



IPEL

INSTITUTIONAL POLICY on the EVALUATION of LEARNING

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0.0 GENERAL

MUSITECHNIC: NNC0F – AUDIO PRODUCTION TECHNIQUES

Musitechnic Formation, offers in both French and English, first-rate technical college level training that respond to the needs of both its' students and the markets it serves.

Musitechnic's **NNC0F – Audio Production Techniques** program offers professional training for adults in a very specific domain. The program simultaneously incorporates conception, creation, synthesis and data processed sound direction. MUSITECHNIC created this college program, which was approved by the Quebec Minster of Education in 2010.

The music industry is singular in nature in that it is constantly evolving. This, in turn, demands a capacity to analyse, a creative aptitude, an inventive spirit and imagination, a certain level of personal commitment on the student's part and a willingness to be flexible in regards to the industry's infrastructure. Accordingly, the establishment conducts evaluative interviews (Cardinet J. 1986) with candidates who possess the above profile in order to confirm and ascertain the student's level of readiness before it offers any instruction. Given the personal financial commitment involved, it is of primary importance to confirm every postulant's level of seriousness and motivation.

The establishment's clientele is limited and diversified. In addition to a large number of novices are those who are already active in the industry seeking to perfect or refresh their skills. These people include: amateur and professional musicians; conductors; technicians and sound mixers; producers; teachers; light and audio-visual technicians and computer specialists. This diversity requires specialised pedagogical procedures and an ability to analyse the specific needs of each individual; such an approach offers our candidates the opportunity to complete their training and integrate themselves as quickly as possible into the job market.

Through it's collaboration and various alliances within the heart of the music industry (with associations, agencies and partnerships such as the ADESAM, ADISQ, AES, AFM, Alliance Numeric, CARAS, FIM, NARAS, SOCAN, SAPCQ, and UDA) and by attending high technology seminars in the United States, Europe and Asia, MUSITECHNIC is very familiar with the resources, tendencies and new elements evolving from the domain. Through close ties with the heads of the industry, the establishment is privy to information that helps to guide its selection of the didactic materials used. The establishment is equipped with a variety of instruments made by some of the best manufacturers in the world, which it in turn offers to students in music laboratories that are without compare. These assets offer students a marked advantage; by actively following a developing market, MUSITECHNIC offers a technical versatility that is indispensable to the profession.

Such direct participation in the heart of the music and sound production industry allows the establishment to offer the serious student the opportunity to participate in clinics, meet potential employers and work in his or her chosen career.

The demands of the labour market and the mass arrival of new products necessitates that the establishment constantly revise and enrich it's course outlines in unison with the current music industry and in concordance with the framework plan contained in Quebec's "*cahier de l'enseignement collegial*" (Collegial Education Handbook).

MUSITECHNICs' Policy on the Evaluation of Learning acts as an administrative management and pedagogical tool. The establishment's students, teachers and personnel must follow it. MUSITECHNIC's I.P.E.L. is in conformity with Quebec's General and Vocational Colleges Act (revised in September, 1995).

This frame of reference, by nature of its structure, reworks the major stages of its own development. Indeed, these values and guiding principles are foremost in acting as an initial support for the policy's broad objectives. This composite is the very spirit of MUSITECHNIC's teaching evaluation policy. Subsequently, methods that dictate the means by which these objectives are realised are applied. The appeals process, the goals of an evaluation, the course outline, plagiarism, class presence, etc. support the policy to the letter. Also presented are the sharing of responsibilities and the delineation of the rights of all parties concerned. The Policy's self-evaluation criterion constitutes the final point made.

However, aware that any human endeavour remains forever unfinished, MUSITECHNIC reserves the right to periodically re-evaluate its Policy of Evaluation.

* *The use of the masculine pronoun is used to describe both the masculine and feminine within the following text and is used as such in order to facilitate the reading of this document and should not be interpreted as an act of discrimination.*

1.0 VALUES FUNDAMENTALS AND GUIDING PRINCIPLES

1.1 VALUES

Following Quebec society's example, MUSITECHNIC adheres to the underlying values present in all democracies. Consequently, MUSITECHNIC commits to ensuring that pedagogical evaluation – despite the arbitrary nature of any judgment – remains just, pertinent, fair, consistent, precise and as detailed as possible in regards to the educational situation at hand. However, this commitment presupposes a more fundamental right: Human equality. No evaluation could render justice without this essential premise. Any and all forms of discrimination based on gender, age, ethnic origin, culture, personality or other, contradicts this inalienable right.

Furthermore, despite education's guiding characteristics, it is nevertheless possible – through an established framework – for each and every individual to democratically exercise their rights and privileges while fulfilling their duties. Each individual, while being fully aware of his achievements, will only better appreciate his free will within the confines of mutual respect.

1.2 FUNDAMENTALS

In spite of all the affirmations above, and maintaining a critical emphasis on equality, the constant search for excellence remains one of the most important directing principles of the Policy. In this aspect, equality does not equate to a homogenization of student performance but rather to a comparability of the means and conditions of teaching and evaluation.

Moreover, excellence -- as an ideal to be attained -- is fully realised through the ideals of productivity and efficiency, which are required by the highly competitive milieu in which MUSITECHNIC's students are directed to. Our pedagogical structure defines itself as a collection of constantly evolving educational resources which, when left at the disposal of teachers and students, are liable to contribute to success in learning.

Indeed, our professional teachers make it their duty to offer contemporary training with an eye for detail while making room for originality: a sign of distinction and gauge of success for the establishment. On the one hand, this ideal reflects our objectives and on the other, we feel that our students should receive an "integral" education that respects the reality of the professional world for which we prepare the student to enter into in the most harmonious way possible. Finally, although the very idea of productivity and efficiency is implicit in any activity involving learning within the confines of time, it is nonetheless useful to insist on these fundamental aspects of the evaluation.

1.3 DIRECTING PRINCIPLES

1.3.1 SPECIALISED TRAINING

In another vein, taking into account program content, the nature of the certification conferred and the degree of the development of its users, only a part of an individual's training is taken care of. The educational intervention of MUSITECHNIC essentially limits itself to the technical and professional training of its students. Consequently, knowledge should be subject to evaluation that is directed towards synthetic and analytical thinking simultaneously. These polar opposites are at the very root of rational and creative thought, which are largely developed within the program offered by MUSITECHNIC.

1.3.2 CHOOSING A METHOD OF EVALUATION

Despite the free-will and latitude that a teacher has at his disposal while practising his profession, he must, in all logic, establish coherency and equivalency between the different chosen methods of evaluation, the stipulated objectives and the pedagogical means used.

As a method of analysis, interpretation and as a gathering tool, formative assessment only serves to illustrate the degree to which a student has achieved his short term academic goals; alternately, summative evaluation leads to a decision that can be twofold: administrative or academic. In either case, the evaluation must be fair and adhere to the same strict rules.

In addition to these principles, in order to optimise the chances of the student reaching his academic goals, it is important to inform him of his progression on a regular basis through periodical assessments which focus solely on one aspect of determined goals (formative evaluation). This requires continuous evaluation based on a comparison between already acquired learning and desired objectives (interpretation of criteria). Moreover, as a final step to each course, a cumulative assessment definitively and officially sanctions a students' learning.

Just as with formative evaluation, the interpretation criterion remains the only way to do it justice. However, normative interpretation must juxtapose the interpretation criterion to the extent that the comparison of a student's performance with that of his peers is also necessary. This does not in any way influence whether or not the student passes or fails. It is only a classification tool.

1.3.3 FINAL LEARNING RESULTS

It goes without saying that a student's success or failure in a course may not be attributable to the degree to which objectives are attained and skills have been acquired. Course content, the evaluation itself and the impartiality and equality of the material taught in the same course by different teachers must also play a role. In no way should the evaluation process be used for reasons other than its primary function. To do so deliberately, as a means to eliminate a student, would fundamentally contradict the basis of an evaluation centered on learning. The administration supports the continuous efforts of the teachers within the educational process; therefore, MUSITECHNIC's ultimate goal is to ensure that everything possible has been done to support students and help them achieve their academic objectives.

Consequently, failure can only be due to external factors and success the result of internal factors coming from within MUSITECHNIC's academic environment.

1.4 IPEL OBJECTIVES

- To allow MUSITECHNIC to exercise its conferred responsibilities in a consistent, effective and credible manner, in matters of educational evaluation.
- To determine the respective roles of various education officials that may intervene in the evaluation process and student learning.
- To advise MUSITECHNICs' different resources and its' environment the college's intentions regarding general orientation, the spirit and the rules that should guide the evaluation of student learning.
- To develop among education officials an attitude that favours the integration of evaluation with the learning process.
- To ensure coherence and periodical revision of evaluative practices.
- To guarantee students a fair and just evaluation that is centered on the attaining of learning objectives and desired proficiencies.
- To add to the restricted design of the formative and summative evaluation a diagnostic dimension in order to facilitate the gathering of feedback on what is learned in the courses.

2.0 METHODS OF APPLICATION

2.1 POLICY DESSEMINATION

An integral copy of the I.P.E.L. is directly distributed to students on orientation day and to teachers upon being hired. Elements of the evaluation policy that directly concern students and teachers alike are integrated in the student agenda and in MUSITECHNIC's politics.

2.1.1 RULES CONCERNING THE EVALUATION OF LANGUAGE QUALITY

The quality of written and spoken language is a constant preoccupation for us. Language quality is essential in all aspects of the college's activities; be it within a student's work or the manner in which he speaks. We prefer that language be spoken correctly no matter the subject or activity undertaken. In order to facilitate this process, reference tools have been made available ON RESERVE at the "médiathèque" and, whenever possible, we insist that our teachers and staff:

- use class texts with a high quality writing and / or translation;
- encourage students to produce work that draws on their contemplative capabilities and creativity as well as staying within the parameters dictated by their field of study;
- that a part of the final course grade (to a maximum of 10%) be reserved for language quality, for both normative and generative grammar;
- ensure that spoken communication (both formal and informal) respects the rules worthy of those preoccupied with the use of a language emanating from a lively and powerful culture.

2.2 THE COURSE OUTLINE

2.2.1 DESTINATION

The course outline is a pedagogical management tool conceived for teachers, students and MUSITECHNIC. It allows teachers to plan and communicate their educational medium. It informs both students and MUSITECHNIC a teacher's intentions and the means by which they will be realised. As such, the course outline takes on the value of a contract in which either party may consult at any given moment in order to follow the unfolding of academic activities and verify their application. Teachers teaching the same course formulate it conjointly.

2.2.2 COMPONENTS

The course outline is elaborated according to the framework plan appearing in the Quebec College Teacher's Handbook ("*Cahier de l'enseignement collegial*").

- **The general objectives** of the framework plan are summarised as final and intermediate objectives. All of the final and intermediate objectives are regulated and become specific (learning) objectives in the sense that they are inspired by objectives elaborated in the College Teacher's Handbook. Consequently, learning is elucidated as **measurable and observable attitudes** that define a result or a product specifically expected at the end of the course of learning, as well as the conditions in which this result is obtained. The weighting indicates the importance relative to each objective.
- Students are advised of all objectives (**acquired proficiencies**) required before they become subject to evaluation. Students will only be evaluated on the objectives set forth by the teachers. The tools of evaluation will be relevant, and those that will be used to evaluate the level of learning among various groups of students must be equivalent in nature.
- Certain objectives or proficiencies are so fundamental that they must be utterly mastered – if they are not mastered according to the norms established by MUSITECHNIC, failure would ensue. **Establishing the threshold of success (or standards) is MUSITECHNIC's responsibility.**
- All course outlines must present objectives as **proficiencies to acquire**. Proficiency is made up of an integrated ensemble of socio-affective behaviour and a cognitive or psycho-sensorial-motor capacity, which permits the execution of a function, an activity or a task at a performance level that corresponds with the labour market's minimal requirements. The nature of proficiency is at once global, integrative, terminal, durable and transferable.
- **The Content:** Taken from the framework plan, content is separated into proficiencies and sub-proficiencies without going into too much detail.
- **Learning Activities:** A list of learning activities for both the classroom and at home is prepared in order to aid in achieving objectives. Each activity must be paired with the objective or objectives concerned.

- **Goals, the method of evaluation and instruments of measure:** The instruments of measure (exam, evaluation sheet, etc.) always follow the preparation of the evaluation's goal. For formative and summative evaluations, the instruments of measure and the method of evaluation (frequency, duration, etc.) specify the conditions with which to proceed.
- **The Calendar:** A learning activities (or more particularly, summative evaluation) calendar specifies chosen course periods.
- **Didactic and Bibliographic Material:** The list of didactic material (special tools, class manuals) that students receive and/or should obtain as well as a media graphic of the primary reference works are annexed in the course notebooks.
- **Language Policy:** Following the first five (5) mistakes, half ($\frac{1}{2}$) a mark for each error will be deducted for each spelling and / or grammatical error and up to 10% may be deducted from an overall mark for submitted work, project, exam or other written evaluation.

2.2.3 PREPARATION AND COURSE OUTLINE REVISION

Every term, teachers of the same course meet in order to verify:

- that the objectives of the course outline correspond to those detailed in the framework plan;
- that the content is current and relevant;
- that there is continuity from one course to another;
- that there is contingency between same level courses;
- that there is no redundancy from one course to another;
- that the methods of evaluation are fair;
- that the same notions are acquired at the end of a given course.

2.2.4 COURSE OUTLINE APPROVAL

Course outlines, prepared by the teachers, are presented to the Director of Studies and Director of program for approval at least four weeks before the beginning of the term. If the teacher cannot provide a new course outline within the delay period, he must conform to the one that already exists.

2.2.5 COURSE OUTLINE DISTRIBUTION

The course outline is usually integrated into the course workbook distributed to students in the first period of each course.

2.3 EVALUATION

The evaluation is centered on the learning acquired in class and in laboratories. The instruments of measure coincide with the targeted objectives (proficiencies). Thus, writing cannot do an evaluation of the learning acquired in the psychomotor domain. Similarly, evaluating on an analytical or synthetic level cannot be undertaken by means of multiple-choice testing. Additionally, the weighting of the instrument of measure must comply with the objectives of the course and the relative importance to each targeted proficiency.

2.3.1 FORMATIVE AND SUMMATIVE EVALUATIONS

Effects

In any case, formative evaluation is distinct from summative evaluation; formative evaluation is an intervening evaluation undertaken while teaching and learning is taking place, centered on one or several parts of a sequence of learning and whose main purpose the regulation of learning. It is destined to provide a student with information concerning his performance so that he may improve his learning through use of appropriate corrective measures and to inform the teacher of the different possible courses of action to take in order to teach effectively and implement effective class management. Alternately, summative evaluation is an intervening assessment that is undertaken at the end of a course or of a significant, consistent learning sequence. Its essential function is to sanction student's learning and certification; it is what determines a final verdict of success or failure through the medium of a final grade.

Instruments of Measure in Summative Evaluations

No matter the course, summative evaluation should consist of at least one written exam, or its equivalent (such as audio-recording, synchronisation, sound-image on video or multimedia projects), per term.

Marking and Distributing Summative Evaluation Results

The teacher decides which method he will use to mark results. However, in order to maintain uniformity and fairness, and in order to conform to the Minister of Education's directives, the final grade that appears on a student's report is marked as a percentage (%). This grade nevertheless remains a reflection of the degree to which targeted course objectives (proficiencies) have been realised.

MUSITECHNIC determines the form in which evaluation results are presented as well as their date of submission.

Final marks must be given to the Director of Studies, a maximum of twenty-one (21) days after the end of classes, according to the academic calendar.

Delay for producing the results of summative evaluations

With the exception of the final exam, a teacher must give students the results of their evaluation a maximum of two weeks after they have employed an instrument of measure or after work has been submitted. Additionally, the teacher must revise the corrected test with students while highlighting the sought after evaluation criteria with the evaluation grid in order to clarify the mark obtained.

Properties of the Summative Process

MUSITECHNIC reserves the right to withhold student projects that it deems useful for any exposition or activity. This privilege promotes both the student as well as, Inc., by informing the public and the industry of the quality of work undertaken, such as audio recordings and video sound-image synchronisation or multi-media projects.

Types of Summative Testing

The teacher has several instruments of measure at his disposition: in some courses an exam can be replaced by another method of evaluation better adapted to the objectives of the course in question. Consequently, testing can take the form of audio recordings and video sound-image synchronisation or, in the case of summative testing, multimedia projects.

2.3.2 DISTINGUISHING FEATURES

Participation Mark

Summative evaluation cannot take into account participation, effort or progress unless it is explicitly understood and indicated in the targeted proficiency. It cannot be used to encourage motivation by allocating marks for class presence or for the execution of exercises or work that serve to acquire ability or proficiency.

Group Work

If learning activities and work expected of students can be accomplished in a group, the summative evaluation must always be on an individual basis. It is the acquirement of proficiency or an individual's learning objectives that we certify, not that of a group of students.

2.3.3 COURSE COMPLETION AND OBTAINING AN ATTESTATION OF COLLEGE STUDIES (ACS)

According to the Quebec Minister of Education's (MEQ) policy, the performance hurdle of 60% ensures a student's success in a given course. Moreover, obtaining the A.C.S. is conditional on the success of the student in all courses within a chosen program. The overall grade is composed of results obtained by the student through the testing that covers the skills required in each course.

2.4 ACADEMIC CALENDAR

The program is composed of 7 courses are distributed over three (3) intensive, consecutive terms for a maximum period of 47 weeks, including a one (1) week break. The student receives a copy of the first terms' academic calendar on orientation day. Several days before the end of the 1st term, he will receive the academic calendar for the 2nd term. Several days before the end of the 2nd term, he will receive the academic calendar for the 3rd term.

2.4.1 COURSE REGISTRATION

Registration generally takes place before the beginning of the school year for full time training or before the beginning of each session for part-time courses. The dates are set by MUSITECHNIC. MUSITECHNIC may authorise a student to register up to ten (10) days after the beginning of classes if the student can show proof that he was in the incapacity to do so on the fixed date and only if a late registration does not effect his academic success. Priority is given to students who register full-time.

2.5 EXCEPTIONAL MEASURES

2.5.1 TRANSFERRING CREDITS AND EQUIVALENT CREDITS

Within the summative evaluation structure, MUSITECHNIC recognises, in part, high school, college or university credits obtained by successfully completing courses alike in nature and in length to those offered in its program. Similarly, learning covered by the objectives of a course

or acquired through extra-curricular means may be recognised and credited with a well-rounded or fully documented file.

All EQ (equivalency) or SU (substitution) demands must be given to the Director of Studies before the beginning of the school year. In no case can transferred and / or equivalent credits amount to a total of more than half the necessary credits needed to obtain the A.C.S.

Equivalencies

For secondary school or college course equivalency demands (the most frequent), we require the student to provide an official transcript from the institution where he studied so that we may verify:

- course conformity between the *Cahiers de l'enseignement collégial* (College Teacher's Handbook) and, when necessary, the course outline.

Concerning equivalency applications for university level courses, we compare the content and objectives as they appear in the University's Handbook and / or in the course outlines, when available.

Without exception, an exam is given in order to confirm that a course's objectives have been attained.

Equivalence may be given for former schooling and extra-curricular training only when they have allowed the student to attain the objectives and standards of the course of which he demands an equivalency. Equivalence entitles the right to units attached to the course, which need not be replaced by another.

Substitution

MUSITECHNIC may authorise the substitution of a course within the program by another course, which must correspond with the same number of credits and its content must correlate with the program of study.

Dispensation

No dispensations will be given.

Transcripts

The student will receive, at the very latest one month after the end of each session, a cumulative report, which states his results according to the form decreed by the Minister of Education.

2.5.2 INCOMPLETE MARKS

The Director of Studies gives an incomplete mark mention to a student when he is in the impossibility, for serious reasons, to hand in work before the end of term. If no modification has been made in the month following the end of term, the temporarily incomplete mark (IT: *Incomplet Temporaire*) will transform automatically into failure (EC: *Échec*) and will remain so definitively.

When a course evaluation is being conducted on more than one term, the student will obtain the remark (IT) on his end of term report, which will remain as such until the final evaluation of the course is completed. However, the establishment must replace the (IT) remarks from the student's file and replace them with a proper grade within, and not exceeding, the two terms that succeed the one concerned.

The Director of Studies may, with solid proof as support, leave and permanently incomplete remark (IN: *Incomplet Permanent*) in the student's file when external factors keep the student from fully devoting himself to his studies for a period of more than one month (example: accident, prolonged sickness, providing assistance to close members of his entourage, etc.) All other situations must be exceptional, clearly explained in the student's file and authorised by the person designated by the college to do so.

2.5.3 REVIEWING AN EVALUATION

Reviewing an evaluation is an appeals procedure for the student who believes he to be the victim of an error or injustice in the summative evaluation process of his education. In this case, the student is invited to fill out a form requesting to review his grade by the end of the term in question, at the very latest.

The review committee is conformed by the Director of Studies and two teachers from the student's sector of studies.

Final results between 55% and 59% are automatically reviewed.

2.6 RULES AND DISCIPLINARY MEASURES

2.6.1 CHEATING AND PLAGERISM

- The first offence could have consequences ranging from a minimal “0” mark for the activity concerned to a possible permanent expulsion from the course.
- For the second offence, the student is usually expelled from MUSITECHNIC.
- To discourage plagiarism, the establishment insists that the student always clearly notes the source of all his information for all research work or project.

2.6.2 PRESENTATION AND SUBMITTING WORK

Student’s work must respect the rules governing presentation and edition; it will otherwise be refused.

2.6.3 STUDENTS LATE IN SUBMITTING THEIR WORK

Work that is submitted after the due date will incur a penalty of 5% per day and all work handed in 5 days or more after the due date will not be evaluated but will be corrected for learning purposes, except when an agreement with the teacher has been made and the consent of the Director of Studies has been accorded. Exceptionally, the Director of Studies may evaluate a given case and grant an extension to a student.

2.6.4 ABSENTEEISM AND BEING LATE FOR CLASS

- Class presence (theory and practical) and attending consultations is compulsory. In short, all activities outlined in the academic calendar are obligatory.
- Being late for class will not be tolerated. The student that arrives late will be allowed to join the class only after the break, unless the Director of Studies dictates otherwise in the case of uncontrollable circumstances.
- All absences and lateness is documented.
- An absence earns an “A” mention in the roll call.
- Lateness earns an “R” (*retard*) mention in the roll call.
- Students that voluntarily arrive late or leave during the break will receive a “B” mention in the roll call.
- Any student that knows he will be absent for class must inform the establishment by telephone.
- If a student informs the establishment of an eventual absence through writing, he will receive an “AM” (*absence motivé*), “RM” (*retard motivé*) or “BM” in the roll calls. The following reasons for absence or tardiness are considered justified:
 - 1) a medical visit (a doctor’s note is required);
 - 2) the death of a close family member (death certificate or proof of decease);
 - 3) a call to jury duty (proof must be presented).

The above documents will remain in the concerned student’s file.

- When a student is absent, he has the responsibility to obtain details of the lesson(s) missed from the teacher and / or his classmates and to obtain any handouts or class notes taken during his absence.
- Musitechnic Formation, will not tolerate absences that go beyond 20% of the number of hours allocated to each course. If a student is absent for more than 20% of class hours he may be refused entry into the course’s mid-term and / or final exam.

2.6.5 REPEATING EXAMS

- DURING THE SCHOOL YEAR, EXAMS MAY NOT BE REPEATED unless a student can prove his incapacity to be present for the exam for one of the following reasons:
 - 1) A medical visit, with written proof from the doctor;
 - 2) the death of a close family member (with death certificate or proof of death);
 - 3) a call to jury duty with written proof.

All exceptions must be requested BEFORE the exam date and be deemed extremely serious in order to be granted.

Following the presentation of valid justification for an absence, if the student is absent for the repeat summative exam, he cannot have another opportunity, for whatever reason.

REPEATING EXAMS

- AT THE END OF HIS TRAINING, a student may be authorised to take A REPEAT EXAMINATION of all failed course material, if the following conditions apply:
 - 1) The final failed course grade is between 50% and 59% inclusively;
 - 2) His absence does not exceed 20% of total course hours;
 - 3) He did not fail more than two courses in the entire school year.

The Director of Studies will consider a course passed if the student obtains a final mark of at least 60% on the repeated exam.

The maximum final grade showing on the final transcript will be 60%.

2.6.6 PROBATION

A student may be put on probation for problems concerning academic performance, repeated absences, poor class behaviour or any other reason deemed pertinent by the Director of Studies. The policy regarding probation applies to all students.

A student can be put on probation for one or several sessions. His reintegration into or refusal from the program will be analysed by the Director of Studies upon examination of the student's file.

2.6.7 TECHNICAL REFUSAL

A student who does not pass half of the courses registered for must obtain the college's authorisation to register for the following term.

2.6.8 WITHDRAWING FROM THE PROGRAM

A student that no longer attends class with less than 20% of hours / presence will not receive an official result for the course on his final transcript.

It is not possible to withdraw from a course and obtain a reimbursement. The student that is thinking of withdrawing from the program must meet with an admissions and a placement counsellor before making his decision.

If, after meeting with the counsellors, the student still wants to withdraw from the program, he must send a registered letter to "The Directorate-General, Musitechnic Formation,

If a student is absent for more than 15 consecutive days, it is automatically assumed that he has unilaterally broken his educational contract: His file will be treated as though he had officially withdrawn.

In the case of withdrawal, the student must pay all indemnities to the establishment according to the Private Education Law, mentioned on page 2 of the Educational Services Contract ("articles 70 to 75 of the law – 1992, Ch. 68").

2.6.9 GENERAL RULES – VARIOUS INFORMATION

GENERAL RULES

- It is strictly forbidden to smoke in the establishment's buildings, as well as in Place Deputies, except in the designated areas.
- A student who comes to class under the influence of drugs or alcohol will not be admitted into the classroom, the lab or the studio; this act is grounds for termination, without notice, of his educational services contract.
- Any consumption of drugs or alcohol within the buildings of the establishment or in studio is strictly forbidden; doing so is grounds for termination, without notice, of a student's educational services contract.
- Recording classes is strictly forbidden.
- Reproduction of course notebooks, manuals, computer programs and lab books by any means is prohibited. The establishment is not responsible for any possible consequences that may ensue.
- A student who steals, damages, breaks or loses material or the establishment's property must pay to repair or replace the object. The establishment reserves the right to legal recourse against the offender.
- Laboratory equipment, didactic material, reference volumes and articles are the establishment's property. It is forbidden to take them out. Any infringement of this rule constitutes an act of stealing.
- Wearing clean, dry shoes in all seasons is compulsory: it is forbidden attend class, a lab or the studio with wet shoes or boots. Offenders will be made to circulate in their socks.
- It is forbidden to enter into the building with roller blades or bicycles.
- No food or drink will be tolerated beyond the reception area and must be disposed of at the entrance of the hallway leading to the laboratories and classrooms.
- No coats, bags or large briefcases will be tolerated beyond the reception area. The definition of coat, bag or large briefcase is left to the establishment's discretion and cannot be argued. (9-10-2003)

- Sweaters, sweatshirts and other jackets will be tolerated beyond the reception area. However, they must absolutely be worn. Sweaters, sweatshirts and other unworn jackets must be left in the lockers. (9-10-2003)
- School bags must be placed in the square compartments underneath the counter at the reception before entering into the médiathèque.
- The black chairs in the reception area are for the exclusive use of visitors.
- Students must help keep the reception area calm. They must not hold loud conversations in the reception area but should rather use the student lounge to this effect.
- Students must fill-out the appropriate form, available at the reception, to advise the establishment of any change of address.
- Students must ask to meet with any member of the administration at the reception.
- Students must identify all of their personal effects, for example: agendas, briefcases, course books, course notebooks, diskettes, etc.
- Students may not receive personal phone-calls or messages at the reception, except in the case of an emergency. Students must use the public telephones in Place Dupuis should they wish to make a call.
- For security reasons, it is forbidden to bring visitors, family or friend, into classes, laboratories or the studios. Refer those who are interested in the program to the open houses.
- The use of cellular telephones or ringing pagers is forbidden in the college.
- It is impossible to obtain a photocopy of an exam, corrected or not, or of a corrected homework.
- Photocopies: In case of immediate need, and only in small quantity, (class notes, for example) we offer a photocopying service for 15 cents a copy.
- Students may not randomly post something on the billboard. The student has to bring the document and obtain an approval by the Director of Studies, who will then proceed posting it.
- Students may obtain change at the reception.

- Students are asked to keep the tables and counters in the student lounge clean at all times and to remove their belongings from the refrigerator every Friday otherwise it will be discarded during cleaning.
- To find out if the college is still open during snowstorms and freezing rain, you can either listen to the radio or call the college. It is very rare that courses are cancelled due to a storm.
- Using the terrace: Students must respect the perimeter determined by the benches. It is strictly forbidden to smoke on the terrace. Students must dispose of their refuse in the garbage bins provided to this effect. Students must keep the terrace and the benches clean at all times. Lateness because of being on the terrace will not be tolerated. **Each time the above rules concerning the terrace are broken, a 3-day closure may ensue.**

FIRE ALARM AND EVACUATING THE BUILDING

- When you hear the fire alarm sound, you should remain calm, leave whatever you are doing, follow the instructions offered by the personnel and go directly to the closest exit – never take the elevators nor take a detour to your locker;
- Once outside, you must go to the designated meeting point, in front of Copie Express, situated on De Maisonneuve Boulevard, East of St. André, on the South side of the street.
- In cold weather, you may also stay warm at Copie Express, situated across the street from Club Voyage.
- We will give you a signal when it is possible to return to the building.

2.6.10 LABORATORIES AND THE MÉDIATHÈQUE: OPERATING PROCEDURES

- The médiathèque and the workstations in the laboratories are reserved for the exclusive use of the establishment's employees and students during their training program.

“Médiathèque”

- Personal effects (such as coats or jackets, school bags, briefcases, etc.) along with food and / or drink are not accepted in the Médiathèque and must be kept in the square compartments under the counter at the reception.
- Compact disks, computer software, reference manuals and magazines must always remain in the establishment's locales, and may not be borrowed for home use. CD's, computer software and magazines may be borrowed for consultation within the school through use of your student card.
- In order to simplify the search for a compact disk or computer software, a reference guide is available in the Médiathèque. Upon presenting the reference number, the receptionist retrieves the requested material in exchange for a student's card, which will be remitted upon the return of the borrowed material.
- The coding on the books is similar to what is found in public libraries. The borrower's card, found on the inside of each volume, must be signed by the borrower in the presence of the receptionist.
- Up to a maximum of 3 books at a time may be borrowed, with the exception of reference material, for a period of two weeks. One renewal is permitted for the same length of time. To borrow the same book after a renewal, a five (5) day wait is necessary. The above is subject to change without notice.
- Returning books is done in front of the receptionist. A late fee of ten (10) cents per book will be charged for every late business day.

Laboratories

- In order to use a workstation outside of the compulsory periods indicated in the official timetable, the student must make a reservation with the technical supervisor. If a student is more than five (5) minutes late, the reservation is automatically cancelled.
- Reservations are made only in person and not by telephone.
- Each reservation is for a period of three (3) hours. One student may not exceed three (3) reserved hours per day during peak periods.
- It is forbidden to save personal files on the establishment's computer files.
- During each work period in the laboratories, the technical supervisor gives the users at each station the software and necessary equipment. This material must be rendered to the technical supervisor at the end of the class period.
- Students must tidy their work station after use: Turn off the computers, put earphones away, lower the console's volume and push in the chair. The workstation is then ready to be used by the next student. (9-10-2003)

Borrowing Technical Equipment

- It is possible to borrow equipment from the technician's office.
- A student card is mandatory in order to borrow material and should be given to the technician in exchange for borrowed equipment.
- Loans are for a maximum period of 3 hours per student, per day. The technicians office is open for loans during the following times:

From 8:30 a.m. to 9:00 a.m.

From 12:00 p.m. to 1:30 p.m.

From 4:30 p.m. to 6:00 p.m.

Outside of the above hours, loans can be made depending on the technician's availability.

- If a student does not return borrowed equipment before the college closes on the same day, his student card will be retained at the Director of Studies Office. The student's borrowing privileges (CD's and equipment) are then suspended for a period of one (1) week following a first offence and for a period of two (2) weeks following a second offence, and so on.
- Borrowed equipment must be returned in the same condition as when it was borrowed.
- **It is forbidden to take borrowed equipment outside of the college. Any violation of this rule will be considered an act of stealing.**
- **A student who voluntarily steals, damages, breaks or loses any material or property belonging to the establishment must pay to repair or replace the object. The establishment reserves the right to take legal action against any offenders.**

2.7 TECHNICAL SUPPORT

MUSITECHNIC knows that a policy statement interpreted through measures of supervision is not enough to ensure the success of the majority of its students. Consequently, two concrete means have been taken to support them in their learning: indirect in nature, firstly focusing on teachers training. The second is concerned directly with the clients.

2.7.1 EDUCATIONAL IMPROVEMENT

- The first condition of employment for teaching staff, in order to work in the desired area of instruction is dependant one of MUSITECHNIC's privileges of being able to keep a tight correspondence between the demands of the labour market and the professional training it offers. Teachers are, therefore, first and foremost specialists in their domain before being specialists in education.
- Each month, the teaching faculty holds a pedagogical meeting and gathers all of the intervening education officials in order to inform them of any and all of MUSITECHNIC's policy modifications and any other educational policy amendments. This meeting serves to delineate educational needs as well as outline the training pertinent to stated needs.
- The goal of educational refinement is more precisely course planning, constructing and editing specific learning objectives, analysing course content as well as formative and summative evaluation, etc.

2.7.2 EDUCATIONAL SERVICES

The Director of Studies offers students a myriad of services in order to help them in their pedagogical and professional process. Students may use the services for reasons varying from learning difficulties to professional orientation, etc.

In addition to the one on one meetings offered with the Studies Coordinator, MUSITECHNIC uses different means to counter learning difficulties such as: consultation periods, tutoring during free periods in the laboratory, and in the case of serious need, the possibility to re-do work. Students can also benefit from the document research and reference material service through the Médiathèque.

3.0 SANCTIONING STUDIES

MUSITECHNIC grants an Attestation of Collegial Studies (A.C.S) to students who realise the objectives and standards of the establishment's program in which they are admitted. This Attestation mentions the name of the student, the name of the establishment, the program code's title and number, the number of credits attained and the total number of theory and practice hours taught, the permit number and the establishment's seal.

3.1 METHODS

In order to attest to the reliability of the commendation that MUSITECHNIC makes in delivering the diploma, the establishment ensures, according to certain methods, the verification of each diploma delivered, in regards to the applicable rules and admissions conditions to the program (D.H.S., equivalencies, qualifying interview, etc.) and course registrations (substitutions).

3.2 VERIFICATIONS

- The Director of Studies Responsible of Admissions verifies through the support of documents (transcripts, certificate of auxiliary studies, pertinent experience or other forms of learning) contained in the candidates' file, whether or not his training can be judged sufficient.
- The Director of Studies verifies study plans and their implication, for each and every course included in the student's program.
- This verification has particular weight on the forming of objectives, standards and on learning activities.
- In order to grant an Attestation of Collegial Studies (A.C.S.), the Director of Studies must verify the numerous credits relative to each course passed by the student, as well as the total number of credits given in regards to the total number of credits needed for certification in the concerned program.

4.0 SHARING RIGHTS AND RESPONSIBILITIES

Values, adopted principles and MUSITECHNIC's defined objectives all translate into a certain number of rights and responsibilities for MUSITECHNIC, particularly that of lending itself equally to its various elements: The students, the teachers, the Director of Studies, the Directorate-General and the Administrations Counsel.

4.1 THE STUDENTS

THEIR RESPONSIBILITIES ARE TO:

- Attend all activities noted and/or added to in the academic calendar: Theory classes, practical classes, consultations, seminars and conferences;
- hand in their work on the due-date;
- justify all missing or late work (see: Class Presence);
- present their work according to the prescribed rules;
- maintain a high standard of learning performance;
- inform himself of all time changes and / or other pertinent modifications relative to courses;
- not employ any fraudulent means to modify their learning evaluations.

THEY HAVE THE RIGHT TO:

- Know all of the elemental aspects of the MUSITECHNIC program;
- receive a copy of the course outline at the beginning of term;
- request the transfer of equivalent credit or credits from former training or for a pertinent auxiliary study experience (all equivalency requests must be made through writing and presented to the Director of Studies before the beginning of the course concerned, more precisely, to the Counsellor during their admissions interview);
- obtain, for serious reasons, an incomplete mark;
- be fairly and equitably evaluated;
- be regularly informed of the evolution of their education;

- appeal the summative evaluation aspect of their learning;
- know MUSITECHNIC's evaluation policy.

4.2 THE TEACHERS

THEIR RESPONSIBILITIES ARE TO:

- ensure that the I.P.E.L and the rules of the establishment are respected in class;
- plan, in accordance with the rules prescribed by MUSITECHNIC, the conception of a course outline and learning evaluations;
- construct and administer the instruments of measure including the correction criteria grids;
- evaluate students' learning with fairness and equity by using the learning objectives as the only reference;
- record and transmit students' presences and absences;
- agree upon, with the Director of Studies and fellow teachers teaching the same course, the learning objectives targeted by the course as well as the course outline;
- review an evaluation at the request of a student;
- intervene when necessary to support or help students in difficulty;
- produce evaluation results;
- record and transmit summative evaluation results to the Director of Studies;
- participate in activities that aid in perfecting pedagogical approaches.

THEY HAVE THE RIGHT TO:

- accept or refuse work either submitted after the due date or work that does not adhere to the rules of presentation;
- be heard during the revision and evaluation process;
- give an incomplete mark for serious reasons.

4.3 THE DIRECTOR OF STUDIES

Generally, the Director of Studies acts as MUSITECHNIC's voice for the learning evaluations, the application of its learning policies and for sanctioning studies. This heavy responsibility accords it particular rights and responsibilities.

ITS RESPONSIBILITIES ARE TO:

- periodically evaluate the learning evaluation policy;
- disseminate evaluation policy and proceed with its periodical revision;
- ensure the application of the principles outlined in the I.P.E.L.
- receive, verify and ensure that all course outlines reflect the learning objectives;
- keep close relationships with consultants concerning market needs, new professional technologies, course quality and current revision.
- prepare the academic calendar;
- plan the scheduling;
- disseminate all information concerning modifications or corrections in the course schedule;
- approve the posting of teachers;
- receive the results of the summative evaluation;
- evaluate the admissions requests;
- register students;
- receive the roll call;
- verify the consistencies between the frame-work plans, course outlines, means of teaching used and the instruments of measure;
- see that classes and laboratories are adequately furnished with didactic materials;
- produce and transmit reports from management;

- check for the sanctioning of studies, the admissions and academic file of each student;
- ensure every student file remain confidential (with the exception of students who are minors);
- analyse learning progression, levels of success, failure or withdrawals, and take measures it deems appropriate;
- elaborate plans with the teachers to help students in difficulty;
- Transmit evaluation results to the Minister of Education via the S.I.G.D.E.C. (*System d'Information et de Gestion des Données sur l'Effectif Collégial*) and produce and distribute transcripts at the end of each term;
- receive and follow through with comments, complaints and / or suggestions concerning student life within the establishment.

IT HAS THE RIGHT TO:

- approve or refuse course outlines;
- authorise course outline modifications;
- accept the transfer of credits;
- grant credit equivalency;
- put on probation or exclude a student from a course or from MUSITECHNIC for absenteeism, insufficient productivity, cheating, plagiarism or for creating a nuisance, alcohol or drug use or any other reason considered pertinent;
- sanction studies.

THE DIRECTORATE-GENERAL

The Directorate-General ensures the application and revision of the evaluation policy. Aside from this general mandate, it has following rights and responsibilities.

ITS RESPONSIBILITIES ARE TO:

- mandate that the Director of Studies proceed with the revision of the evaluation policy;
- make recommendations to the Administrations Council in regards to the evaluation policy.

HAS THE RIGHT TO:

- requisition the reports from the Director of Studies on the application of the policy.

4.5 THE ADMINISTRATIONS COUNCIL

The Administrations Council, within the framework of the Minister of Education's rules, holds all power in relation to the evaluation policy.

It is up to the Council to rule on the evaluation policy or to accept modifications proposed by the Directorate-General.

5.0 REVISING THE EVALUATION POLICY / CRITERIA FOR SELF-EVALUATION

The implication of the revised I.P.E.L. at MUSITECHNIC is of an essential importance because it determines the level of responsibility of each contributor. It is necessary, however, to ensure the proper functioning of this policy.

5.1 THE CRITERIA

In order to follow the evolution of implemented evaluative processes, the orientation of the Minister of Education concerning evaluation, the administrative structure or to better respond to a particular situation within MUSITECHNIC, the evaluation policy is revised in accordance with the following self-evaluative criteria:

It consists of two contributing factors, the first: the verification of results obtained in order to check for efficiency and the second: the feedback on how it's functioning to verify the conformity of what is practiced with the policy.

5.2 ANALYSIS

Following an analysis of results obtained through the policy, whether they are satisfactory or not, an analytical process, after consultation, will illustrate the modifications necessary in order to obtain satisfactory results.

Following the distribution and application of I.P.E.L., a continuing process of evaluation will be maintained in large part due to contributions from teachers, students, the administration and the Board of Directors.

5.3 FREQUENCY

A periodic meeting every three (3) terms will be planned and will reunite one representing member from each level of MUSITECHNIC in order to evaluate the proper functioning of I.P.E.L. and to receive any comments or suggestions.

Additionally, on a continual basis, the Director of Studies will collect comments, remarks and suggestions from teachers during pedagogical meetings and from the Council consulting programs. These propositions are presented with those of the Director of Studies in a study report and are then given to the Directorate-General. Finally, the Director of Studies, before making its recommendations to the Administrations Council, ensures that the policy is coherent and that it respects the rules outlined by the Education Minister.

6.0 LEXICON

PROFICIENCY

Capacity to fill the roles and undertake tasks associated with a job's function. Proficiency includes an integrated whole of emotional behaviours as well as cognitive skills or psycho sensorial motor skills that make it possible to perform a function, an activity or a task to a degree of performance that corresponds to the minimal requirements of the labour market. Proficiency can be characterised as global, integrative, terminal, durable and transferable. It means knowing how to act (sometimes combined with knowing how to create) responsibly and authentically. It balances knowledge and know-how, typical behaviour, standard procedure, and types of reasoning that we can put into play without new learning.

EFFICIENT

Performing or functioning in the best possible manner with the least waste of time and effort; having and using requisite knowledge, skill, and industry; competent; capable: a reliable, efficient secretary. Producing a desired effect. By extension, the measure of the achievement of pursued objectives.

EVALUATION

The definition of an evaluation, according to Benjamin S. Bloom et Al (1956) is as follows:

“The formulation, with a determined goal, of judgements based on the value of certain ideas, work, situations, methods, materials, etc. It implies the use of criteria as well as standards to evaluate to what measure certain, specific facts are accurate, effective and satisfying...”

Daniel L. Stufflebean and his collaborators (1980) defines it as follows:

“Educational evaluation is the process by which we delineate, obtain and provide useful information which permits the judgement of possible decisions.”

Any activity that has as its goal to interpret results or clues coming from a given method in order to make the best decision concerning the improvement of services rendered to students. Qualitative or quantitative judgement on a students' competency or the state of his knowledge, abilities or attitudes, through the comparison of observable characteristics that he displays, through established norms, starting with standards, with the intent to provide information that is useful in making a decision in the pursuit of an evaluations targeted objective.

FORMATIVE EVALUATION

Intervening evaluation realised during the course of teaching or learning, focused on some part(s) of a learning sequence with the essential function of controlling learning. It is destined to inform

the student so that he might improve his learning through appropriate corrective action and to inform the teacher on the different actions relative to the pursuit of teaching and training to provide to students.

SUMMATIVE EVALUATION

Intervening evaluation realised at the end of a course or a sequence of consistent and significant learning with the essential function of sanctioning learning and the certification of a student translated by a verdict of success or failure reflected by a grade.

MEASURE

Consistent activity to gather results or other clues that allows the quantitative description of knowledge, capacities or abilities of a student.

NORM

Level of performance associated with a particular criterion that becomes the basis on which all judgement is founded upon the value of a student, a program or a policy. (See: Standard).

POLICY OBJECTIVE

Expression of intentions and expected results; they are appraisable and require action for the realisation of tactic and other essential policy elements.

LEARNING OBJECTIVE

A competence, skill or knowledge to be acquired or mastered (RREC, art. 1). The objective consists of the mandatory target of training. In programs and courses defined by competence, the objective is comprised of the terms of competence and of its elements of competence.

PROFILE OF PROFICIENCY

The ideal portrait of a graduate, expressed in terms of cognitive, socio-affective and socio-professional proficiency, at the end of his training program or his arrival in the labour market.

STANDARD

Level of performance considered as the base from which an obtained objective is recognised. (RREC art.1).