadlines and the contribution of each assessment to the final grade
- Provides a calendar of major assessment dates
- Stipulates which assessments constitute the final summative evaluation
- Includes the IPESL statements on attendance and academic integrity
- Includes rules and policies unique to specific departments or programs
- Includes a link to the IPESL
- Is distributed and uploaded into the LMS at the beginning of the course

Teacher Responsibilities & Commitment to the Evaluation of Student Learning

Teachers support and supervise their students' learning by preparing course outlines, course materials and learning activities, while providing formative feedback and correct assignments and assessments.

The list below states teacher responsibilities that connect directly to the assessment of student learning through:

- Preparing the course outline and assessments according to the GCO and standards established by their respective department
- Presenting the course learning outcomes, content, methodology, and mediagraphy within the first week of class
- Explaining the ministerial competencies in relation to the specific learning outcomes, learning activities, and assessments
- Ensuring that students have access to and understand the methods and/or mechanisms of assessments that rely on technology to complete
- Grading their students' learning according to the standards adopted by their respective departments
- Identifying the segment of learning that a class test or final exam is measuring
- Scheduling make-up assessments or final exams for college-approved absences
- Accommodating the assessment of learning for students registered with the Student Access Centre (SAC), according to the student's Individual Educational Plan (IEP)
- Providing students with formative feedback
- Providing timely feedback
- Returning graded work (ideally within two weeks)
- Posting graded assessment results to the LMS in a timely manner
- Reviewing assessment corrections at a student's request
- Following the IPESL procedures in cases of plagiarism and cheating
- Retaining copies of student summative and final assessments for one year
- Recording student attendance as required for clientele confirmation and matters of safety and health
- Submitting the mid-course assessment of student learning by the set date
- Submitting the final course grade by the set date
- Participating in grade reviews as required
- Ensuring the confidentiality of students' information and documents

Student Responsibilities & Commitment to Learning

Academic success for students transitioning from high school to college requires a new way of learning as they adapt to new learning environments and assessment tasks. Students are challenged to assume responsibility for their learning by working independently and collaborating with others. This independence and shared responsibility for learning is developed as students progress through their programs of study and gain awareness about different learning situations in different disciplines.

Interacting with course content, engaging in critical and analytical thinking, and applying knowledge to discussions and assignments requires being prepared and present in class, engaging in learning

activities, supporting the learning of peers, and, when necessary, actively seeking support from one's teachers.

Through intentional engagement in the learning community, students develop higher-level intellectual abilities, sophisticated attitudes towards knowledge and learning, and positive attitudes toward themselves and others involved in the learning process.

Student responsibilities include:

- Attending all classes, labs, workshops, fieldtrips, *stages* and learning team activities
- Reading course outlines
- Seeking to understand the course learning outcomes, learning activities, and assessments
- Understanding and respecting department policies
- Working collaboratively with peers
- Completing assigned learning activities
- Engaging in collaborative work as it is described in the course outline
- Attending all scheduled evaluations
- Submitting assessments by the deadline
- Observing the formatting requirements for submitted work as set in the course outline
- Applying the language standards for English and French literacy
- Ensuring the authenticity of academic work
- Understanding the consequences of plagiarism and cheating
- Keeping copies of submitted assessments throughout the semester
- Using the resources provided by the college to support student learning
- Informing teachers about any absence and inquiring about missed work
- Informing teachers, in a timely manner, if an accommodation for a college-approved absence is required
- Contacting the Registrar's Office to validate any request for assessment accommodations due to missed classes or final exams, or the Continuing Education Office in the case of Continuing Education students
- Acting in a respectful way with all individuals in the CCSL learning community, whether in-person or online, on field trips and *stages*, and any time they represent CCSL

Attendance

Attending classes allows students to benefit from the:

- learning process designed by the teacher
- acquisition of a deep understanding of the course content
- involvement with peers, the teacher, and the subject matter
- successful completion of learning activities and assessment tasks that measure learning outcomes

Attendance is recorded by teachers as required for clientele confirmation and matters of safety and health. The Registrar's Office contacts students whose teachers are concerned about their absences.

3. EVALUATING STUDENT LEARNING: THE PROCESS

The evaluation of student learning is an ongoing process that encompasses each course, department, discipline, and program. Faculty collaboration within departments and across disciplines ensures that assessments at every level of the college's evaluation system are valid, reliable, fair and inclusive, transparent, varied, multidimensional, and based on performances that span a period of time.

As faculty balance formative and summative assessments, use mid-course assessments to provide feedback while learning is in progress, and apply the parameters surrounding final summative assessments, students integrate their learning. For students registered in a program of study that leads to a Diploma of College Studies (DEC), their learning is demonstrated through the successful completion of all general education courses, program-specific courses, and the program's comprehensive assessment.

The evaluation of student learning is based upon the grading of students' assessments. Graded assessments indicate how well the student has achieved a course's learning outcomes and standards—the course's competencies. Grades are recorded, as the term progresses, in the college's learning management system in numerical values that correspond to the standards and criteria of performance outlined by MEES and further defined by departments and programs.

It is the role of departments in the Day Division to determine what types of assessment are appropriate to the discipline and the grading standards, that is, the levels of academic performance that represent student achievement from an unsatisfactory to an outstanding level. This ensures coherence and equity among multiple sections of the same course.

In Continuing Education, the teacher, working in consultation with the pedagogical counsellor assigned to the course, determines what types of assessment are appropriate and the requisite academic standards.

For all assessments, students need to understand what learning is being evaluated, what standards of achievement are expected, and how the evaluations or assessments will take place. Complex assessment tasks, commonly referred to as performance-based assessment, need to be accompanied with written instructions that explain how each assessment connects to the course's learning outcomes. They also need to be accompanied with evaluation criteria and/or grading rubrics and a statement of its overall value towards the final grade.

A final course grade reflects a student's level of achievement of the course's learning outcomes and standards. The passing grade for any course is 60%. The following grading scale is used at Champlain College Saint-Lambert.

Percentage	Description
90% - 100%	Outstanding Performance
80% - 89%	Competent Performance
70% -79%	Adequate Performance
60% - 69%	Passing but needs work
0-59%	Standards of Performance not met

Additional assignments to increase grades and bonus grades are not allowed. If a teacher determines that an entire class requires additional work to fulfill the competency, the teacher is permitted to assign another task, which will require a change to the evaluation grid and course outline; changes need to be authorized by the DAA.

Formative and Summative Assessment

The assessment and evaluation of student learning has two equally important purposes: (1) to increase student learning, and (2) to validate student progress. These two complementary purposes are central to understanding the importance of balancing formative with summative assessments, which work in tandem to support student learning. Formative and summative assessments are required in all courses.

Formative assessments increase student learning

Formative assessment is directed towards helping students advance their learning through feedback received from teachers and/or peers. It is future-focused, action-oriented and used to improve student learning by considering the student’s current level of understanding. Ideally, it is offered in time for the student to apply it immediately—that is, before their work is evaluated—or it can accompany an assignment already graded with the expectation that it will be applied in the future.

Summative assessments validate student learning

Summative assessment is used to evaluate student learning. Summative assessments are given at significant learning points within a course, at the end of a course, and at the end of a program. Summative assessments judge the student’s performance against the established course criteria and standards.

Mid-Course Assessment of Student Progress

In the Fall and Winter semesters, students receive an assessment of their academic progress for each course in which they are registered. It is based upon the accumulated grades, which by the 8th week of classes, must comprise a minimum of 20% of the course’s total grade. Exceptions may apply in intensive or internship courses.

In Continuing Education, students receive feedback on evaluations that comprise a minimum of 25% of their total grade by the midpoint of the course.

This mid-course assessment is not necessarily a specific evaluation task. It is the teacher's judgement of how the student is progressing in the course based on the work submitted to date. It allows students to make decisions about how they are approaching their learning to ensure a successful completion of the course. It encourages the continuation of effective learning strategies and/or identifies areas that need improvement.

The following mid-course performance indicators of student progress are used at CCSL.

Description
Outstanding Performance – 90% and above
Competent Performance – 80% to 89%
Adequate Performance – 70% - 79%
Passing but needs work – 60% - 69%
Experiencing difficulty – 59% and below
Assignments have not been submitted; see the teacher
Absent - Student stopped attending class
Student attends class but assessments have not been submitted
The student does not attend class on a regular basis
No evaluation available (applicable only to internships and intensive courses such as those found in Physical Education and Nursing).

Learning Activities and Engagement

Attending class cannot be used as a means to grade student performance. Grades can be assigned to learning activities that connect to the achievement of the course learning outcomes and require student presence to complete. Criteria for learning activities or engagement must be clearly defined and connected to the course's learning outcomes and the assessment weighting must respect guidelines established in the GCO.

Collaborative Work

While grading collaborative work can consider the process and the outcome, it must consider each student's contribution to the final product. Criteria for grading collaborative work must be clearly defined and its weighting must respect the guidelines established in the GCO.

End of Course Summative Assessments

The summative assessment at the end of every course attests to the student's achievement of the competencies that is, the specific learning outcomes attached to the course. This evaluation accounts for a substantive value toward the final grade, with a range between 30% and 40%. It can be a single

or combined assessment task. Exceptions to the weighting of the final summative assessment may occur in courses that have clinical learning experiences, internships, and intensive courses.

Multiple Threshold Grading

Multiple threshold grading occurs in courses that have distinct components of learning, which are measured by distinct forms of assessment or assessment groups (e.g., lab and theory components). The minimum weight of a multiple threshold assessment or assessment group in a course's overall grade is 20%.

A student must achieve a grade of 60% or higher in each threshold assessment or assessment group to pass the course. In cases where a student does not achieve the passing requirements, the overall course grade cannot exceed 55%.

Multiple threshold grading is mandatory when identified in a GCO and applied consistently between all sections of the same course. If not defined in the GCO, multiple threshold grading cannot be included in a SCO. In courses where multiple threshold grading occurs, it is presented in the SCO and explained to students in class at the beginning of the course.

Assessment of Students in Professional or Clinical Placements

In cases where a course includes a professional or clinical placement:

- The placement is directly connected to specific learning outcomes
- The grading is based upon student performance in all identified tasks, feedback from the host supervisor, and assessment by the teacher responsible for the course
- Students receive ongoing feedback throughout the professional and/or clinical placements
- Students receive written feedback from the teacher responsible for the course

Scheduling of Assessments

In both the Day Division and Continuing Education Day Division assessments and examinations cannot be scheduled or due for submission on statutory holidays. In the Day Division, assessments and examinations cannot be scheduled or due for submission during the Reading Week or identified Study Days and Pedagogical Days. An exception applies to Ministerial examinations that are scheduled by the government.

In the Day Division, in-class tests in the final two weeks of the semester cannot exceed 20% of the course's total grade value and do not replace a final exam. No examination (test, quiz, or combination of tests and quizzes) worth more than 20% of the final grade may be held in the last two weeks of class during the Fall or Winter semesters.

The seven-day exam period, at the end of the Fall and Winter semesters, exists for scheduled exams, take-home exams, and the completion of final projects. In the case of time-sensitive, take-home exams, it is the teacher's responsibility to verify that the allotted time for its completion and submission is sufficient and does not conflict with officially scheduled exams.

In courses where the final summative assessment is a complex assessment task that is not completed in the classroom, such as an essay, research paper, or special project, teachers must post and/or distribute written instructions and grading criteria at least three weeks prior to the due date.

Make-up Assessments

Students with college-approved absences are provided make-up assessments. Make-up assessments may require special consideration and extra time to complete. Depending on the type of assessment, teachers may allow students to complete the make-up assessment in alternative forms or formats. However, the alternative assessment must measure the achievement of the same course learning outcomes. The form of the make-up assessment will be determined by the course teacher and may include, but is not limited to deadline extension, deferred test, alternate assessment, and re-weighting of grades. Processes for re-assessments or re-submissions of individual assessments will be at the discretion of the department that offers the course.

Standards of Literacy and Proficiency in Written English

All classes and course material are given in English and students submit assessments in English. This does not apply to courses where the learning objectives specify that the language of instruction is other than English.

Champlain College Saint-Lambert recognizes the importance of increasing students' ability to use written English in all areas of study and life. As such, in courses where the acquisition of English language skills is not the primary learning objective, a minimum of 10% and a maximum of 20% is included in the grading criteria of assessment tasks with substantial written components.

In courses where the acquisition of English language skills is a primary learning objective, marking criteria are defined for all assessments. For these courses, the English department determines the range of grades for English proficiency.

Standards of Literacy and Proficiency in Written French

Champlain College Saint-Lambert recognizes the importance of increasing students' ability to use written French in all areas of study and life. As such, in courses where the acquisition of French language skills is a primary learning outcome, assessment criteria are defined for all assessments. For these courses, the French department determines the range of grades for French proficiency.

In courses where the acquisition of French language skills is not a primary learning outcome, the department to which the course belongs determines the range of grades for French proficiency.

Ministerial Examination, Language of Instruction and Literature

All students in all programs leading to a Diploma of College Studies are required to pass an English Exit Examination in order to graduate. This examination, prepared by the Ministry in collaboration with college English teachers, is uniform across Québec

4. PROGRAM COMPREHENSIVE ASSESSMENTS

The Program Comprehensive Assessment in the Day Division

To receive a Diploma of College Studies (DEC), every student successfully completes a Program Comprehensive Assessment (PCA), which aligns with the program's Exit Profile or Graduate Profile for the program and attests to the student's achievement of the general education and program-specific competencies. It is designed to attest to a student's level of mastery of an integrated set of skills acquired in their studies in the program as a whole.

The PCA is an evaluation activity which is appropriate to the program, as in the case of essays, research projects, portfolios, oral reports, and other forms of performance-based assessments. For most technical programs, work study, externships or internships are part of the PCA.

The PCA is developed and approved by the Program Committee, which determines the prerequisite courses needed for students to be eligible to complete it. It also establishes the conditions and criteria for redoing the PCA in cases where students fail. The description of the PCA needs to be accessible to students in the program, faculty who teach in the program, and the Registrar's Office. The PCA is reviewed and approved annually by the Program Committee.

The Program Comprehensive Assessment in Continuing Education

In Continuing Education, the PCA is developed by the teacher in consultation with the pedagogical counsellor assigned to the course associated with the PCA. They define the conditions for redoing the PCA in cases where students have failed. The description of the PCA is available to students, faculty and the pedagogical team associated with the program. The PCA is reviewed annually by the Dean of Continuing Education.

5. ASSESSMENT ACCOMMODATIONS

When a teacher in the Day Division is informed by the Registrar's Office and/or the Student Access Centre (SAC) about a student's college-approved absence, the teacher is required to make reasonable assessment accommodations that align with the course learning outcomes.

When a teacher in Continuing Education is informed by the Continuing Education Office and/or the Student Access Centre (SAC) about a student's college-approved absence, the teacher is required to make reasonable assessment accommodations that align with the course learning outcomes.

College-approved absences include documented:

- Authorized college activities
- Religious observances
- Personal or family emergencies
- Legal obligations
- Significant physical and mental health conditions

No assessment accommodations are required for absences that are not college-approved.

In the case of missed Nursing clinical learning experiences and missed Science laboratory sessions, students must refer to their specific program attendance policies. In the case of students registered in partnership programs with other institutions, students must refer to the established attendance policy.

6. ACADEMIC INTEGRITY

Plagiarism and cheating are serious forms of academic dishonesty which undermine learning and erode trust within the academic community. It is important that Day Division teachers report cases of plagiarism and/or cheating to the Registrar's Office and the DAA. In Continuing Education, teachers must report instances of plagiarism and/or cheating to the Continuing Education Office and the DAA.

Cheating and Plagiarism

Academic cheating, in the broadest sense, is any deceptive or dishonest practice relative to academic coursework and assessments intended to provide oneself with a dishonest academic advantage.

Plagiarism, which is a form of cheating, is the use of another person's ideas, words, or material without acknowledging its source. Common forms of plagiarism found in assessments include copying or paraphrasing texts and media published in print or online without citing its source.

A student will be accused of cheating and plagiarism if they:

- copy or include another person's work as their own
- receive unauthorized assistance on any type of assessment
- take credit for work they did not create
- share work with other students who may use it as their own

Consequences of Cheating and Plagiarism

Day Division teachers complete the Academic Integrity Form and submit it to the Registrar's Office; Continuing Education teachers complete the form and submit it to the Continuing Education Office. After consultation, if the student is deemed to be at fault, they receive a grade of zero on the assessment task and a note is placed in their file. The note remains in their file throughout their college education. Additional incidents of plagiarism or cheating will result in serious academic consequences and may result in expulsion.

7. STUDENT ACADEMIC CONCERNS & APPEALS

Concerns about Assessments in the Day Division

If a student has concerns about assessment methods, criteria, weighting, accommodations and/or deadlines that are inconsistent with the course outline, they should speak with the teacher. If the issue is not resolved, the student can contact the department coordinator from the department to which the course belongs. The department will apply its internal process for reviewing course outlines and assessment criteria. If the student's concern is not resolved, they may contact the DAA who will ensure that the IPESL has been applied.

Appealing an Assessment Grade during the Semester in the Day Division

If a student wants to have a grade explained and/or reconsidered during the semester, prior to the exam period, they should speak with their teacher or communicate through MIO about their concerns within one week after receiving the grade. If, after communicating with the teacher, the issue is not resolved, the student can contact the department coordinator to which the course belongs and the departmental internal process for reviewing assessment grades will be applied. If the concern is not resolved, the student can contact the Registrar's Office to complete and submit an appeal form. The form will be forwarded to the DAA who will ensure that the IPESL has been applied.

Appealing a Final Course Grade in the Day Division

Appealing a final grade is a serious process which involves the student, the teacher of the course for which the grade is being appealed, the Registrar's Office, the Department Coordinator, and the respective mark review committee. In the case of reporting a calculation error, the student is encouraged to speak with the teacher or communicate through MIO to resolve the situation.

To appeal a final grade, the student completes an appeal form, provides a valid reason for the appeal, and submits it with supporting documentation to the Registrar's Office. The deadline to submit an appeal of a final grade is indicated in the academic calendar. The Registrar's Office forwards the appeal to the department coordinator or the department's Mark Review Committee. The contested grade can remain the same or be raised unless academic dishonesty is discovered during the appeal process.

Concerns about Assessments in Continuing Education

If a student has questions and concerns about assessment methods, criteria, weighting, accommodations, and deadlines that are inconsistent with the course outline, they should speak with the teacher or communicate with the teacher. If the issue is not resolved, the student can contact the pedagogical counsellor associated with that program, who in consultation with the teacher, will attempt to resolve the issue. If the student's concern is not resolved, they may contact the DAA for Continuing Education who will ensure that the IPESL has been applied.

Appealing an Assessment Grade During the Course in Continuing Education

If a student has questions and concerns about a graded assessment, they should speak with the teacher or communicate their concerns with the teacher. If the issue is not resolved within one week, the student can contact the pedagogical counsellor associated with that program. The teacher, in

consultation with the pedagogical counsellor, will attempt to resolve the issue. If the concern is not resolved, the student may contact the Continuing Education office to complete and submit an appeal form. This form will be forwarded to the DAA for Continuing Education who will ensure that the IPESL has been applied.

[Appealing a Final Course Grade in Continuing Education](#)

Continuing Education students have one week, after receiving a final grade, to request a final course grade review. In the case of a reporting or calculation error, the student is encouraged to communicate directly with the teacher. For other circumstances, the student must contact the Continuing Education office, complete an appeal form, and submit it along with pertinent documentation. The appeal is then forwarded to the Mark Review Committee for Continuing Education. The contested grade can remain the same or be raised unless academic dishonesty is discovered during the appeal process.

[Appealing an Accusation of Plagiarism or Cheating in the Day Division](#)

Students have the right to appeal reported accusations of plagiarism and/or cheating within one week after being accused of this academic wrongdoing. If a student wishes to appeal the accusation, they must contact the Registrar's Office to complete an appeal form and submit it along with supporting documentation. The DAA, in consultation with the teacher and the student, determines its validity. The teacher can invite the department to participate in the appeals process.

[Appealing an Accusation of Plagiarism or Cheating in Continuing Education](#)

Students have the right to appeal reported accusations of cheating and/or plagiarism within one week after being accused of this academic wrongdoing. If a student wishes to appeal the accusation, they must contact the Continuing Education Office to complete an appeal form and submit it along with supporting documentation. The appeal is transferred to the DAA, who in consultation with the student and the teacher, determines its validity.

8. SPECIAL CASES OF COURSE-LEVEL EVALUATIONS

Students in the Day Division seeking an exemption, an equivalence, a substitution, or an incomplete must submit a request to the Registrar's Office with relevant documentation attesting to their need for a special case course-level evaluation.

Students in Continuing Education seeking an exemption, an equivalence, a substitution, or an incomplete must submit a request to the Continuing Education Office with relevant documentation attesting to their need for a special case course-level evaluation.

Exemption (DI)

An exemption (DI) in the remark section of the transcript indicates that the College has exempted a student from taking a course which is part of the program. This exemption does not entitle the student to the credits attached to the course in question. Instead, the total number of credits required by the program is reduced accordingly. Moreover, the competencies attached to the course are deemed to have been achieved.

Equivalences (EQ)

A college may grant an equivalence (EQ) if a registered student can demonstrate that the competencies of the course for which the equivalence is requested have been attained through courses previously completed in a secondary school, a college outside the Province of Québec, or a university. The equivalence entitles the student to the credits attached to the course.

Substitution (SU)

A college may grant a substitution (SU) when a student demonstrates that a comparable credit course has been successfully completed at another CEGEP or college in Québec. The credits for the course on which the SU is based contribute to the total credits required for the completion of the program in which they are registered. When an SU is granted, all competencies associated with the course are deemed to have been achieved.

Temporary Incomplete (IT)

A temporary incomplete (IT) is assigned by the teacher when a student, for serious reasons, is granted extra time beyond the formal end of the semester to complete required evaluation tasks or a final exam. When final grades are submitted, a numerical grade representing the grade earned to date must be assigned with the IT comment.

In the Day Division, the Registrar's Office determines the deadline for a revised grade to be submitted. In Continuing Education, the Continuing Education Office determines the deadline for a revised grade to be submitted. The IT can also be assigned for administrative purposes. In such cases, the student is notified.

Permanent Incomplete (IN)

An annotation of a permanent incomplete (IN) in the remark section of the transcript signals that a student has registered for a course but has been unable to complete it due to serious reasons beyond their control. The granting of a permanent incomplete (IN) does not entitle the student to receive credits related to the course.

The IN must usually be requested before the last day of the semester. Under special circumstances, students may request an IN for up to two years after the end of the semester. They must provide a detailed explanation for their request explaining the exceptional circumstances that prevented their submission of the request within the prescribed timeline.

Officially Dropping and Withdrawing from a Course

If a student officially withdraws from a course to which they are registered by the drop deadline, indicated in the college calendar, the course does not appear on their transcript. The student must complete a course withdrawal form and submit it to the Registrar's Office before the course drop deadline. In the case of Continuing Education students, the form is submitted to the Continuing Education Office. Students who stop attending a course without officially withdrawing will receive a final course grade based on the assessment grades recorded in the LMS on their transcript.

9. TRANSCRIPTS AND CERTIFICATION OF STUDIES

Transcripts

A transcript is an official record which lists by semester a student's courses, the final grade, the credits earned and, if applicable, special academic remarks. The official transcript also includes the list of attained competencies.

End of Semester Transcript in the Day Division Programs

The Registrar's Office records final course grades and issues registered students a transcript at the end of each semester.

Completion of Studies Transcript in the Day Division Programs

An end-of-program transcript is issued to students once the completion of the program requirements, the Program Comprehensive Assessment, and the Ministerial exit examinations are verified by the Ministère de l'Éducation et de l'Enseignement Supérieur a few months after studies are completed.

End of Semester Transcript in Continuing Education

The Continuing Education Office records final course grades and is responsible for preparing transcripts. Transcripts are available for students at the end of each semester upon request.

Completion of Studies Transcript in Continuing Education

The Continuing Education Office issues a final transcript when students complete an Attestation of College Studies (AEC). For students completing the requirements for a Diploma of College Studies (DEC), the Ministère de l'Éducation et de l'Enseignement Supérieur issues a transcript a few months after their studies are completed and verified.

Certification of Studies

The verification of student files in the Day Division is under the supervision of the Registrar's Office and the DAA. For students in Continuing Education, the verification of student files is under the supervision of the Continuing Education Office and the DAA.

They verify that each student has:

- met the government-prescribed requirements for admission to the program
- attained the required credits attached to courses and to equivalences or substitutions that may have been granted
- passed all program courses
- passed the Program Comprehensive Assessment
- passed the English Exit Examination and any other exit examination which may be imposed by the Ministry.

Diplomas of College Studies (DEC)

Upon completion of this verification, the Director of Studies seeks a recommendation from the Champlain Regional College Board of Governors to the Ministère de l'Éducation et de l'Enseignement Supérieur that a Diploma of College Studies be awarded to the student. The government awards DEC's to students upon receipt of the Board of Governors' recommendation.

Attestation of College Studies (AEC)

Upon completion of this verification, the Director of Studies seeks a recommendation from the Champlain Regional College Board of Governors to the Ministère de l'Éducation et de l'Enseignement Supérieur that an Attestation of College Studies be awarded to the student. The government awards AECs to students upon receipt of the Board of Governors' recommendation.

10. INSTITUTIONAL ROLES & RESPONSIBILITIES

The institutional roles and responsibilities presented below are not complete. They connect exclusively to the evaluation of student learning and the implementation of the IPESL.

Administrative, Governing, and Academic Roles and Responsibilities

Director of Studies at Champlain College Saint-Lambert

The Director of Studies oversees all programs of study in both the Day Division and Continuing Education. The Director of Studies designates specific academic duties to the Dean of Curriculum and Faculty Development and the Dean of Academic Organization in the Day Division, and the Dean of Continuing Education.

Dean of Curriculum and Faculty Development

The Dean of Curriculum and Faculty Development, working alongside departments and program committees, oversees the alignment of the curriculum in pre-university and career programs, and acts as the DAA for all issues connected to maintaining academic integrity, academic concerns, academic appeals, and addressing accusations of plagiarism and cheating.

The Dean of Academic Organization and the Registrar's Office

The Dean of Academic Organization, working alongside the designated professionals in the Registrar's Office, oversees the administration of admissions, registration, grades, the procedures for accusations of plagiarism and cheating, final grade reviews, student records and their confidentiality, college-approved absences, academic advising, transcripts, the verification of diploma requirements, the processing of diplomas, and the scheduling of courses, final exams, the administration of the English Exit Exam and other ministerial exit exams.

The Dean of Continuing Education and the Continuing Education Office

The Dean of Continuing Education, working with the designated professionals in the Continuing Education Office, is responsible for overseeing admissions, registration, academic advising, work placement, the procedures for accusations of plagiarism and cheating, final grade reviews, student records, transcripts, and the processing of certificates and verification of diplomas and attestations, as well as overseeing the implementation of the IPESL.

The Dean of Student Services

The Dean of Student Services, working alongside the designated professionals in the Student Access Centre (SAC), is responsible for ensuring fair assessment processes for students with disabilities (ESH) and with special needs (EBP) requiring accommodations.

Commission of Studies

The Commission of Studies (CoS), which advises and makes recommendations to the Governing Board, is responsible for analyzing all issues and documents connected to pedagogy and student learning in both Day Division and Continuing Education programs of study. The CoS oversees the adoption of the academic calendar; proposals for new programs of study; minor and major changes for programs of study; bylaws and policies relating to the rules, procedures and criteria governing the admission and

registration of students; and Champlain College Saint-Lambert's IPESL, IPMAP, Strategic Plan and Student Success Plan.

Champlain College Saint-Lambert Governing Board

The members of the Governing Board are responsible for reviewing, approving, and adopting proposals for new programs of study; major changes for programs of study; bylaws and policies relating to the rules, procedures and criteria governing the admission and registration of students; Champlain College Saint-Lambert's IPESL, IPMAP, Strategic Plan and Student Success Plan.

Champlain Regional College Board of Governors

The Board of Governors for Champlain Regional College is responsible for recommending the students who complete the requirements for an Attestation of College Studies or a Diploma of College Studies to the Ministère de l'Éducation et de l'Enseignement Supérieur.

Day Division Departments

Departments are organized by academic disciplines. Departments are responsible for:

- Developing GCOs and adopting the SCOs prepared by members of the department
- establishing evaluation methods and standards of performance
- participating in a review of a grade appeal during the semester
- participating in a review of an appeal of a final grade
- overseeing the implementation of the IPESL

Day Division Program Committees

Each pre-university and technical program of study has a program committee composed primarily of teaching representatives from the departments that contribute courses and may include the DAA and selected professionals from the Registrar's Office and other College Departments and Services. The program committee is responsible for:

- establishing the guidelines for the Program Comprehensive Assessment (PCA)
- defining the conditions and criteria for redoing the PCA in cases where students have not received a passing grade
- overseeing the implementation of the IPESL

Continuing Education

The designated professionals from the Continuing Education Office support teachers in:

- developing and adopting GCOs and SCOs
- establishing evaluation methods and standards of performance
- participating in a review of a grade appeal during the course
- participating in a review of an appeal of a final grade
- developing PCAs and establish criteria for redoing a PCA in cases where students have not received a passing grade
- overseeing the implementation of the IPESL

11. DESIGN, ADOPTION, AND IMPLEMENTATION OF THE IPESL

This section describes the process used to design Champlain College Saint-Lambert's *Institutional Policy on the Evaluation of Student Learning*, and delineates a process for its implementation, ongoing self-evaluation, and annual revision.

The process builds a system and structure to ensure the implementation and sustainability of the policy. It also provides evidence that all stakeholders are carrying out their roles and responsibilities as described in the policy, and that the policy's objectives are continually met, including those related to fairness and equity in the evaluation of student learning.

Designing, adopting, and implementing an *Institutional Policy on the Evaluation of Student Learning* suitable for teaching and learning in the 21st century requires a fundamental reconceptualization of the purposes and procedures of educational assessments inherent in each program's competency-based curriculum. Its implementation requires that the CCSL community understands their responsibility to oversee its successful implementation and is committed to adopting the assessment practices it establishes.

To reach this level of understanding and commitment, the IPESL Committee created a framework of policy design and adoption which included recurring opportunities to gather feedback from the CCSL community throughout the design process. The pedagogical goal was to initiate a college-wide conversation about assessment and its relationship to learning. At the same time the committee sought to secure policy legitimacy; exhibit clarity of purpose; obtain faculty, student, and administrative support; sustain political support; and contribute to the wider attainment of the policy objectives. Consequently, the design, adoption and implementation of this policy has been a simultaneous, integrated, recurring process.

Several different bodies and individuals will share the responsibility of implementing the IPESL: teachers, the Dean of Curriculum and Faculty Development, the Dean of Academic Organization, the Dean of Continuing Education, the Dean of Student Services, the pedagogical counselors who support teaching and learning in the Day Division, the pedagogical counsellors who support teaching and learning in Continuing Education, the Commission of Studies, the IPESL Committee, the Program Committees, and all relevant Department committees.

Process for Annual Consultation and Revision of the IPESL

The process for an annual review of the IPESL is based on continuous consultation between the college community and the IPESL Committee, along with data taken from student and teacher surveys and feedback from departments, the Registrar's Office and the Continuing Education Office.

The IPESL Committee brings forward any major recommendations for change to the IPESL to the Commission of Studies. If the Commission of Studies approves the changes, they are forwarded to the Governing Board for final adoption.

Actions and modifications are recorded in the Critical Path.

Design and Adoption: Critical Path

The initial phase of the design and adoption of the IPESL included the following steps:

A proposal for the implementation process was brought to the Commission of Studies for endorsement in April 2021.

The entire Champlain College Saint-Lambert community began to examine draft installments of the IPESL, while simultaneously offering the IPESL Committee feedback. The goal was to validate suggested policies, identify blind spots, answer questions, and clarify intentions in a constructive and collaborative way.

Prior to each installment being shared with the larger community, it was examined by the executive of the CCTA (Champlain College Teachers' Association), the SSU (Support Staff Union), and the CCPA (Champlain College St. Lambert Professionals' Association), to ensure conformity with their respective Collective Agreements.

Installment #1, which elaborates on the purpose, assumptions, principles and ideals of this new IPESL, was brought to the CCSL community on June 2nd, 2021.

Subsequent installments were brought to the larger community throughout the Fall 2021 and Winter 2022 semesters.

The IPESL Committee facilitated the discourse, gathered feedback from those in attendance, transcribed the feedback and considered its relevance and merit.

Necessary adjustments were incorporated.

The student voice was sought through surveys and the active involvement of a student representative who attended IPESL Committee meetings.

The official launch is scheduled for August 2022

The Adoption: Important Dates

Commission of Studies

- Initial presentation to the Commission of Studies – April 1, 2021
- Update presentation to the Commission of Studies – February 24, 2022
- Final Ratification at the Commission of Studies – June 2, 2022

Governing Board

- Initial presentation to the Governing Board - April 12, 2021
- Update presentation to the Governing Board - March 7, 2022
- Final presentation to the Governing Board – June 13, 2022

Faculty

- Ongoing consultation sessions from June 2, 2021 through June 2, 2022
- Official launch to the faculty, after ratification of the Governing Board June 13, 2022
- Week before the Fall 2022 semester begins, present policy and guidebook

Critical Path – Design, Implementation & Adoption of Champlain Saint-Lambert’s IPESL

(When) Time	(What) Subject of Inquiry
April-May 2021	Presented Consultation & Implementation Plan to the Commission of Studies
June 2, 2021 Consultation Installment #1	Introduction: Scope, Purpose, Assumptions, Principles & Ideals Introduced the process we designed to construct the policy
Oct 15, 2021 Consultation Installment #2	Evaluating Student Learning: Rules, Roles & Responsibilities The Course Outline Teacher Responsibilities & Commitment to the Evaluation of Student Learning Student Responsibilities & Commitment to their Learning Attendance Rules Academic Integrity & Academic Dishonesty
Mar 28 – Apr 1, 2022 Consultation Installment #3	Evaluating Student Learning: The Process Introduction Balancing Formative and Summative Assessment Formative assessments increase student learning Summative assessments validate student progress Mid-term assessment of student progress End of course summative assessments Grading student engagement Grading collaborative work Program Comprehensive Assessments Day Division Continuing Education Standards of Literacy and Proficiency in Written English
May 19 – 20, 2022 Installment #4	Student Concerns and Appeals: Procedures Day Division Concerns about assessment Appealing an Assessment Grade During the Term Appealing a final course grade Continuing Education Concerns about assessment Appealing an Assessment Grade During the Term Appealing a final course grade Appeal of Accusations of Cheating and Plagiarism (Day Division) Appeal of Accusations of Cheating and Plagiarism (Continuing Education)
May 19 – 20, 2022 Installment #5	Evaluating Student Learning: Special Cases Exemption (DI) Equivalences (EQ) Substitution (SU) Temporary Incomplete (IT) Permanent Incomplete (IN) Officially Dropping and Withdrawing from a Course Certification of Studies Transcripts Day Division End-of-Semester Transcript Completion of Studies Transcript Continuing Education

(When) Time	(What) Subject of Inquiry
	End-of-Semester Transcripts Completion-of-Studies Transcript Certification of Studies Diplomas of College Studies (DCS) Attestation of College Studies (ACS)
May 19 – 20, 2022 Installment #6	Institutional Roles & Responsibilities Day Division Departments Program Committees Continuing Education Administration and College Governance at CCSL: Director of Studies at Champlain College Saint-Lambert The Dean of Curriculum and Faculty Development The Dean of Academic Organization and the Registrar’s Office The Dean of Student Services The Commission of Studies The Governing Board The Board of Governors
May 19 – 20, 2022 Installment #7	Design, Adoption & Implementation of the IPESL Design & Adoption Self-Evaluation of the Implementation of the Policy Revising the Policy
June 2022	Ratification of the IPESL Commission of Studies – June 2, 2022 Governing Board – June 13, 2022 Official launch to the faculty – following the ratification of the Governing Board Week before the Fall 2022 semester begins - present policy and guidebook
Sept 2022	Implementation of the IPESL Question and Answer sessions were held during the first weeks of the term Pedagogical Day Consultation was held on November Issues surrounding attendance and multiple-threshold grading were identified Minor edits to the policy were made and statements regarding attendance were consolidated.
Winter 2023	Online version with Glossary went live in March, 2023 Student Survey – March 8, 2023 Teacher Survey – March 19, 2023 Two Consultation Sessions – April 11 th & 14 th , 2023 Adjustments brought to the Commission of Studies and approved at the Governing Board on May 29, 2023: <ul style="list-style-type: none"> • Update made to the definition of cheating • Letters removed from Mid-Course Evaluation of Student Progress Table • Explanation of Multiple Threshold Grading added
Fall 2023	

12. GLOSSARY

TERM	DEFINITION
Academic Integrity	<p>The academic community at Champlain College Saint-Lambert is built on the shared values of fairness, justice and honesty. Academic integrity means putting these values into practice by being honest in the academic work we do as teachers and students of this college. It is the responsibility of all community members to ensure that we demonstrate academic integrity by:</p> <ul style="list-style-type: none"> • Using information appropriately, according to copyright and privacy laws • Acknowledging where the information we use comes from • Not presenting the work of others as our own • Conducting research ethically, according to the College’s regulations on human research ethics • Acting in an ethical manner in all our academic endeavors <p><i>Adapted from Academic Integrity https://latrobe.libguides.com/academic-integrity Retrieved 2022-07-02</i></p>
Accessible	Easily understood; able to be reached.
Accommodation	<p>Learners with documented disabilities are eligible to receive reasonable academic accommodations in accessible learning environments. A disability may be permanent, such as a long-term physical, mental, learning, chronic or sensory impairment, or temporary in nature, such as a concussion or medical diagnosis where a recovery is expected.</p> <p>Reasonable accommodations are not intended to alter or compromise core skills or requirements of the respective academic program. Learners are still expected to acquire and demonstrate mastery of essential skills and other stated academic requirements of the program.</p> <p><i>Adapted from Guidelines for learners in the Faculty of Medicine requiring academic accommodations or other guidance from the Office of Students with Disabilities Retrieved 2022-09-15</i> https://www.mcgill.ca/thewelloffice/files/thewelloffice/osd_accommodations_guidelines.pdf</p>
Aligned curriculum	<p>An aligned curriculum is well-organized and purposefully designed to facilitate learning.</p> <p>At the course level, it means that the intended learning outcomes (ministerial objectives), instructional processes (teaching and learning activities) and the assessments (formative and summative evaluations of student learning) are intricately related and connected to each other.</p> <p>At the departmental level, this means that in multiple sections of the same course a common understanding of the standards defining the knowledge and skills, that is, the competences students are expected to achieve, and the assessments which can measure the attainment of those standards, exists among the teachers who are teaching the course.</p>

TERM	DEFINITION
	At the program level an aligned curriculum is free of academic gaps and needless repetition.
Ancillary Fees	Ancillary fees are extra fees charged for services or supplies that are outside of the regular academic program.
Appeals	An appeal is an action a student might initiate if there is an error in the calculation of a grade on an assignment, or the student does not believe the grade awarded reflects their academic performance of the stated assessment criteria.
Assessment	<p>Assessment is an ongoing process aimed at understanding and improving student learning. It provides a dual function of providing feedback that can motivate students by informing them about how well they are doing and how to improve, and it can generate marks or grades.</p> <p>It involves making expectations explicit and public; setting appropriate criteria and standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well a student's performance matches those expectations and standards; and using the information to document, explain, and/or improve performance.</p> <p>Brown, G., 2001. <i>Assessment: A Guide for Lecturers</i>. York: Learning and Teaching Support Network. Available from: www.heacademy.ac.uk</p>
Assessment Task	An assessment task is a performance opportunity that closely targets defined instructional aims, allowing students to develop and demonstrate their progress and capabilities. Assessment tasks influence how students will approach their learning, and which aspects of the course are valued most highly.
Competency	<p>A competency is the ability to act. It combines knowledge, skills, and attitudes that enable successful task performance and problem solving. Competences are formed in various course units and assessed at different stages. They may be divided into subject-area related competences (specific to a field of study) and generic competences (common to any degree program).</p> <p>Competencies can be fairly abstract and, therefore, in need of translation into specific learning outcomes to be operational for curriculum development.</p> <p>Weik, A., Withycombe, L. & Redman, C. L. (2011). Key competencies in sustainability: A reference framework for academic program development. <i>Sustainability Science</i>, 6, 203-218. DOI 10.1007/s11625-011-0132-6</p>
Confidentiality (11)	Confidentiality in the IPESL refers to teachers' responsibility to hold all student data in confidence. This includes any private data collected about a student and their grades.
Content	Content is used to describe the disciplinary information covered in a course. The content is often vital to future work or learning in the area.
Continuing Education	https://www.champlainconted.com/about
Course Outline (Generic)	The generic course outline (GCO) is a curriculum planning tool created by the department in which the course resides. The GCO names the ministerial competencies and its connection to the learning outcomes, the learning activities,

TERM	DEFINITION
	and identifies varied ways learning can be measured. It states the role of the course in the program of study and how it contributes to the program's Exit Profile.
Course Outline (Specific) 14	The specific course outline (SCO) is derived from the GCO by the teacher who is teaching the course and approved by the department to which the course belongs. It offers students a summarized description of the course's aims, content, learning activities, methodology and assessments.
Day Division	https://www.champlainonline.com/champlainweb/
Engagement	<p>Learning requires a full range of effort in three core mental areas: cognition (thinking), affect (feeling), and conation (doing), whether a student is learning onsite, online or a mixture of the two.</p> <p>Cognition refers to the conscious mental processes of coming to know and understand as the learner encodes, stores, processes, and retrieves information. The affective element of engaged learning is connected to emotions or feelings. Affect refers to the emotional interpretation of perceptions, information, or knowledge and influences motivation. Engaged students know why they are learning a particular subject or discipline, and why they are performing a particular learning and/or assessment task. Knowing why, increases their motivation to become involved in the learning process. The conative element of engaged learning involves the intention or plan to do something. It involves intentional, deliberate, goal-oriented action and is central for engaging in self-direction and self-regulation.</p> <p>Gunuc and Kuzu (2014) define engagement as “the quality and quantity of students’ psychological, cognitive, emotional and behavioral reactions to the learning process as well as to in-class and out-of-class academic and social activities that lead to the successful achievement of the learning outcomes.”</p> <p>These aspects of student engagement become operational in student-to-student, student-to-content and student-to-teacher learning activities and assessments. Activities such as peer-assessment, in-class discussions, online forums and learning teams that require student-to-content and student-to-student collaboration are essential components of deep learning and as such, can contribute towards a grade value for engagement. The parameters surrounding such a grade are determined by each department.</p> <p>Gunuc, S. & Kuzu, A. (2014). Student engagement scale: Development, reliability and validity. <i>Assessment & Evaluation in Higher Education</i>, DOI: 10.1080/02602938.2014.938019.</p>
English Exit Examination	<p>The English Exit Exam also referred to as the Ministerial Examination of College English, is an exam given by the Ministère d’Enseignement supérieur, Recherche et Science (MESRS) to all students in English colleges in Quebec. All students in English CEGEPs must take the examination before graduating and must pass the examination to obtain a Diploma of College Studies (DCS).</p> <p>https://www.champlainonline.com/champlainweb/students/registrars-office/english-exit-exam</p>

TERM	DEFINITION
Evaluation 16	<p>When evaluating students' learning, the purpose is to assign a grade or ranking based on a standard. Evaluation emphasizes the achievement of a competency or performance outcome. It is generally summative in nature.</p>
Exit Profile	<p>The exit profile is an essential tool for developing, revising and evaluating programs.</p> <p>It is a coherent, unified expression of the essential learning students have mastered upon successful completion of their program. Informed by the needs of the community, it is typically expressed as a set of 12–15 learning outcomes, “statements that describe significant and essential learning that [students] have achieved, and can reliably demonstrate at the end of a course or program” (Soulsby, 2009).</p> <p>A well-developed exit profile reflects the fact that graduates are able to integrate the learning they have acquired in the program and transfer it to new settings such as the university, workplace or society in general. For this reason, an exit profile is neither a list of unrelated skills, nor simply a rewording of a program’s ministerial objectives. Instead, it covers “a range of interacting knowledge, skills and attitudes that reflect the complexities inherent to the process of learning, and represent[s] the essential, enduring and integrated learning that a graduate of a program, should possess” (Harden, 2002, p. 153 & 155).</p> <p>This definition is adapted from a report published by Vanier College’s Institutional and Pedagogical Development Office in 2014 entitled, <i>Developing an Exit Profile: Information and Tips</i>.</p> <p>Harden, R.M. (2002). Learning outcomes and instructional objectives: Is there a difference? <i>Medical Teacher</i>, 24(2), 151-155. DOI: 10.1080/0142159022020687.</p>
Fair & Inclusive 18	<p>The principle of fairness has expanded beyond the standard requirements of validity, reliability and transparency and now involves what precedes an assessment (for example, access and resources), and its consequences (for example, interpretations of results and impact) as well as aspects of the assessment design itself. A fair test has no surprises.</p> <p>A fair test is inclusive; it considers the cultural, linguistic, and developmental differences among learners (Pettifor & Saklofske, 2012) and offers appropriate accommodations to students with situational disabilities.</p> <p>Pettifor, J. L. & Saklofske, D. H. (2012). Fair and ethical student assessment. In C.F. Webber and J. L. Lupart (eds.), <i>Leading Student Assessment. Studies in Educational Leadership</i>, 87(15). DOI 10.1007/978-94-007-1727-5_5.</p>
Feedback	<p>Feedback is information with which a learner can confirm, add to, overwrite, tune or restructure in memory, whether that information is domain knowledge, metacognitive knowledge, beliefs about self and tasks, or cognitive tactics and strategies (Winne & Butler, 1994, p. 5740).</p>

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	<p>Formative feedback is defined as information communicated to the learner that is intended to modify his or her thinking or behavior for the purpose of improving learning (Shute, 2008).</p> <p>Winne, P. H., & Butler, D. L. (1994). Feedback and self-regulated learning: A theoretical synthesis. <i>Review of Educational Research</i>, 65(3), 245-281.</p> <p>Shute, V. J. (2008). Focus on Formative Feedback. <i>Review of Educational Research</i>, 78(1), 153-189. American Educational Research Association Stable URL: http://www.jstor.org/stable/40071124</p>
Formative Assessment	<p>Formative assessment is an ongoing process designed to provide information to the learner on how well they are performing providing support and enhancement to the learning process. Formative assessments can also provide teachers with information to realign instruction in response to learners' needs. It makes use of various informal and formal procedures.</p> <p>Hattie, J., & Timperley, H. (2007). The power of feedback. <i>Review of Educational Research</i>, 77(1), 81-112. https://doi.org/10.3102/003465430298487.</p>
General Education Courses 24	<p>Cegep pre-university and technical programs share a core curriculum, consisting of 14 courses: four first language and two second language courses (French), three Humanities courses, three Physical Education courses and two complementary courses (elective courses unrelated to the program of study). These courses distinguish the Cegep system from the community college system found in other provinces.</p> <p>https://www.champlainonline.com/champlainweb/future-students/programs-courses/</p>
Intellectual Abilities	<p>Intellectual ability refers to the skills required to acquire knowledge, think critically, see connections between disciplines and problem solve in new or changing situations. Memory, creative problem solving and vocabulary also contribute to the level of an individual's intellectual ability.</p> <p>What Is Intellectual Ability? - The Classroom</p>
Learning Community	<p>Learning communities provide a structure for people to align around a shared goal. Effective communities are both aspirational and practical. They connect people and organizations, share goals and measure collective progress, share learning, support distributed leadership, and accelerate progress by learning from each other, thereby improving their ability to achieve rapid yet significant results</p> <p>(Key Concept: Learning Communities (harvard.edu))</p>
Learning Management System (LMS)	<p>A learning management system is a software application for the administration, documentation, tracking, reporting, automation and delivery of educational courses (en.wikipedia.org). It is a web-based technology developed to improve the learning process by enabling students and teachers to interact via the internet and facilitates sharing of course-related information and resources. The LMS used at Champlain College Saint-Lambert is Omnivox.</p> <p>Lonn, S., Teasley, S. D., Krumm, A. E. (2011). Who needs to do what where? Using learning management systems on residential vs. commuter campuses. <i>Computers & Education</i>, 56(3), 642–649. https://doi.org/10.1016/j.compedu.2010.10.006</p>
Learning Outcomes	<p>Learning outcomes are statements of what a learner is expected to know, understand/and or be able to demonstrate after completion of a process of learning. Learning outcomes provide the base for an effectively aligned and</p>

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	<p>integrated curriculum. They are the central achievement expectations towards which all curriculum and instruction is directed (Harden, 2007).</p> <p>Learning outcomes refer to the inextricably linked sets of knowledge, intellectual abilities and attitudes that are expected of each student at the end of a learning experience. Learning outcomes have become more commonly used than competencies when describing what students are expected to know, understand and/or be able to demonstrate at the end of an instructional unit or programme.</p> <p>At the institutional level, the intended learning outcomes are found in the Mission Statement; at the program level, the intended learning outcomes are found in the Exit Profile; and at the department level, the learning outcomes are found in the ministerial competencies assigned to the course, transformed into learning outcomes.</p> <p>Harden, R.M. (2007). Outcomes-based education: The future is today. <i>Medical Teacher</i>,29, 625-629.</p>
Mediagraphy 30	<p>A mediagraphy is a compilation of instructional resources that can be used by the teacher in the classroom in order to strengthen and enhance student learning. The mediagraphy may have a variety of resources such as instructional software, video or audio tapes, web sites and other interesting instructional resources that will make the education process exciting and intriguing for students. Through these resources, students not only gain knowledge, comprehension and application skills, but they also gain informational and technological knowledge that can be applied in other attempts to gather information in the future.</p> <p>TERMIUM Plus, Government of Canada Linguistic Data Bank https://www.btb.termiumplus.gc.ca</p>
Nursing clinical learning experiences	Nursing clinical learning experiences are planned, faculty-guided learning experiences that involve direct or indirect contact with patients.
Omnivox	Omnivox, which includes LÉA, CLARA and MIO, is the LMS of Champlain Regional College. Omnivox serves as the communication hub for students, teachers, the administration, and the college community. As it concerns the IPESL, through LÉA teachers post course outlines, teaching documents, assessment instructions, define their calendar of assessments, post their assessment grades and record student absences.
Operationalize	Put into operation or use
Pedagogical Counsellor (Continuing Education)	Pedagogical Counsellors in Continuing Education provide development, planning, implementation and evaluation of continuing education programs. They play an andragogical and leadership support role for teaching staff in these programs. (Email from M. Wallace, Sept. 28, 2022).
Pedagogical Counsellor (Day Division)	Pedagogical Counsellors, Day Division, coordinate, design, develop, and implement pedagogical activities, programs, and projects that support faculty, departments, and program committees. Their work includes providing guidance and facilitating training on pedagogical issues, including curriculum and course design, program revision and evaluation, techno-pedagogical strategies, as well as best practices in teaching and learning. (Email from A. Singelis, Oct 4, 2022)

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Grading Criteria	Grading criteria are standards by which student performance is evaluated. Grading criteria help assessors maintain objectivity and provide students with important information about expectations, giving them a target or goal to direct their efforts toward.
Standard	A standard is an established level of achievement, quality of performance, or degree of proficiency.
Performance-based assessments	Performance-based assessments are complex tasks where knowledge, skills and attitudes are all integrated and combined as they are in real life. Performance-based assessments measure students' learning achievement based on their ability to transform knowledge to solve novel problems. They do not focus on one, but multiple types of performance. It is measured repeatedly over time and the criteria for success is not secretive.
Policy	<p>The stated description, usually in writing, of how an organisation will act, respond, treat or define a given set of facts and circumstances (Wisser, et al., 2010).</p> <p>Wisser, W., Matten, D., Pohl, M., & Tolhurst, N. (Eds.). (2010). <i>The A to Z of corporate social responsibility, 2nd edition</i>. Wiley. ISBN: 978-0-470-68650-8</p>
Ponderation	<p>The ponderation (<i>pondération</i>) or weighting of a course stands for the total number of hours a student is expected to spend each week studying that particular subject. It includes hours spent in class on theory and/or practical work, hours spent in a traditional lab environment (science programs and nursing) and work done alone and/or in learning teams outside of in class hours.</p> <p>https://www.cegepsquebec.ca/en/cegeps/presentation/systeme-scolaire-quebecois/grille-de-cours-et-ponderation/</p>
Portfolio	A type of performance-based assessment. It is a purposeful collection of student work that exhibits the student's efforts, progress, and achievements in one or more areas.
Principle 41	A rule, belief, or value that guides behavior.
Procedure	A procedure describes the specific steps to take for a given task. Procedures are typically complementary to existing policies and include additional details used in departments to conform to a policy (e.g. which form to use, etc.).
Product	A tangible result of a performance and the processes that led to it.
Program Committee	The program committee for each of the programs of study leading to a DEC offered by the College includes professors in subjects taught in the program and may include members from the administration, professionals, and support staff. The program committee ensures interdisciplinary pedagogical alignment and participates in the development of the program comprehensive assessment and the development, implementation, and evaluation, of the program.
Program of Study 45	<p>Champlain College Saint-Lambert offers pre-university and technical programs. The pre-university programs take two years to complete, whereas the technical programs take three. These programs share a core curriculum, consisting of 14 courses: four first language and two second language courses (either English or French), three Humanities courses, three Physical Education courses and two complementary courses (elective courses unrelated to the program of study).</p> <p>https://www.champlainonline.com/champlainweb/future-students/programs-courses/</p>

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Program Comprehensive Assessment	A program’s comprehensive assessment serves as the culminating, integrative assessment task that measures students’ attainment of the learning outcomes stipulated in the exit profile of a particular pre-university or technical program. It is a complex task, meant to measure the significant and essential learning that [students] have achieved, and can reliably demonstrate at the end of a course or program.
Project	A complex set of intellectual challenges, typically occurring over a period of time. Projects usually involve student inquiry, culminating in student products and performances.
Reliability	<p>Reliability relates to the consistency, or reproducibility, of a student's performance on an assessment task. For example, if a test has high reliability and is administered to a student on two occasions, the student's performance will remain the same both times, assuming all extenuating circumstances are the same. A test with poor reliability might result in different scores for the student across the two test administrations.</p> <p>Reliability also refers to the consistency of the scoring procedures used by individual teachers, and/or the consistency between teachers. For example, an individual teacher scoring an essay today, ideally will award that essay the same grade two weeks from now. Likewise, if two teachers score the same essay, the grades should fall within a small percentage of each other.</p>
Rubric	Ranking scale used to evaluate students’ ability to complete specific objectives, measured using competency or performance criteria.
Rule 50	An accepted instruction that states what is permitted or not permitted, or the circumstances of its application.
Science Laboratory Sessions	<p>Laboratory classes provide students with first-hand experience with course concepts and with the opportunity to explore methods used by scientists in their discipline.</p> <p>Teaching Laboratory Classes Center for Teaching Vanderbilt University</p>
Scope	The range of something; its span.
Segment of learning	A period of time during a course’s 15-week semester when students work alone and/or together to achieve a specific learning outcome or outcomes associated with the course. The learning process during this period is meant to focus student learning and leads to the completion of a learning task or assessment. Its design and length is determined by the teacher.
Specific learning objectives	These statements express what is most important for learners to learn and understand within a specific unit of a course is being explored. They are linked to, and informed by, general learning objectives. They are central to focusing teacher/learner work in specific classes/modules/sessions. They represent what we want students to DO. They are the “performances” that students will have to do to learn and eventually demonstrate their learning.
Standards 55	Standards set a level of accomplishment all students are expected to meet or exceed. Standards do not necessarily imply high quality learning; sometimes, the level of achievement expected is the lowest common denominator. Setting standards does not imply standardization in a program. A certain level of achievement can be achieved by multiple pathways and demonstrated in various

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	ways. Standards to which students aspire are generally those necessary to achieve a passing grade or better.
Standards of Performance in the CEGEP system	<p>A standard is the level of performance at which an objective is considered to be achieved.</p> <p>The Ministry of Education identifies the expected standard of performance for each competency; however, it does not describe levels of performance.</p> <p>Standards of performance in a particular course at a particular college are determined by the discipline/department in which the course resides. They refer to expectations, requirements, or thresholds that let students know how well they need to carry out a learning or assessment task.</p>
Summative Assessment	Summative assessments focus on evaluating learning achievements at the end of an instructional unit, module, segment, course or program. Summative assessments assign grades to students' performance compared to certain standards.
Transparency	Transparency refers to the extent to which all learners know and understand what is required by the assessment task, and therefore, what is expected of their learning. It begins by having clear learning outcomes with precise and explicit standards and communicating, to our students, what those learning outcomes mean and require.
Validity 57	Validity is the extent to which the assessment task measures what it claims to be measuring. Valid assessments reflect the curricular and developmental goals of the lesson, course and/or program and are representative of the content, processes and intellectual abilities students have had the opportunity to learn. Validity is achieved when assessment methods are directly connected to the ministerial competencies and learning outcomes they aim to measure.

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